

HPS Scope & Sequence
K-8 Grade Level Essential Skills
Created: August 2009
Last Revision: June 2010

Grade Level: Third Grade
Subject: Social Studies






Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).

During the 2008-09 school year small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.






The essential skills found within this document were then piloted in the 2009-2010 school year, with our teaching staff providing on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups re-assembled under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps culminated in revisions and a secure document that will remain fluid.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html






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Social Studies Grade 3
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Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
History						
3-H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	Use primary and secondary sources to learn about the past.	Y		<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	history, primary source, secondary source, historical questions, informational text, artifact, compare, timeline, decade, century, cause, effect
Geography						
The World in Spatial Terms						
4-G1.0.1	Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?.	Use geography questions to learn about the United States	1	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects 	North,South, East, West, Northeast, Northwest, Southeast, Southwest, globe, map, satellite image, population density, climate, regions, elevation, latitude, longitude
3.G1.0.2 *	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	Use graphic organizers to describe the human and physical characteristics of	1	5	<ul style="list-style-type: none"> • Teacher created assessments • Projects 	
4-G1.0.3	Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region of a variety of geographic tools and technologies (e.g., globe, map, satellite image.	Use geographic tools/technology	1	5	<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	
4-G1.0.5 *	Use maps to describe elevation, climate, and patterns of population density in the United States.	Use maps to understand reasons for population density	1	1	<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	
4-G1.0.2 *	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	Use direction terms to describe locations in the United States	Y		<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	

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Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Places and Regions						
4-G2.0.1	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions.	Divide the United States into regions based on specific characteristics	1	10	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
3-G2.0.2 *	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	Identify regions in which Michigan can belong.	1	1	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-G2.0.2 *	Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.	Compare a region Michigan belongs to with another region.	1	3	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
3.G5.0.1*	Locate natural resources in Michigan and explain the consequences of their use.	Where are Michigan's natural resources located? What are the consequences of using Michigan's natural	teach with Science unit Earth and Me		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4.G5.0.1 *	Assess the positive and negative effects of human activities on the physical environment of the United States.	Examine how humans can positively and negatively effect the environment	teach with Science unit Earth and Me		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
Civics and Government Expectations						
Purposes of Government						
4-C1.0.1	Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?.)	Use the questions political scientists ask to learn about government	1	2	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	democracy, Constitution, preamble, purpose of government, core democratic values, Bill of Rights, rights and responsibilities, limits on rights

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	Students will					
4-C1.0.3 *	Describe the purposes of government as identified in the Preamble of the Constitution.	Understand how the Preamble of the Constitution identifies the purposes of government	1	1	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
Roles of the Citizen in American Democracy						
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).	Know your rights and the responsibilities that go with those rights.	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C5.0.2 *	Describe the relationship between rights and responsibilities of citizenship.	Know how rights and responsibilities are connected	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C5.0.3 *	Explain why rights have limits.	Know why rights have limits	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
Economics						
Market Economy						
4-E1.0.1	Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).	Use the questions economists ask to learn about the United States economy	1	2	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	economy, market economy, producer, consumer, positive and negative influences, price, employment, unemployment, competition

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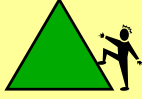

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary	
	Students will						
History							
History of Michigan							
3-H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	Use primary and secondary sources to learn about the past.	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals		
The World in Spatial Terms							
4-G1.0.3	Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).	Use geographic tools/technology	2	5	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals		
4-G1.0.5 *	Use maps to describe elevation, climate, and patterns of population density in the United States.	Use maps to understand reasons for population density	2	4	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals		
Places and Regions							
4-G2.0.1 4-G1.0.2 *	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions). Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	Divide the United States into regions based on specific characteristics. Use direction terms to describe locations in the United States.	2	14	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals		
Human Systems							
4-G4.0.1 *	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came that influenced the migration.)	Study a specific story about migration to learn why people move to or within the United States	2	3	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals		
4-G4.0.2 *	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).	Learn how immigration impacted culture in the United States	2	5	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion		

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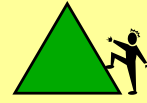

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
3.G5.0.1*	Locate natural resources in Michigan and explain the consequences of their use.	Where are Michigan's natural resources located? What are the consequences of using Michigan's natural resources?	teach with Science unit Earth and Me		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4.G5.0.1 *	Assess the positive and negative effects of human activities on the physical environment of the United States.	Examine how humans can positively and negatively effect the environment	teach with Science unit Earth and Me		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
Civics and Government						democracy, Constitution, preamble, purpose of government, core democratic values, Bill of Rights, rights and responsibilities, limits on rights
Roles of the Citizen in American Democracy						
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).	Know your rights and the responsibilities that go with those rights.	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C5.0.2 *	Describe the relationship between rights and responsibilities of citizenship.	Know how rights and responsibilities are connected	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C5.0.3 *	Explain why rights have limits.	Know why rights have limits	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	

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	Students will					
History						
History of Michigan						
3-H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	Use primary and secondary sources to learn about the past.	Y		<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion/journals 	region, North, South, East, West, Northeast, Northwest, Southwest, Southeast, globe, map, satellite image, elevation, climate, population density, political regions, economic regions, landform regions, vegetation regions, positive, negative, physical environment, human environment, interaction, natural resources
The World in Spatial Terms						
4-G1.0.3	Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image.)	Use geographic tools/technology	3	5	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion/journals 	
4-G1.0.5 *	Use maps to describe elevation, climate, and patterns of population density in the United States.	Use maps to understand reasons for population density	3	3	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion/journals 	
Places and Regions						
4-G2.0.1 4-G1.0.2 *	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions). Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	Divide the United States into regions based on specific characteristics. Use direction terms to describe locations in the United States.	3	10	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion/journals 	
Environment and Society						
3.G5.0.1*	Locate natural resources in Michigan and explain the consequences of their use.	Where are Michigan's natural resources located? What are the consequences of using Michigan's natural resources?	teach with Science unit Earth and Me		<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion/journals 	

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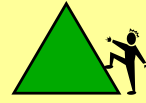

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
4.G5.0.1 *	Assess the positive and negative effects of human activities on the physical environment of the United States.	Examine how humans can positively and negatively effect the environment	teach with Science unit Earth and Me		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion	
Civics and Government						
Structure and Functions of Government						
4-C1.0.3 *	Describe the purposes of government as identified in the Preamble of the Constitution.	Understand how the Preamble of the Constitution identifies the purposes of government	3	5		legislative branch, judicial branch, executive branch, separation of powers, responsibilities of citizenship, limits on rights, public issues, market economy, public issues, limits on rights, taxes, voting, public office, public policy, conflict, resolution, responsibilities and rights of citizenship
4-C3.0.3 *	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	Understand how the federal government is organized	3	2	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C3.0.4 *	Describe how the powers of the federal government are separated among the branches.	Understand how powers are separated among the branches of government	3	6	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
Roles of the Citizen in American Democracy						
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).	Know your rights and the responsibilities that go with those rights.	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C5.0.2 *	Describe the relationship between rights and responsibilities of citizenship.	Know how rights and responsibilities are connected	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C5.0.3 *	Explain why rights have limits.	Know why rights have limits	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	

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	Students will					
History						
History of Michigan						
3-H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	Use primary and secondary sources to learn about the past.	Y		<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	natural resources, positive and negative effects, physical environment
Geography						
The World in Spatial Terms						
4-G1.0.2 *	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	Use direction terms to describe locations in the United States	Y		<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	
Environment and Society						
3.G5.0.1*	Locate natural resources in Michigan and explain the consequences of their use.	Where are Michigan's natural resources located? What are the consequences of using Michigan's natural resources?	teach with Science unit Earth and Me		<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	
4.G5.0.1 *	Assess the positive and negative effects of human activities on the physical environment of the United States.	Examine how humans can positively and negatively effect the environment.	teach with Science unit Earth and Me		<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	
Civics and Government						
Roles of the Citizen in American Democracy						
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).	Know your rights and the responsibilities that go with those rights.	Y		<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	rights and responsibilities, of citizenship, limits on rights, voting

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	Students will					
4-C5.0.2 *	Describe the relationship between rights and responsibilities of citizenship.	Know how rights and responsibilities are connected	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-C5.0.3 *	Explain why rights have limits.	Know why rights have limits	Y		<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
Economics						
Market Economy						
4-E1.0.2 *	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).	Learn how a market economy works	4	4	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	market economy, private property rights, exchange, competition, incentives, specialization, goods/services, saving/earning money, price, supply and demand, outsourcing, quality controls
4-E1.0.3 *	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.	Learn about how positive and negative incentives impact the economy	4	4	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
4-E1.0.4 *	Explain how price affects decisions about purchasing goods and services (substitute goods.	Learn how price affects purchasing decisions	4	3	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	
National Economy						
4-E2.0.1	Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).	Learn how competition impacts buyers, sellers, and prices	4	3	<ul style="list-style-type: none">• Teacher created assessments• Projects•Depth of discussion/journals	

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	Students will					
International Economy						
4-E3.0.1	Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls.)	Learn how global competition impacts the United States economy	4	3	<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						
3-P3.1.2 * 4-P3.1.2 *	Use graphic data and other sources to analyze information about a public issue in Michigan and the United States and evaluate alternative resolutions.	Use multiple resources to learn about a public issue and possible solutions	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	
3-P3.1.3 * 4-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 and United States.	Learn how core democratic conflicts cause people to differ on public issues	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	public policy, conflict, resolution, core democratic values
Persuasive Communication About a Public Issue						
4-P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	Write an essay stating a position on a public policy issue	4	5	<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion 	
Citizen Involvement						
4-P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Create and carry out an action plan to inform others about a public policy issue	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects •Depth of discussion/journals 	

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