

Gwinnett County Public Schools Social Studies: Grade 3 – Instructional Calendar 2020-2021

Map and Globe Skills along with Information Processing Skills should be embedded in all units throughout the year. These are key skills to help students begin building their foundational knowledge of social studies.

Map and Globe Skills (Ongoing)

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

Information Processing Skills (Ongoing)

- **3SS.B.10:** compare similarities and differences
- **3SS.B.11:** organize items chronologically
- **3SS.B.12:** identify issues and/or problems and alternative solutions
- **3SS.B.13:** distinguish between fact and opinion
- **3SS.B.14:** identify main idea, detail, sequence of events, and cause and effect in a social studies context
- **3SS.B.15:** identify and use primary and secondary sources
- **3SS.B.16:** interpret timelines
- **3SS.B.17:** identify social studies reference resources to use for a specific purpose
- **3SS.B.18:** construct charts and tables
- **3SS.B.19:** analyze artifacts
- **3SS.B.20:** draw conclusions and make generalizations
- **3SS.B.21:** analyze graphs and diagrams
- **3SS.B.22:** translate dates into centuries, eras, or ages

1st 9 Weeks: Units 1-2

Unit 1: Geography of America (3 weeks)

- **3SS.F.26:** locate major topographical features on a physical map of the United States
 - **26.a:** locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence
 - **26.b:** locate major mountain ranges of the United States of America: Appalachian, Rocky
- **3SS.F.27:** locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe

Unit 2: Geography of America & American Indians (6 weeks)

- **3SS.F.28:** describe how physical systems affect human systems
 - **28.a:** explain why Native American / American Indian groups occupied the areas they did, with emphasis on why some developed permanent villages and others did not
- **3SS.C.23:** compare and contrast early Native American/ American Indian cultures and their development in North America
 - **23.a:** locate the regions where Native American/ American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast
 - **23.b:** compare and contrast how Native American/ American Indians in each region used their environment to obtain food, clothing, and shelter
 - **23.c:** discuss how Native American /American Indians continue to contribute to American life (e.g., arts, literature)

2nd 9 Weeks: Unit 3

Unit 3: Exploration of North America (9 weeks)

- **3SS.D.24:** describe European exploration in North America
 - **24.a:** describe the reasons for and obstacles to the exploration of North America
 - **24.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)
 - **24.c:** describe examples of cooperation and conflict between European explorers and Native American/ American Indians
- **3SS.F.28:** describe how physical systems affect human systems
 - **28.b:** describe how the early explorers adapted, or failed to adapt, to the various physical environments in which they traveled.

3rd 9 Weeks: Unit 4

Unit 4: Colonial America (9 weeks)

- **3SS.E.25:** explain the factors that shaped British Colonial America
 - **25.a:** identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit)
 - **25.b:** compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion)
 - **25.c:** describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and Native American / American Indians
- **3SS.F.28:** describe how physical systems affect human systems
 - **28.c:** explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

4th 9 Weeks: Units 5-6

Unit 5: Civics and American Government (5 weeks)

- **3SS.G.29:** describe the elements of representative democracy/republic in the United States
 - **29.a:** explain why in the United States there is a separation of power between branches of government and levels of government
 - **29.b:** describe the three branches of national government: executive (President), legislative (Congress), and judicial (Supreme Court of the United States)
 - **29.c:** describe the three branches of state government: executive (Governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia)
 - **29.d:** state the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair)
- **3SS.H.30:** explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic
 - **30.a:** explain the necessity of respecting the rights of others and promoting the common good
 - **30.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)

Unit 6: Personal Finances and Economics (4 weeks)

- **3SS.I.31:** define and give examples of the four types of productive resources
 - **31.a:** natural (land)
 - **31.b:** human (labor)
 - **31.c:** capital (capital goods)
 - **31.d:** entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)
- **3SS.I.32:** explain that governments provide certain types of goods and services in a market economy (e.g., schools, libraries, roads, police and fire protection, and military) and pay for these through taxes
- **3SS.I.33:** give examples of interdependence and trade and explain the benefits of voluntary exchange
 - **33.a:** describe the interdependence of consumers and producers
 - **33.b:** describe how goods and services are allocated by price in the marketplace
 - **33.c:** explain that some goods are made locally, some elsewhere in the country, and some in other countries
 - **33.d:** explain that most countries create their own currency for use as money
- **3SS.I.34:** explain the concept of opportunity cost as it relates to making a saving or spending choice