

Wyoming Public Schools 3rd Grade Social Studies Essential Standards

Social Studies Essential Standard	Student Friendly Language	Family Friendly Language
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?).	I can ask questions about Michigan's past, like what happened, when, who was involved, and why.	Your child is learning to ask key questions when studying Michigan's history—such as what happened, when it happened, who was involved, and how and why it happened—to better understand the past.
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.	I can compare how American Indians and settlers in early Michigan used, changed, and adapted to the environment.	Your child is learning to use information and visuals to compare how American Indians and settlers in Michigan's early history adapted to their environment, used natural resources, and made changes to the land.
3-G1.0.1 Use cardinal directions (north, south, east, and west) to describe the relative location of significant places in the immediate environment.	I can use north, south, east, and west to tell where places are near me.	Your child is learning to use the four cardinal directions—north, south, east, and west—to describe the location of important places in their local area.
3-G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.	I can use maps to find and describe Michigan's land and the people who live there.	Your child is learning to read thematic maps to identify and describe Michigan's physical features (like landforms and climate) and human characteristics (like cities and population patterns).
3-G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan. (H)	I can explain how people in Michigan use, change, and adapt to the state's natural resources.	Your child is learning how people in Michigan use, change, and adapt to the state's natural resources.
3-C3.0.3 Identify the three branches of state government in Michigan and the powers of each.	I can name Michigan's three branches of government and tell what each one does.	Your child is learning that Michigan's government has three branches—legislative, executive, and judicial—and what each does.
3-C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship	I can name some rights, like free speech, and responsibilities, like voting and obeying laws, that citizens have.	Your child is learning about the rights and responsibilities of citizens, like free speech, voting, and following laws.

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(e.g., respecting the rights of others, voting, obeying laws).		
3-E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	I can explain how having limited resources means people must make choices, which affects what is made and used in Michigan.	Your child is learning how limited resources (scarcity) in Michigan lead to choices, which involve trade-offs (opportunity costs) and influence what goods and services are produced and consumed.
3-E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	I can explain how entrepreneurs in Michigan use natural resources, people, and tools or machines to make goods and services.	Your child is learning how Michigan entrepreneurs use natural resources, workers, and tools to make goods and services.
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).	I can explain how Michigan trades what it makes with other places, and they trade with us, so we all get what we need.	Your child is learning that Michigan makes certain products, like cherries, and trades with other places, like Florida's oranges, so everyone gets what they need.
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.	I can write a paragraph about a Michigan issue, share my opinion, and give good reasons to support it.	Your child is learning to choose a Michigan public policy issue, clearly state their opinion in writing, and support it with logical reasons and evidence.
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.	I can make a plan to take action on a public issue and know how, when, and where to share it with others.	Your child is learning how to create and carry out a plan to address a public issue, and when, where, and how to share their ideas with the right audience.