State: GA

Subject: Social Studies (GSE)

Grade Level: 3

Standard	Study Island Topic
<u>Historical Understandings</u>	
SS3H1 Describe early American Indian cultures and their development in North America.	
SS3H1a Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.	• **American Indians and European Explorers**
SS3H1b Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.	• **American Indians and European Explorers**
SS3H1c Discuss how American Indians continue to contribute to American life (e.g., arts, literature).	• **American Indians and European Explorers**
SS3H2 Describe European exploration in North America.	
SS3H2a Describe the reasons for and obstacles to the exploration of North America.	• **American Indians and European Explorers**
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).	• **American Indians and European Explorers**
SS3H2c Describe examples of cooperation	• **American Indians and European**

and conflict between European explorers and American Indians.	American Indians and European Explorers

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).	• **British Colonial America**
SS3H3b Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).	• **British Colonial America**
SS3H3c Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.	• **British Colonial America**

<u>Geographic Understandings</u>

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.	• **Map Skills and Physical Systems**
SS3G1b Locate major mountain ranges of the United States of America: Appalachian, Rocky.	• **Map Skills and Physical Systems**

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

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SS3G3 Describe how physical systems affect human systems.

SS3G3a Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.	• **Map Skills and Physical Systems**
SS3G3b Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.	• **Map Skills and Physical Systems**
SS3G3c Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.	• **Map Skills and Physical Systems**

Government/Civic Understandings

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).	• **Branches of Government and Civic Traits/Responsibilities**
SS3CG1b Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).	• **Branches of Government and Civic Traits/Responsibilities**
SS3CG1c State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).	• **Branches of Government and Civic Traits/Responsibilities**

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.	• **Branches of Government and Civic Traits/Responsibilities**
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).	• **Branches of Government and Civic Traits/Responsibilities**

Economic Understandings

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

SS3E1a Natural (land)	• **Productive Resources and Taxation**
SS3E1b Human (labor)	• **Productive Resources and Taxation**
SS3E1c Capital (capital goods)	• **Productive Resources and Taxation**
SS3E1d Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)	• **Productive Resources and Taxation**

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.

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

SS3E3a Describe the interdependence of consumers and producers.	• **Interdependence, Voluntary Exchange, and Currency**
SS3E3b Describe how goods and services are allocated by price in the marketplace.	• **Interdependence, Voluntary Exchange, and Currency**
SS3E3c Explain that some goods are made locally, some elsewhere in the country, and some in other countries.	• **Interdependence, Voluntary Exchange, and Currency**
SS3E3d Explain that most countries create their own currency for use as money.	• **Interdependence, Voluntary Exchange, and Currency**
SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.	
SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.	• **Interdependence, Voluntary Exchange, and Currency**
<u>**Map and Globe Skills**</u>	
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	
SSMG1 use a compass rose to identify cardinal directions	• **Map and Globe Skills**
SSMG2 use intermediate directions	• **Map and Globe Skills**
SSMG3 use a letter/number grid system to determine location	• **Map and Globe Skills**

SSMG4 compare and contrast the categories of natural, cultural, and political features found on maps	• **Map and Globe Skills**
SSMG6 use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps	• **Map and Globe Skills**
SSMG7 use a map to explain impact of geography on historical and current events	• **Map and Globe Skills**
SSMG8 draw conclusions and make generalizations based on information from maps	• **Map and Globe Skills**
SSMG9 use latitude and longitude to determine location	• **Map and Globe Skills**

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
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SSIP1 compare similarities and differences	• **Embedded**
SSIP2 organize items chronologically	• **Information Processing Skills**
SSIP3 identify issues and/or problems and alternative solutions	• **Embedded**
SSIP4 distinguish between fact and opinion	• **Information Processing Skills**
SSIP5 identify main idea, detail, sequence of events, and cause and effect in a social	• **Information Processing Skills**

studies context

SSIP6 identify and use primary and secondary sources	• **Information Processing Skills**
SSIP7 interpret timelines	• **Information Processing Skills**
SSIP8 identify social studies reference resources to use for a specific purpose	• **Information Processing Skills**
SSIP9 construct charts and tables	• **Information Processing Skills**
SSIP10 analyze artifacts	• **Information Processing Skills**
SSIP11 draw conclusions and make generalizations	• **Information Processing Skills**
SSIP12 analyze graphs and diagrams	• **Information Processing Skills**
SSIP13 translate dates into centuries, eras, or ages	• **Information Processing Skills**