

# Social Studies Pacing Guide

3rd Grade



Q1	Unit 1: Connecting Themes	Unit 2: Foundation of the United States of America/ Unit 7: Economics
Time	5 days (1 week)	34 days (7 weeks)
Days	Aug. 10- 14, 2015	August 17 – October 2, 2015
	<ul style="list-style-type: none"> <li>Overview of all themes</li> <li>Rituals and Routines</li> </ul>	<p><b>SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.</b></p> <ol style="list-style-type: none"> <li><b>Paul Revere</b> (independence)</li> <li>Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.</li> </ol> <p><b>SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.</b></p> <ol style="list-style-type: none"> <li>Identify on a political map specific locations significant to the life and times of these historic figures.</li> <li>Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.</li> <li>Describe how each of these historic figures adapted to and was influenced by his/her environment.</li> <li>Trace examples of travel and movement of these historic figures and their ideas across time.</li> <li>Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.</li> </ol> <p><b>SS3CG2 The student will discuss the character of different historical figures in SS3H2a.</b></p> <ol style="list-style-type: none"> <li>Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.</li> <li>Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.</li> <li>Explain how the historical figures in SS3H2a chose when to respect and accept authority.</li> </ol> <p><b>SS3G1 The student will locate major topographical features.</b></p> <ol style="list-style-type: none"> <li>Identify <b>major rivers</b> of the United States of America: <ul style="list-style-type: none"> <li>Mississippi</li> <li>Ohio</li> <li>Rio Grande</li> <li>Colorado</li> <li>Hudson</li> </ul> </li> <li>Identify <b>major mountain ranges</b> of the United States of America: <ul style="list-style-type: none"> <li>Appalachian</li> <li>Rocky</li> </ul> </li> <li>Locate the <b>Equator, Prime Meridian</b>, and lines of <b>latitude</b> and <b>longitude</b> on a globe.</li> </ol>

Quarterly Benchmark Assessment Window ---- October 5 – 9, 2015

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**SS3E1 The student will describe the four types of productive resources:**

- a. **Natural** (land)
- b. **Human** (labor)
- c. **Capital** (capital goods)
- d. **Entrepreneurship** (used to create goods and services)

**SS3E2** The student will explain that governments provide certain types of **goods and services** in a market economy, and pay for these through taxes and will describe services such as **schools, libraries, roads, police/fire protection, and military**.

**SS3E3** The student will give examples of **interdependence and trade** and will explain how voluntary exchange benefits both parties.

- a. Describe the interdependence of **consumers and producers of goods and services**.
- b. Describe how **goods and services are allocated by price** in the marketplace.
- c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.
- d. Explain that most countries create their **own currency** for use as money.

**SS3E4** The student will describe the **costs and benefits of personal spending and saving choices**.

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Q2		Unit 3: Our Democratic Heritage
Time	39 days (8 weeks)	
Days	October 5 – December 4, 2015	
Georgia Content Focus Standards	<b>SS3H1 The student will explain the political roots of our modern democracy in the United States of America.</b>	
	a. Identify the influence of <b>Greek architecture</b> (columns on the Parthenon, U. S. Supreme Court building), <b>law</b> , and the <b>Olympic Games</b> on the present.	
	b. Explain the ancient Athenians' idea that a community should choose its own leaders.	
	c. Compare and contrast <b>Athens as a direct democracy</b> with the <b>United States as a representative democracy</b> .	
	<b>SS3G1 The student will locate major topographical features.</b>	
	d. Locate Greece on a world map.	
	<b>SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.</b>	
	a. Explain why in the United States there is a <b>separation of power between branches of government</b> and <b>levels of government</b> .	
	b. Name the three levels of government ( <b>national, state, local</b> ) and the three branches in each ( <b>executive, legislative, judicial</b> ), including the names of the legislative branch ( <b>Congress, General Assembly, county commission or city council</b> ).	
	c. State an example of the responsibilities of each level and branch of government.	
	<b>SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.</b>	
	a. <b>Thurgood Marshall</b> (civil rights)	
	b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them	
	<b>SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.</b>	
	a. Identify on a political map specific locations significant to the life and times of these historical figures.	
	b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.	
	c. Describe how each of these historical figures adapted to and was influenced by his/her environment.	
	d. Trace examples of travel and movement of these historical figures and their ideas across time.	
	e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.	
	<b>SS3CG2 The student will discuss the character of different historical figures in SS3H2a.</b>	
	a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.	
	b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.	
	c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.	

Quarterly Benchmark Assessment Window ---- December 7 - 11, 2015

## Social Studies Pacing Guide

## Quarterly Benchmark Assessment Window ---- March 7 – 11, 2016

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Benchmark Review		Benchmark Review and Next Grade Preview
Time Frame	Approximately 15 days (3 weeks)	Approximately 20-25 days (4-5 weeks)
Instructional Days	March 7 until GMAS EOG Social Studies	Post-testing Window through End of School Year
Georgia Content Focus Standards Review	<ul style="list-style-type: none"> <li>Whole group, small group and individual benchmark review based on spiraled formative benchmark exam data</li> </ul>	<ul style="list-style-type: none"> <li>Additional benchmark review for targeted non-proficiency students</li> <li>Current grade enrichment</li> </ul>

#### MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3
1. use cardinal directions	I	M	A	A
2. use intermediate directions		I	M	A
3. use a letter/number grid system to determine location			I	M
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M
5. use inch to inch map scale to determine distance on map			I	M
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D
7. use a map to explain impact of geography on historical and current events			I	D
8. draw conclusions and make generalizations based on information from maps				I
9. use latitude and longitude to determine location				I

#### INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3
1. compare similarities and differences	I	D	M	A
2. organize items chronologically	I	D	D	M
3. identify issues and/or problems and alternative solutions	I	D	D	D
4. distinguish between fact and opinion		I	D	M
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D
6. identify and use primary and secondary sources		I	D	D
7. interpret timelines		I	D	D
8. identify social studies reference resources to use for a specific purpose			I	M
9. construct charts and tables			I	M
10. analyze artifacts			I	D
11. draw conclusions and make generalizations				I
12. analyze graphs and diagrams				I
13. translate dates into centuries, eras, or ages				I

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### **Pertinent Assessment Information**

#### **Quarterly Benchmark Assessments**

Quarter 1 --- 25 questions (22 multiple choice questions and 3 short answer)

Quarter 2 --- 34 questions (27 multiple choice questions, 4 fill in the blank, and 3 short answer)

Quarter 3 --- 40 questions (33 multiple choice questions, 3 fill in the blank, and 4 short answer)

#### **Ga Milestones**

##### **Question Types**

- **75 Selected-response items**

- Four answer choices
  - Incorrect choices, called distractors, usually reflect common errors
  - The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question)

##### **Time**

- Two sections
- 70 minutes per section
- Sections 1 and 2 must be scheduled to be administered on the same day in one test session

Georgia Milestones End of Grade Measures: Domain Structures and Content Weights	Domain	Standard	Approximate Weight
Social Studies	History	SS3H1 (a-c), SS3H2 (a-b)	30%
	Geography	SS3G1 (a-d), SS3G2 (a-c, e)	20%
	Government and Civics	SS3CG1 (a-c), SS3CG2 (a-c)	30%
	Economics	SS3E1 (a-d), SS3E2, SS3E3 (a-d), SS3E4	20%