

Redford Union School District Third Grade Social Studies Year-At-A-Glance

Quarter	Pacing	Unit	Abstract
1	September - October	What About Michigan's Geography Makes It Special?	<p>This unit explores the geography of Michigan and begins to develop students' understanding of the different social science disciplines, beginning with a geographic lens. As students work through the unit, they progressively build an argument to the unit's compelling question, "What about Michigan's geography makes it special?" Students also begin to develop the skill of writing evidence-based arguments, learning how to gather evidence from different sources and returning to the lesson question at the end of each lesson to craft an argument. This unit lays the foundation for students to learn about the history of Michigan in Unit 2.</p>
2	November - December	What About Michigan's History Makes It Special?	<p>This unit investigates the history of the land that became Michigan and introduces students to the way historians read and think. As students work through the unit, they progressively build an argument to the unit's compelling question, "What about Michigan's history makes it special?" Students continue to develop the skill of writing evidence-based arguments, gathering evidence from different sources and returning to the lesson question at the end of each lesson to craft an argument. They also build their temporal thinking skills (thinking about time) as they steadily construct a timeline that begins with Indigenous Peoples living on the land that is now Michigan and ends with Michigan becoming a state in 1837. This unit builds on the foundational knowledge students gained in Unit 1 about Michigan's geography and lays the foundation for a deeper investigation of Michigan's economics in Unit 3.</p>
3	February - March	What About Michigan's Economy Makes It Special?	<p>This unit investigates the economy of Michigan and introduces students to the way economists think. As students work through the unit, they progressively build an argument to the unit's compelling ("big") question, "What about Michigan's economy makes it special?" Students continue to develop the skill of writing evidence-based arguments, as well as evidence-based explanations, always returning to the lesson question at the end of each lesson to respond either in their <i>Pure Michigan</i> Journals or aloud with classmates. This unit builds on the foundational knowledge students gained in Unit 1 about Michigan's geography and in Unit 2 about the history of the state. It also lays a foundation for students to include</p>

		<p>an economic lens when they investigate Michigan's government and civic life in Unit 4. In every lesson throughout the unit, students engage in "Think Critically Moments" in order to pause and apply a critical angle to Michigan's market economy.</p>	
4	April - May	<p>How Can We Protect What is Special About Michigan?</p>	<p>This unit investigates the government of Michigan and Michiganders' civic engagement. As students work through the unit, they progressively build an argument to the unit's compelling ("big") question, "How can we protect what is special about Michigan?" Students continue to develop the skill of writing evidence-based arguments and explanations, always returning to the lesson question at the end of each lesson to respond in writing. This unit builds on the foundational knowledge students gained in Units 1-3 about Michigan's geography, history, and economics, and it gives them an opportunity to apply those concepts to civic issues.</p>