

### Third Grade Social Studies Alignment Record

GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
<b>ISTORY</b>				
<b>History of Michigan (Through Statehood) – Use historical thinking to understand the past.</b>				
- H3.0.1	Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)	“Meet Michigan” Chapter 2, lessons 1, 2 Chapter 3, lessons 1, 2, 3, 4, 5 Chapter 4, lesson 2 Chapter 5, lessons 4, 5, 6, 7	artifact diversity historians mound ornaments	
- H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	“Meet Michigan” Chapter 2, lesson 4 Chapter 3, lesson 3, 5 Chapter 4, lesson 4 Chapter 5, lesson 3	invention snowshoe toboggan wisdom	
- H3.0.3	Describe the causal relationships between three events in Michigan’s past (e.g., Erie Canal, more people came, statehood).	“Meet Michigan” Chapter 3, lessons 1, 2, 3, 4, 5 Chapter 4, lessons 1, 2, 3, 4, 5 Chapter 5, lessons 1, 2, 3, 4, 6, 7 Chapter 6, lessons 1, 2	silk profit religious spices	
- H3.0.4	Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	“Meet Michigan” Chapter 2, lessons 3, 4	customs legends longhouse trade	
- H3.0.5	Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	“Meet Michigan” Chapter 2, lessons 1, 2 Chapter 3, lessons 1, 4 Chapter 4, lesson 4 Chapter 5, lessons 1, 2, 3, 4	bonjour opportunity	
- H3.0.6	Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.	“Meet Michigan” Chapter 3, lessons 1, 2, 3, 4, 5 Chapter 4, lessons 2, 4	brandy colonies Detroit Portage servant settlements	
- H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	“Meet Michigan” Chapter 2, lesson 2 Chapter 3, lessons 3, 4 Chapter 4, lessons 2, 3, 4	birchbark canoe moccasin sap wigwam	

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			wild rice	
- H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.	“Meet Michigan” Chapter 2, lesson 4 Chapter 3, lessons 3, 4, 5 Chapter 4, lessons 1, 2, 5 Chapter 5, lesson 6, 7	invention snowshoe toboggan wisdom	
- H3.0.9	Describe how Michigan attained statehood.	“Meet Michigan” Chapter 4, lesson 2, 5	independence liberty	
-H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	“Meet Michigan” Chapter 2, lessons 1, 3 Chapter 3, lessons 1, 2, 3, 4, 5 Chapter 4, lessons 1, 2, 4, Chapter 5, lessons 3, 4, 5, 6 Chapter 6, lessons 1, 2	diary primary source proclamation pursue rebellion settlers tomahawks	
<b>EOGRAPHY</b>				
<b>The World in Spatial Terms - Use geographic representations to acquire, process, and report information from a spatial perspective.</b>				
- G1.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	“Meet Michigan” Chapter 1, lessons 1, 2, 4 Chapter 2, lesson 3 Chapter 3, lessons 1, 2, 3	borders government coral deposit fossil human characteristic natural characteristic opinion state game mammal state seal	
- G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	“Meet Michigan” Chapter 1, lessons 3, 4 Chapter 3, lesson 4 Chapter 5, lesson 5 Chapter 6, lessons 1, 2, 4 Chapter 8, lesson 2	copper iron	
<b>Places and Regions – Understand how regions are created from common physical and human characteristics.</b>				
- G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	“Meet Michigan” Chapter 1, lesson 4 Chapter 6, lesson 5	counties regions	
- G2.0.2	Describe different regions to which Michigan	“Meet Michigan”	counties	

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	belongs (e.g., Great Lakes Region, Midwest).	Chapter 1, lesson 4 Chapter 4, lesson 4 Chapter 8, lesson 2	regions	
<b>4</b>	<b>Human Systems – Understand how human activities help shape the Earth’s surface.</b>			
- G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g.,Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	“Meet Michigan” Chapter 3, lesson 2 Chapter 5, lessons 6, 7 Chapter 6, lesson 3, 4, 5, 6	natural resources wool consumers exported producers trading partner	
- G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	“Meet Michigan” Chapter 2, lessons 1, 2 Chapter 3, lessons 1, 2, 3, 4, 5 Chapter 5, lessons 1, 2, 3, 4, 5, 6 Chapter 6, lessons 1, 2	coal limestone minerals ore stock ton	
- G4.0.3	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)	“Meet Michigan” Chapter 6, lessons 1, 2, 3, 5	migrated	
- G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	“Meet Michigan” Chapter 6, lesson 1	migrated	
<b>5</b>	<b>Environment and Society – Understand the effects of human-environment interactions.</b>			
- G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.	“Meet Michigan” Chapter 1, lessons 2, 3 Chapter 3, lesson 1 Chapter 5, lessons 1, 2, 3, 5 Chapter 6, lesson 5 Chapter 8, lesson 2	nature	
- G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan. (H)	“Meet Michigan” Chapter 2, lessons 1, 2		

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		Chapter 2, lesson 3 Chapter 3, lesson 1 Chapter 4, lesson 4 Chapter 5, lessons 1, 2, 5, 6 Chapter 6, lessons 2, 3, 4		

### CIVICS AND GOVERNMENT

#### **Purposes of Government – *Explain why people create governments.***

- C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	“Meet Michigan” Chapter 1, lesson 2 Chapter 7, lesson 1 Chapter 8, lesson 2	consequences election rights tax	
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#### **Values and Principles of American Democracy - *Understand values and principles of American constitutional democracy.***

- C2.0.1	Describe how Michigan state government reflects the principle of representative government.	“Meet Michigan” Chapter 7, lesson 2	communication income tax property tax sales tax surveys	
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#### **Structure and Functions of Government - *Describe the structure of government in the United States and how it functions to serve citizens.***

- C3.0.1	Distinguish between the roles of state and local government.	“Meet Michigan” Chapter 5, lessons 4, 7 Chapter 7, lessons 1, 3	deeds federal government marriage license public services reelection veto	
- C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	“Meet Michigan” Chapter 7, lessons 2, 5	bill budget Department of Transportation	
- C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	“Meet Michigan” Chapter 7, lesson 6	executive branch judicial branch legislative branch	
- C3.0.4	Explain how state courts function to resolve conflict.	“Meet Michigan” Chapter 7, lesson 6	civic responsibility disagreement sue	
- C3.0.5	Describe the purpose of the Michigan Constitution.	“Meet Michigan” Chapter 7, lesson 4	amendment supreme court term limits	

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	<b>Roles of the Citizen in American Democracy - Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating</b>			
- C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	“Meet Michigan” Chapter 1, lessons 2, 3 Chapter 5, lesson 5 Chapter 7, lesson 7 Chapter 8, lesson 1	freedom citizenship	
<b>CONOMICS</b>				
	<b>1 Market Economy - Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>			
- E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan	“Meet Michigan” Chapter 3, lessons 1, 2, 4 Chapter 4, lesson 3 Chapter 5, lessons 1, 2, 3, 4, 5, 7 Chapter 6, lessons 2, 3, 4	scarcity opportunity costs produced consumed	
- E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	“Meet Michigan” Chapter 5, lesson 3 Chapter 6, lesson 6	sales tax	
- E1.0.3	Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).	“Meet Michigan” Chapter 2, lesson 1 Chapter 3, lessons 1, 2, 4 Chapter 5, lessons 1, 2, 4 Chapter 6, lesson 3, 4, 5	natural resources mining lumbering manufacturing	
- E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.	“Meet Michigan” Chapter 4, lesson 3 Chapter 5, lessons 3, 4, 5, 6 Chapter 6, lesson 4	goods services	
- E1.0.5	Explain the role of business development in Michigan’s economic future.	“Meet Michigan” Chapter 5, lesson 6 Chapter 6, lesson 6	life sciences loan research solar cells tax breaks universities	
	<b>2 National Economy - Use fundamental principles and concepts of economics to understand economic activity in the United States.</b>			
- E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan	“Meet Michigan” Chapter 5, lesson 6 Chapter 6, lesson 3	specialization	

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	are sold in Florida; oranges grown in Florida are sold in Michigan).			
<b>3</b>	<b>International Economy - Use fundamental principles and concepts of economics to understand economic activity in the global economy.</b>			
- E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	“Meet Michigan” Chapter 4, lesson 2 Chapter 6, lesson 3	products consumed	
<b>PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</b>				
<b>3.1</b>	<b>Identifying and Analyzing Public Issues - Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</b>			
- P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	“Meet Michigan” Chapter 1, lessons 2, 3 Chapter 8, lessons 1, 3	city ordinance public access channel	
- P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	“Meet Michigan” Chapter 8, lessons 1, 3	carbon dioxide nuclear power water pollution	
- P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.	“Meet Michigan” Chapter 1, lesson 3 Chapter 4, lesson 2 Chapter 8, lessons 1, 3	eyesore radioactive toxic chemicals	
<b>3.3</b>	<b>Persuasive Communication About a Public Issue - Communicate a reasoned position on a public issue.</b>			
- P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	“Meet Michigan” Chapter 1, lesson 2 Chapter 2, lesson 1 Chapter 8, lessons 2, 3	billion gallons cubic miles	
<b>4.2</b>	<b>Citizen Involvement - Act constructively to further the public good.</b>			
- P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	“Meet Michigan” Chapter 1, lessons 2, 3 Chapter 8, lesson 2	evaporates freshwater million gallons	
- P4.2.2	Participate in projects to help or inform others.	“Meet Michigan” Chapter 1, lessons 2, 3 Chapter 8, lesson 3	greenhouse gas	