

GRADE 3 SOCIAL STUDIES CURRICULUM MAP 2007-2008

| September | October | November | December | January |
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| <p>3:1 Geography-Identify and describe the 7 continents, 4 oceans, 4 hemispheres, equator and prime meridian, and the approximate locations of these places in terms of the learner's own community using cardinal and intermediate directions.</p> <ul style="list-style-type: none"> • Michigan Community Studies Weekly • Students will individually locate oceans, continents, etc. on classroom map • and in groups using globes. • Introduce core democratic values-talk about justice. | <p>3:3 Investigate selected groups involved in the settlement of the local community and demonstrate chronological order of the groups arrival.</p> <ul style="list-style-type: none"> • Michigan Community Studies Weekly • Au Sable Trails Trip • Au Sable Trails stories • Personal Timelines | <p>3:3 Investigate selected groups involved in the settlement of the local community and demonstrate chronological order of the groups arrival.</p> <ul style="list-style-type: none"> • Michigan Community Studies Weekly • Au Sable Trails Trip • Au Sable Trails stories | <p>3—Students describe how trade led to the exploration of the world and that people explored and settled America and Michigan for multiple reasons such as economic opportunity, religious opportunity and to escape oppression</p> <ul style="list-style-type: none"> • Michigan Community Studies Weekly--week 8 | <p>3:2--Students describe how trade led to the exploration of the world and that people explored and settled America and Michigan for multiple reasons such as economic opportunity, religious opportunity, and to escape oppression.</p> <p>3:3--Students describe the struggles and triumphs of the first permanent settlers in Michigan and the role of specific communities in the development of the region. Students will distinguish how their early communities were alike and different compared to our modern communities. Students will explain the idea of chronology. Students create and interpret a simple time line. The students distinguish between primary and secondary sources of history and realize that the perceptions of people and the passing of time influence accounts of historic events.</p> <ul style="list-style-type: none"> • Michigan Community Studies Weekly week 9, 10 |

| February | March | April | May | June |
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| <p>3:6—Students explain the idea of economy and how it revolves around the acquisition, development, distribution and consumption of natural, human, and capital resources. Students describe how people use resources to meet their needs and how the location of resources influence human activity.</p> <p>3:7—The students define scarcity of resources and explain the necessary choice of what to do with them. Students describe opportunity costs as the value of the next best use of resources. Students describe how scarcity affects their daily lives and emphasize the benefits of personal spending and saving choices. They explain how people can conserve and replenish resources and highlight ways people have modified regional resources.</p> <ul style="list-style-type: none"> Michigan Community Studies Weekly week 9, 10, 11,12 | <p>3:6a and b—TLW analyze how producers and consumers confront scarcity and choice when utilizing productive resources and determine solutions for these economic forces.</p> <p>3:7—TLW evaluate methods of exchange used in an economic system and describe how consumer choice determines opportunity cost.</p> <p>TLW describe the characteristics of money and how it makes trade/exchange of resources easier. TLW describe how a simple business operates in the US free enterprise system and how supply and demand affect the price of a good or services. TLW explain how the cost of production and selling affects profits. TLW analyze a simple budget for spending and saving and identify ways people save their income.</p> <ul style="list-style-type: none"> Michigan Community Studies Weekly Weeks 11, 12, 13 | <p>3:3 Explain how efficiency is improved by division of labor and how this, combined with scarcity of resources, creates interdependence, not only between people within the same community or organization, but between communities and regions of the world.</p> <p>Standards: I.2.3, 2.4; II.21, 2.3, 3.2; III.5.1; IV.2.2; V.1.3; VII.1.2</p> <p>3:4-5 Explain the meaning and origin of the ideas and core democratic values expressed in the Declaration of Independence, the Constitution and its preamble and the Bill of Rights. The students are expected to identify specific rights guaranteed to citizens by these documents.</p> <p>Standards: I.2.3, 2.4; II.1.2, 2.1, 2.2, 3.2, 4.2, 4.3, 5.1; III.2.1, 3.1, 4.3, 5.1, 5.2; V.1.1, 1.3, VII.1.2</p> <ul style="list-style-type: none"> Michigan Community Studies Weekly Week 14, week 15 | <p>3:4 Students identify characteristics of good citizenship such as a belief in justice, truth equality and responsibility for the common good; the elements of fair play; the idea of treating others the way you want to be treated; and civic responsibility, including obeying laws, voting, and jury duty.</p> <p>Standards: I.2.3, 2.4; II.21, 2.3, 3.2; III.5.1; IV.2.2; V.1.3; VII.1.2</p> <p>3:5 Student understands the basic functions of local, state, and national governments, the common services provided, and the way government is financed.</p> <p>Standards: I.2.3, 2.4; II.1.2, 2.1, 2.2, 3.2, 4.2, 4.3, 5.1; III.2.1, 3.1, 4.3, 5.1, 5.2; V.1.1, 1.3, VII.1.2</p> <ul style="list-style-type: none"> Michigan Community Studies Weekly Week 16, Week 17 | |