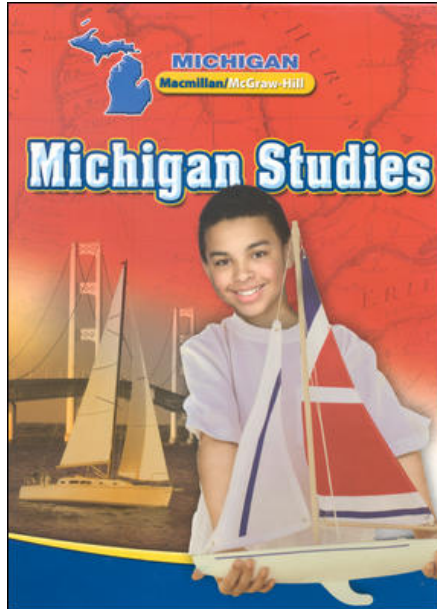




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Social Studies Content Expectations
Grade 3



Michigan Studies

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STANDARDS	PAGE REFERENCES
Social Studies Content Expectations Grade Three	
History	
H3 History of Michigan (Through Statehood)	
<i>Use historical thinking to understand the past.</i>	
3 - 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?)	Student Edition: <i>Chart and Graph Skills</i> 88-89 <i>Focus Lesson Review</i> 47, 54, 63,87, 94, 101, 111, 116, 121, 128, 150, 158, 165, 173, 182 <i>Hands On Activity</i> 67 <i>Quick Check</i> 53, 61, 63, 83, 85, 87, 91, 93, 94, 99, 101, 109, 111, 113, 116, 119, 121, 125, 126, 128, 147, 149, 150, 161, 165, 171, 173, 179, 181, 182 <i>Review the Big Idea</i> 134 <i>Timelines</i> 4-5, 74-75, 99, 106-107, 138-139, 196-197, 258-259 Teacher Edition: AI 89 Teacher Resources: <i>Practice and Activity Workbook</i> 13

STANDARDS	PAGE REFERENCES
<p>3 - H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p>	<p>Student Edition: 26-27, 56-57, 122-123, 176-177, 224-225, 310-311 <i>Primary Sources</i> 32, 53, 100, 115, 163, 181, 208, 240, 280, 295 <i>Using Primary Sources</i> 41, 105, 167, 189, 251, 289</p> <p>Teacher Edition: CC 26, 162; EPS 115, 163; LI 26, 122, 176, 310; TI 177, 311; UPS 26, 56, 122, 176, 224, 310</p> <p>Teacher Resources: <i>Practice and Activity Workbook 1</i></p>
<p>3 - H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).</p>	<p>Student Edition: 119, 125-126 <i>Datagraphic</i> 127</p> <p>Teacher Edition: BI 119, 129; MO 124; T 119</p> <p>Teacher Resources: <i>Practice and Activity Workbook 1</i></p>
<p>3 - 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.</p>	<p>Student Edition: 50-54, 56-57, 64-65</p> <p>Teacher Edition: BI 56, 61; CC 52; QTS 62; T 51; VQ 65</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 5, 8-9</p>
<p>3 - 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.</p>	<p>Student Edition: 3, 44-47, 52-53, 61-62 <i>A Day in the Life</i> 64-65 <i>Activity</i> 135 <i>Quick Check</i> 53 <i>Review The Big Idea</i> 70 <i>Write About The Big Idea</i> 47, 54, 63</p> <p>Teacher Edition: QC 53</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 3, 5 <i>Practice and Activity Workbook</i> 6, 10</p>

STANDARDS	PAGE REFERENCES
<p>3 - 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.</p>	<p>Student Edition: 82-87, 90-94 <i>Activity</i> 135 <i>Biography</i> 95 <i>Explore The Big Idea</i> 73 <i>Quick Check</i> 85 <i>What You Learned</i> 94</p> <p>Teacher Edition: ACT 93; BI 83; QC 85; QTS 86</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 8-9, 12-13 <i>Practice and Activity Workbook</i> 12</p>
<p>3 - 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).</p>	<p>Student Edition: 26-27, 56-57 <i>Primary Sources</i> 53 <i>Using Primary Sources</i> 41, 105</p> <p>Teacher Edition: CC 52; H 57; RLW 54; UPS 56</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 15 <i>Practice and Activity Workbook</i> 20</p>
<p>3 - H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.</p>	<p>Student Edition: 4-5, 74-75, 138-139, 196-197, 258-259, R4-R7, R16-R19 <i>Activity</i> 255 <i>Biography</i> 129, 159 <i>Literature</i> 76-77</p> <p>Teacher Edition: BI 95, 159, 244, 282; UA 5, 75, 139, 197, 259</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 24 <i>Practice and Activity Workbook</i> 13, 34</p>

STANDARDS		PAGE REFERENCES
3 - H3.0.9	Describe how Michigan attained statehood.	<p>Student Edition: 125 <i>Biography</i> 129, 159 <i>Quick Check</i> 125</p> <p>Teacher Edition: BI 129</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 18-19 <i>Practice and Activity Workbook</i> 22</p>
3 - H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	<p>Student Edition: 4-5, 74-75, 83, 91, 99, 106-107, 109, R10-R11 <i>Chart and Graph Skills</i> 88-89</p> <p>Teacher Edition: CC 88; UTL 74</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 13, 18-19 <i>Practice and Activity Workbook</i> 14, 24</p>
Geography		
G1 The World in Spatial Terms		
<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>		
3 - G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	<p>Student Edition: G10-G11</p> <p>Teacher Edition: LI G10</p> <p>Teacher Resources: <i>Practice and Activity Workbook</i> 3, 7, 16, 55, 56, 57</p>

<p>3 - G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p>	<p>Student Edition: G12-G13, A10-A12, 11, 13-15, 21, 23, 43, 46, 205 <i>Datagraphic</i> 127, 279 <i>Geography</i> 25, 47 <i>Map and Globe Skills</i> 18-19 <i>Map Skill</i> 21, 23</p> <p>Teacher Edition: ACT A10, A12, 15; CC G13, 18; CE 11; DI 23, 46, 127, 279; HOA 11</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 4 <i>Practice and Activity Workbook</i> 2, 3, 7, 55, 56, 57</p>
<p>G2 Places and Regions</p>	
<p><i>Understand how regions are created from common physical and human characteristics.</i></p>	
<p>3 - G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p>	<p>Student Edition: 20-22, TR32-TR35 <i>Map and Globe Skills</i> 49 <i>Map Skill</i> 15, 23 <i>Reading Strategy</i> 25 <i>What You Learned</i> 25</p> <p>Teacher Edition: QTS 21, 22</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 4 <i>Practice and Activity Workbook</i> 3, 5, 55, 56, 57</p>
<p>3 - G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).</p>	<p>Student Edition: 13, 16-17 <i>Map Skill</i> 13</p> <p>Teacher Edition: MS 13; QTS 13, 16</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 2, 4 <i>Practice and Activity Workbook</i> 1, 5</p>

STANDARDS	PAGE REFERENCES
G4 Human Systems	
<i>Understand how human activities help shape the Earth's surface.</i>	
<p>3 - 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)</p>	<p>Student Edition: 21-23, 272-275, 276-278, 280-281 <i>Activity 71</i> <i>Datagraphic 279</i> <i>Geography 275, 281</i> <i>Link to Language Arts 275</i> <i>What You Learned 275, 281</i></p> <p>Teacher Edition: BI 273, 277; DI 21, 23; QTS 21, 22, 274, 277, 278</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary 45, 47</i> <i>Practice and Activity Workbook 11, 45, 46</i></p>
<p>3 - G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).</p>	<p>Student Edition: 172-173, 178-179, 181-182, 273 <i>Comprehension Check 188 #8, #9, #10</i> <i>Critical Thinking 182</i> <i>Datagraphics 180</i> <i>Economics 182</i></p> <p>Teacher Edition: QTS 179, 273</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary 25</i> <i>Practice and Activity Workbook 31</i></p>

STANDARDS	PAGE REFERENCES
<p>3 - 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.</p>	<p>Student Edition: 246-247, 280-281, 284-287 <i>Datagraphic</i> 127 <i>Focus Question</i> 287 <i>Geography</i> 287 <i>Reading Skills</i> 202-203 <i>What You Learned</i> 25, 281, 287</p> <p>Teacher Edition: BI 285; CC 202; QC 281; QTS 247, 285, 286</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 34, 40-41, 47 <i>Practice and Activity Workbook</i> 40, 46, 47</p>
<p>3 - 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.</p>	<p>Student Edition: 54 <i>Biography</i> 55 <i>Primary Sources</i> 53</p> <p>Teacher Edition: QTS 54</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 5, 8-9 <i>Practice and Activity Workbook</i> 8</p>

STANDARDS	PAGE REFERENCES
G5 Environment and Society	
<i>Understand the effects of human-environment interactions.</i>	
3 - G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.	<p>Student Edition: 21-22, 126, 128, 248-249, 274 <i>Focus Question</i> 249, 275 <i>Geography</i> 25 <i>Link to Art</i> 249 <i>Link to Science</i> 25 <i>What You Learned</i> 275 <i>Write About The Big Idea</i> 25</p> <p>Teacher Edition: A 248; QTS 274</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 4, 40-41 <i>Practice and Activity Workbook</i> 4, 22, 40, 45</p>
3 - G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H)	<p>Student Edition: 21, 126, 128, 248, 274 <i>Focus Question</i> 249, 275 <i>Link to Science</i> 25 <i>What You Learned</i> 249</p> <p>Teacher Edition: A 248; QTS 274</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 4, 40-41 <i>Practice and Activity Workbook</i> 4, 22, 40, 45</p>

STANDARDS	PAGE REFERENCES
CIVICS AND GOVERNMENT	
C1 Purposes of Government	
<i>Explain why people create governments.</i>	
<p>3 - 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).</p>	<p>Student Edition: 293-294, 306-308 <i>Reading Strategy</i> 308</p> <p>Teacher Edition: A 295</p> <p>Teacher Resources: <i>Citizenship</i> 36-37 <i>Idea Factory and Vocabulary</i> 48 <i>Practice and Activity Workbook</i> 48, 50</p>
C2 Values and Principles of American Democracy	
<i>Understand values and principles of American constitutional democracy.</i>	
<p>3 - C2.0.1 Describe how Michigan state government reflects the principle of representative government.</p>	<p>Student Edition: 306, 308 <i>Critical Thinking</i> 308</p> <p>Teacher Edition: C 308; QTS 306</p> <p>Teacher Resources: <i>Citizenship</i> 36-37 <i>Idea Factory and Vocabulary</i> 48 <i>Practice and Activity Workbook</i> 50</p>

STANDARDS		PAGE REFERENCES
C3 Structure and Functions of Government		
<i>Describe the structure of government in the United States and how it functions to serve citizens.</i>		
3 - C3.0.1	Distinguish between the roles of state and local government.	<p>Student Edition: 304-308, 314-318 <i>Critical Thinking</i> 318 <i>Figure</i> 316 <i>Focus Question</i> 318 <i>Reading Strategy</i> 318 <i>Write About The Big Idea</i> 318</p> <p>Teacher Edition: QTS 315, 316</p> <p>Teacher Resources: <i>Citizenship</i> 36-37 <i>Idea Factory and Vocabulary</i> 48 <i>Practice and Activity Workbook</i> 50, 51</p>
3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	<p>Student Edition: 305 <i>Review The Big Idea</i> 326</p> <p>Teacher Edition: QTS 305</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 44 <i>Practice and Activity Workbook</i> 50, 51</p>
3 - C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	<p>Student Edition: 306-307 <i>Write About The Big Idea</i> 308</p> <p>Teacher Edition: A 307; QTS 306</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 48 <i>Practice and Activity Workbook</i> 50, 51</p>

STANDARDS	PAGE REFERENCES
3 - C3.0.4 Explain how state courts function to resolve conflict.	Student Edition: 307 Teacher Edition: QTS 306 Teacher Resources: <i>Practice and Activity Workbook 50, 51</i>
3 - C3.0.5 Describe the purpose of the Michigan Constitution.	Student Edition: 306 <i>Citizenship 128</i> <i>What You Learned 308</i> Teacher Resources: <i>Practice and Activity Workbook 51</i>
C5 Roles of the Citizen in American Democracy	
<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>	
3 - 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).	Student Edition: 293-295, 308, C3 <i>Citizenship 297</i> Teacher Edition: QTS 293 Teacher Resources: <i>Citizenship 38</i> <i>Practice and Activity Workbook 48, 50</i>

STANDARDS		PAGE REFERENCES
ECONOMICS		
E1 Market Economy		
<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy. -</i>		
3 - E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	<p>Student Edition: 266-270, 276-281 <i>Critical Thinking</i> 270 <i>Focus Question</i> 281 <i>Scarcity is also mentioned on page 232.</i></p> <p>Teacher Edition: CC 86; QTS 267</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 44-45, 47, 50-51 <i>Practice and Activity Workbook</i> 43, 44</p>
3 - E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	<p>Student Edition: <i>Quick Check</i> 269</p> <p>Teacher Edition: QC 269</p>
3 - 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). (H, G)	<p>Student Edition: 21-23, 128, 274-275, 276-278 <i>Activity</i> 71 <i>Focus Questions</i> 275 <i>Geography</i> 25, 275 <i>Map Skill</i> 23 <i>Write About The Big Idea</i> 25</p> <p>Teacher Edition: QTS 21</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 4, 44, 47 <i>Practice and Activity Workbook</i> 4, 22, 45</p>

STANDARDS	PAGE REFERENCES
<p>3 - E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)</p>	<p>Student Edition: 15, 21-23, 266-270, 272-275, 276-281 <i>Critical Thinking</i> 281 <i>Focus Question</i> 275 <i>Geography</i> 281 <i>Write About The Big Idea</i> 25, 270</p> <p>Teacher Edition: A 15; QTS 21</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 4, 44, 47 <i>Practice and Activity Workbook</i> 4, 22, 43, 45, 47</p>
<p>3 - E1.0.5 Explain the role of business development in Michigan's economic future.</p>	<p>Student Edition: 278, 280-281 <i>Critical Thinking</i> 281 <i>What You Learned</i> 281 <i>Write About The Big Idea</i> 281</p> <p>Teacher Edition: QC 281; QTS 280</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 50-51 <i>Practice and Activity Workbook</i> 43, 47</p>
<p>E2 National Economy</p>	
<p><i>Use fundamental principles and concepts of economics to understand economic activity in the United States.</i></p>	
<p>3 - E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).</p>	<p>Student Edition: 22-23, 272-273, 284-287 <i>Map Skill</i> 23</p> <p>Teacher Edition: MS 23</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 44, 47 <i>Practice and Activity Workbook</i> 45, 47</p>

STANDARDS		PAGE REFERENCES
E3 International Economy		
<i>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</i>		
3 - E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	<p>The following references can be used to facilitate this objective.</p> <p>Student Edition: 272, 284-287</p> <p>Teacher Resources: <i>Practice and Activity Workbook 47</i></p>
Public Discourse, Decision Making, and Citizen Involvement (P3, P4)		
P3.1 Identifying and Analyzing Public Issues		
<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>		
3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	<p>Student Edition: <i>Citizenship Democracy in Action</i> 245, 283 <i>Citizenship Points of View</i> 28-29 <i>Persuasive</i> 325</p> <p>Teacher Edition: CC 8, 28</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 44</p>
3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	<p>Student Edition: <i>Citizenship Democracy in Action</i> 283 <i>Citizenship Points of View</i> 28-29</p> <p>Teacher Edition: CC 8</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 44</p>
3 - 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.	<p>Student Edition: <i>Citizenship Democracy in Action</i> 283 <i>Citizenship Points of View</i> 28-29, 302-303</p> <p>Teacher Edition: A 17; CC 28</p> <p>Teacher Resources: <i>Idea Factory and Vocabulary</i> 44</p>

STANDARDS	PAGE REFERENCES
P3.3 Persuasive Communication About a Public Issue	
<i>Communicate a reasoned position on a public issue.</i>	
3 - P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Student Edition: <i>Citizenship Democracy in Action</i> 283, 320-321 <i>Expository</i> 69 <i>Persuasive</i> 325 <i>Write About It</i> 29, 283, 303, 321 Teacher Edition: A 17, 302, 320; CC 28
P4.2 Citizen Involvement	
3 - P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Student Edition: <i>Citizenship Democracy in Action</i> 245, 283 <i>Persuasive</i> 325 <i>Write About It</i> 245 Teacher Edition: A 302 Teacher Resources: <i>Idea Factory and Vocabulary</i> 45
3 - P4.2.2 Participate in projects to help or inform others.	Student Edition: <i>Expository</i> 69 <i>Persuasive</i> 325 <i>Write About It</i> 283 Teacher Edition: A 302; CC 245 Teacher Resources: <i>Idea Factory and Vocabulary</i> 45