



HENRY COUNTY SCHOOLS

Better Together.



3RD GRADE

ENGLISH LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES

 **HENRY**
Teaching & Learning Standards



Teaching & Learning Standards

English Language Arts

3rd Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome *As a Henry County graduate, I will read closely to analyze and evaluate all forms of text (both informational and literature).*

GA Standard Code

- ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELAGSE3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- ELAGSE3RL4 Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.
- ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- ELAGSE3RL6 Distinguish their own point of view from that of the narrator or those of the characters.
- ELAGSE3RL7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- ELAGSE3RL9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- ELAGSE3RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- ELAGSE3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
- ELAGSE3RI6** Distinguish their own point of view from that of the author of a text.
- ELAGSE3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- ELAGSE3RI8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- ELAGSE3RI9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- ELAGSE3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- ELAGSE3RF3** Know and apply grade-level phonics and word analysis skills in decoding words.
- ELAGSE3RF3a Identify and know the meaning of the most common prefixes and suffixes.
 - ELAGSE3RF3b Decode words with common Latin suffixes.
 - ELAGSE3RF3c Decode multi-syllable words.
- ELAGSE3RF4** Read with sufficient accuracy and fluency to support comprehension.
- ELAGSE3RF4a Read on-level text with purpose and understanding.
 - ELAGSE3RF4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - ELAGSE3RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - ELAGSE3RF4d Read grade-appropriate irregularly spelled words.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will construct task-appropriate writing for diverse purposes and audiences.

GA Standard Code

ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- ELAGSE3W1a Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- ELAGSE3W1b Provide reasons that support the opinion.
- ELAGSE3W1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- ELAGSE3W1d Provide a concluding statement or section.

ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- ELAGSE3W2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- ELAGSE3W2b Develop the topic with facts, definitions, and details.
- ELAGSE3W2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- ELAGSE3W2d Provide a concluding statement or section.

ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- ELAGSE3W3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- ELAGSE3W3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- ELAGSE3W3c Use temporal words and phrases to signal event order.
- ELAGSE3W3d Provide a sense of closure.

ELAGSE3W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)**ELAGSE3W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.)****ELAGSE3W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**

HCS Graduate Learner Outcome *As a Henry County graduate, I will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.*

GA Standard Code

- ELAGSE3W7** Conduct short research projects that build knowledge about a topic.
- ELAGSE3W8** Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- ELAGSE3W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

HCS Graduate Learner Outcome *As a Henry County graduate, I will collaborate and communicate effectively to participate in diverse discussions, share information and reasoning, or provide supporting evidence to convey and/or respond to clear and distinct perspectives.*

GA Standard Code

- ELAGSE3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- ELAGSE3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - ELAGSE3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - ELAGSE3SL1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - ELAGSE3SL1d Explain their own ideas and understanding in light of the discussion.
- ELAGSE3SL2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELAGSE3SL3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- ELAGSE3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- ELAGSE3SL5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- ELAGSE3SL6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

HCS Graduate Learner Outcome *As a Henry County graduate, I will employ the conventions of language, including word choice, effectively in written or spoken word.*
GA Standard Code

ELAGSE3L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- ELAGSE3L1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*
- ELAGSE3L1b Form and use regular and irregular plural nouns.
- ELAGSE3L1c Use abstract nouns (e.g., childhood).
- ELAGSE3L1d Form and use regular and irregular verbs.
- ELAGSE3L1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- ELAGSE3L1f Ensure subject-verb and pronoun-antecedent agreement.*
- ELAGSE3L1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- ELAGSE3L1h Use coordinating and subordinating conjunctions.*
- ELAGSE3L1i Produce simple, compound, and complex sentences.
- ELAGSE3L1j Write legibly in cursive.

ELAGSE3L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- ELAGSE3L2a Capitalize appropriate words in titles.
- ELAGSE3L2b Use commas in addresses.
- ELAGSE3L2c Use commas and quotation marks in dialogue.
- ELAGSE3L2d Form and use possessives.
- ELAGSE3L2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- ELAGSE3L2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ELAGSE3L2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- ELAGSE3L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- ELAGSE3L3a Choose words and phrases for effect.*
 - ELAGSE3L3b Recognize and observe differences between the conventions of spoken and written Standard English.
- ELAGSE3L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**
- ELAGSE3L4a Use sentence-level context as a clue to the meaning of a word or phrase.
 - ELAGSE3L4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - ELAGSE3L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - ELAGSE3L4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- ELAGSE3L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
- ELAGSE3L5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
 - ELAGSE3L5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - ELAGSE3L5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- ELAGSE3L6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).**



Teaching & Learning Standards

Math

3rd Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate
Learner Outcome

As a Henry County graduate, I will be able to use mathematical practices to help make sense of the real world.

GA Standard Code

- MP.1** Make sense of problems and persevere in solving them.
- MP.2** Reason abstractly and quantitatively.
- MP.3** Construct viable arguments and critique the reasoning of others.
- MP.4** Model with mathematics.
- MP.5** Use appropriate tools strategically.
- MP.6** Attend to precision.
- MP.7** Look for and make use of structure.
- MP.8** Look for and express regularity in repeated reasoning.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will be able to reason, describe, and analyze quantitatively using units and number systems to make sense of and solve problems.

GA Standard Code

MGSE3.OA Multiply and divide within 100.

MGSE3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MGSE3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

MGSE3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

MGSE3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MGSE3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

MGSE3.NF Develop understanding of fractions as numbers.

- MGSE3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. *For example, $\frac{3}{4}$ means there are three $\frac{1}{4}$ parts, so $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.*
- MGSE3.NF.2a Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$. Recognize that a unit fraction $\frac{1}{b}$ is located $\frac{1}{b}$ whole unit from 0 on the number line.
- MGSE3.NF.2b Represent a non-unit fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths of $\frac{1}{b}$ (unit fractions) from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the non-unit fraction $\frac{a}{b}$ on the number line.
- MGSE3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- MGSE3.NF.3b Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- MGSE3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{6}{2}$ (3 wholes is equal to six halves); recognize that $\frac{3}{1} = 3$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.
- MGSE3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

MGSE3.MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- MGSE3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc.
- MGSE3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

HCS Graduate
Learner Outcome***As a Henry County graduate, I will be able to create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.***

GA Standard Code

MGSE3.OA Represent and solve problems involving multiplication and division.

- MGSE3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*

- MGSE3.OA.2 Interpret whole number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
- MGSE3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- MGSE3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. *For example, determine the unknown number that makes the equation true in each of the equations, $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

MGSE3.OA Understand properties of multiplication and the relationship between multiplication and division.

- MGSE3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
- MGSE3.OA.6 Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

MGSE3.OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- MGSE3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- MGSE3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

HCS Graduate
Learner Outcome

As a Henry County graduate, I will be able to prove, understand, and model geometric concepts using appropriate tools, theorems, and constructions to solve problems and apply logical reasoning.

GA Standard Code

MGSE3.MD Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.

- MGSE3.MD.5a Understand that a square with side length 1 unit, called “a unit square” is said to have “one square unit” of area, and can be used to measure area.
- MGSE3.MD.5b Understand that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

MGSE3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

MGSE3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

MGSE3.MD.7b Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

MGSE3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

MGSE3.MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

MGSE3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

MGSE3.G Reason with shapes and their attributes

MGSE3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.*

HCS Graduate
Learner Outcome

As a Henry County graduate, I will be able to use a variety of data analysis and statistics strategies to analyze, develop, and evaluate inferences based on data.

GA Standard Code

MGSE3.MD Represent and interpret data.

MGSE3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

MGSE3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.



Teaching & Learning Standards

Science

3rd Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate
Learner Outcome

As a Henry County graduate, I will apply science and engineering practices to understand and analyze lithospheric materials, tectonic processes, and the human and environmental impacts of natural and human-induced changes to Earth's surface.

GA Standard Code

S3E1 Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.

- S3E1a Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests.
- S3E1b Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam).
- S3E1c Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time.

S3E2 Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.

- S3E2a Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.
- S3E2b Develop a model to describe the sequence and conditions required for an organism to become fossilized.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem.

GA Standard Code

S3L1 Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.

- S3L1a Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.
- S3L1b Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.
- S3L1c Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

S3L2 Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.

- S3L2a Ask questions to collect information and create records of sources and effects of pollution on the plants and animals.
- S3L2b Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will understand and analyze energy and the characteristics of waves as demonstrated through the integration of scientific practices.

GA Standard Code

S3P1 Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.

S3P1a Ask questions to identify sources of heat energy.

S3P1b Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects.

S3P1c Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.



Teaching & Learning Standards

Social Studies

3rd Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome *As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.*

GA Standard Code

SS3H1 Describe early American Indian cultures and their development in North America.

- SS3H1a Locate the regions where American Indians settled in North America: Artic, Northwest, Southwest, Plains, Northeast, and Southeast.
- SS3H1b Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
- SS3H1c Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

SS3H2 Describe European exploration in North America.

- SS3H2a Describe reasons for and obstacles to the exploration of North America.
- SS3H2b Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).
- SS3H2c Describe examples of cooperation and conflict between European explorers and American Indians.

SS3H3 Explain the factors that shaped British Colonial America.

- SS3H3a Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).
- SS3H3b Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
- SS3H3c Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

HCS Graduate Learner Outcome *As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.*

GA Standard Code

SS3G1 Locate major topographical features on a physical map of the United States.

- SS3G1a Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.
- SS3G1b Locate major mountain ranges of the United States of America: Appalachian, Rocky.

SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.

SS3G3 Describe how physical systems affect human systems.

- SS3G3a Explain why American Indian groups occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
- SS3G3b Describe how the early explorers adapted, or failed to adapt, to the various physical environments in which they traveled.
- SS3G3c Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

Map and Globe Skills Use maps to retrieve social studies information.

- Map and Globe Skills Draw conclusions and make generalizations based on information from maps.
- Map and Globe Skills Use latitude and longitude to determine location.
- Map and Globe Skills Use a letter/number grid system to determine location.
- Map and Globe Skills Compare and contrast the categories of natural, cultural, and political features found on maps.
- Map and Globe Skills Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
- Map and Globe Skills Use a map to explain impact of geography on historical and current events.

HCS Graduate
Learner Outcome***As a Henry County graduate, I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.***

GA Standard Code

SS3CG1 Describe the elements of representative democracy/republic in the United States.

- SS3CG1a Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).
- SS3CG1b Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).
- SS3CG1c State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

SS3CG2a Explain the necessity of respecting the rights of others and promoting the common good.

SS3CG2b Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

HCS Graduate Learner Outcome *As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.*

GA Standard Code

SS3E1 Define and give examples of the four types of productive resources.

SS3E1a-d a.)Natural (land); b.)Human (labor); c.)Capital (capital goods); d.)Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit).

SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.

SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.

SS3E3a Describe the interdependence of consumers and producers.

SS3E3b Describe how goods and services are allocated by price in the marketplace.

SS3E3c Explain that some goods are made locally, some elsewhere in the country, and some in other countries.

SS3E3d Explain that most countries create their own currency for use as money.

SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.

HCS Graduate Learner Outcome *As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.*

GA Standard Code

Information Processing Skills **Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.**

Information Processing Skills Analyze graphs and diagrams.

Information Processing Skills Translate dates into centuries, eras, or ages.

Information Processing Skills Organize items chronologically.

- Information Processing Skills Identify issues and/or problems and alternative solutions.
- Information Processing Skills Distinguish between fact and opinion.
- Information Processing Skills Identify main idea, detail, sequence of events, and cause and effect in a social studies context.
- Information Processing Skills Identify and use primary and secondary sources.
- Information Processing Skills Interpret timelines, charts, and tables.
- Information Processing Skills Identify social studies reference resources to use for a specific purpose.
- Information Processing Skills Construct charts and tables.
- Information Processing Skills Analyze artifacts.
- Information Processing Skills Draw conclusions and make generalizations