

Colquitt County 3rd grade Social Studies Pacing Guide

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge

Themes for 3rd Grade:

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society's economy, culture, and development.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.

Grading Timeline	1st -9 Weeks	2nd- 9 Weeks	3rd-9 Weeks	4th- 9 Weeks
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

Insert benchmark and testing Timeline

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
<h1>3</h1>	<p>Themes: Connecting Themes/United States Geography/: American Indians: Past and Present The focus of this unit is to familiarize students with the 9 connecting themes and their associated enduring understandings that will provide meaning and structure to their social studies coursework this year. Activities will focus on relating beliefs and ideals; conflict and change; distribution of power; human environmental interaction; individuals, groups, and institutions; location; scarcity; production, distribution, and consumption; and time, change, and continuity.</p> <p>Key Concepts: Unit 1 Beliefs and Ideals Conflict and Change Distribution of Power Human Environmental Interaction Individuals, Groups, and Institutions Location Scarcity Production, Distribution, and Consumption Time, Change, and Continuity Unit 2 Locate major rivers and mountain ranges of the United States. Locate and describe the equator, prime meridian, and lines of latitude and longitude Unit 3 Describe early American Indian cultures in North America Locate regions where American Indians settled: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast Compare/contrast how American Indians in each region used their environment and why and how they lived where they did Discuss how American Indians continue to contribute to American life (e.g., arts, literature)</p>	<p>Themes:Let’s Go Exploring This unit focuses on European exploration in North America, and grounds that learning in the accomplishments, conflicts, and cooperation between specific explorers and the American Indians they encountered. There are six specific individuals listed in the standard, but you and your students could examine others in order to make generalizations about why exploration happened when it did, the reasons for and obstacles to achieving goals of the explorers and leaders funding them, and how the explorers changed the environments they explored and how the environments changed them. Several of this unit’s activities are adapted from earlier GaDOE resources relation to explorers and exploration.</p> <p>Key Concepts Describe reasons for and obstacles to</p>	<p>Themes: British Colonial America This unit focuses on the British colonies, the thirteen original colonies that would later become the first thirteen states of the United States. Several understandings are needed beyond the standards to establish the context in which the British colonies developed. One is that other European nations were colonizing at the same time, including the French, Dutch, and Spanish. Understanding why and how these thirteen colonies grew to be British and then how the colonies can be grouped geographically and economically is essential to mastering the standards. In addition, students need to understand various perspectives of individuals who lived and worked within the colonies. These different perspectives will help to lay the foundation for upcoming conflicts in U.S. history. Although we do not have to include economic standards in this unit, since</p>	<p>Themes: American Government Basics/Economics This unit focuses on our American government and how and why it is organized the way it is. We will explore how the U.S. is both a representative democracy and a republic, and will discuss how we as citizens share certain beliefs and principles. Several of this unit’s activities are adapted from earlier GaDOE resources related to American government. The third grade economics standards are fundamental to understanding how goods and services are produced, provided, and traded. Students should have learned some of this terminology in K-2: goods, services, producers, consumers, opportunity costs, currency (money), and trade. In grade 3, these concepts deepen and become more complex; students will need many opportunities to apply them to their daily lives. Several of this unit’s activities are adapted from earlier GaDOE resources relation to economics. Note: the source set for Unit 7 introduces and reinforces economics vocabulary from throughout the unit.</p>						

		<p>European exploration in North America</p> <p>Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier</p> <p>Describe examples of conflict and cooperation of European explorers with American Indians</p> <p>Describe how these explorers adapted or failed to adapt to the physical environments in which they traveled</p>	<p>they are covered in their own stand-alone unit later in the year, there are ample opportunities to include economic activities in the colonial period.</p> <p>Key Concepts Explain the factors that shaped British Colonial America</p> <p>Identify key reasons for the founding of the three groups of colonies and compare/contrast colonial life in each group</p> <p>Describe colonial life from the point of view of large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians</p> <p>Explain how the physical geography of each group of colonies helped determine economic activity</p>	<p>Use the slides or the entire presentation at several points in the unit in order to build these essential concepts.</p> <p>Key Concepts Describe the elements of representative democracy/republic in the U.S.</p> <p>Describe the 3 branches of national and state government and their main responsibilities</p> <p>Explain shared democratic beliefs and principles – respecting rights of others and the common good, obeying laws and rules, and the importance of active citizenship</p> <p>Define and give examples of 4 types of productive resources</p> <p>Explain goods and services provided by governments and paid for with taxes give examples of interdependence and trade and explain benefits of voluntary exchange</p> <p>Explain the concept of opportunity cost related to spending and saving choices</p>
<p>Standards</p>	<p>SS3G1, SS3G2,SS3H1, SS3G3a SS3G1 Locate major topographical features on a physical map of the United States. a. Locate major rivers of the United States of America: Mississippi, Ohio,</p>	<p>SS3H2, SS3G3b SS3H2 Describe European exploration in North America.</p>	<p>SS3H3, SS3G3c SS3H3 Explain the factors that shaped British Colonial America.</p>	<p>SS3CG1, SS3CG2,SS3E1, SS3E2, SS3E3, SS3E4, SS3CG1 Describe the elements of representative</p>

	<p>Rio Grande, Colorado, Hudson, and St. Lawrence.</p> <p>b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.</p> <p>SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p> <p>SS3H1 Describe early American Indian cultures and their development in North America.</p> <p>a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.</p> <p>b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p>c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p>	<p>a. Describe the reasons for and obstacles to the exploration of North America.</p> <p>b. 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).</p> <p>c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>	<p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>	<p>democracy/republic in the United States.</p> <p>a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).</p> <p>b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).</p> <p>c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p> <p>SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p> <p>b. 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).</p> <p>SS3E1 Define and give examples of the four types of productive resources.</p>
--	---	--	---	---

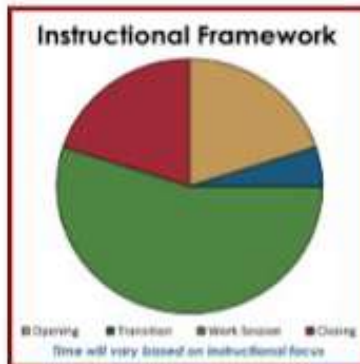
				<p>a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit) SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, 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. a. Describe the interdependence of consumers and producers. b. Describe how goods and services are allocated by price in the marketplace. c. Explain that some goods 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 Explain the concept of opportunity cost as it relates to making a saving or spending choice.</p>
<p>Resources & Links</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Curriculum-Map.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Doc</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Docume</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-</p>

	<p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Teacher-Notes.pdf</p> <p>STATE Units and Source sets</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-1-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-1-Source-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-2-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-2-Document-Set.pptx</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-3-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-3-Source-Set.ppt</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p> <p>Achievement Level Descriptors: https://www.gadoe.org/Curriculum-I</p>	<p>uments/Social-Studies-3rd-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Teacher-Notes.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-4-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-4-Part1-Document-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-4-Part2-Document-Set.ppt</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p>	<p>nts/Social-Studies-3rd-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Teacher-Notes.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-5-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-5-Source-Set.ppt</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p> <p>Achievement Level Descriptors: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/A</p>	<p>Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Teacher-Notes.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-6-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-6-Source-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-7-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-7-Source-Set.pps</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p> <p>Achievement Level Descriptors:</p>
--	---	---	---	--

	<p>nstruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS for Grade 3 Milestones EOG Social Studies.pdf</p> <p>List of related books http://gcss.net/uploads/files/gr3socstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>Gallopade: Unit 1-2 (sign on with Clever)</p> <p>State: Units 1-3</p>	<p>Achievement Level Descriptors:</p> <p>https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS for Grade 3 Milestones EOG Social Studies.pdf</p> <p>List of related books http://gcss.net/uploads/files/gr3socstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>Gallopade: Unit 3 State: Unit 4</p>	<p>LD/ALDS for Grade 3 Milestones EOG Social Studies.pdf</p> <p>List of related books http://gcss.net/uploads/files/gr3socstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>Gallopade: Unit 4 State: Unit 5</p>	<p>https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS for Grade 3 Milestones EOG Social Studies.pdf</p> <p>List of related books http://gcss.net/uploads/files/gr3socstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>Gallopade: Unit 5 and 6 State: Unit 6-7</p>
--	--	---	--	--

The Social Studies Standards-Based Classroom Instructional Framework provides a common language of instruction in order to successfully implement high quality practices. The tool can be used to develop lesson plans as well as a guide for teachers to reference during instruction. It is imperative that an opening, transition, work and closing is addressed with each lesson.

SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK



OPENING

Teacher:

- Introduces standard(s), learning target(s) and success criteria
- Engages students and bridges essential understandings of both past and contemporary events
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Promotes historical inquiry using primary and secondary sources
- Provides multiple perspectives on events
- Asks challenging questions

Student:

- Accesses and make connections with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:

- Disciplinary writing
- Close reading
- Disciplinary research
- Disciplinary vocabulary
- Map and globe skills
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:

- Develops informed citizens and fosters citizenship
- Models concepts, skills, strategies, practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

TRANSITION TO WORK SESSION

Teacher:

- Provides guided student practice
- Engages students in lesson-specific discussion; Offers opportunities to speculate about known and unknown motives and actions of historical figures
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work session

Student:

- Engages in guided practice
- Participates in conversations with teacher and peers using language of the standards
- Organizes work session materials and tools
- Asks clarifying questions

WORK SESSION

Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides ongoing, standards-based feedback
- Provides individual and small group instruction based on data
- Maintains classroom environment conducive to productivity and engagement

Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards; expresses and defends views on historical or current events
- Completes conceptually rich performance tasks, research and guided practice

CLOSING

Teacher:

- Facilitates student-led summary sessions
- Formatively Assesses student understanding
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria