### Social Studies Pacing Guide
#### 3rd Grade

<table>
<thead>
<tr>
<th>Q1</th>
<th><strong>Unit 1: Connecting Themes</strong></th>
<th><strong>Unit 2: Foundation of the United States of America/ Unit 7: Economics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>5 days (1 week)</td>
<td>34 days (7 weeks)</td>
</tr>
<tr>
<td>Days</td>
<td>Aug. 10 - 14, 2015</td>
<td>August 17 – October 2, 2015</td>
</tr>
</tbody>
</table>

- **SS3H2** The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.
  - a. **Paul Revere** (independence)
  - b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

- **SS3G2** The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.
  - a. Identify on a political map specific locations significant to the life and times of these historic figures.
  - b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
  - c. Describe how each of these historic figures adapted to and was influenced by his/her environment.
  - d. Trace examples of travel and movement of these historic figures and their ideas across time.
  - e. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

- **SS3CG2** The student will discuss the character of different historical figures in SS3H2a.
  - 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.

- **SS3G1** The student will locate major topographical features.
  - a. Identify **major rivers** of the United States of America:
    - Mississippi
    - Ohio
    - Rio Grande
    - Colorado
    - Hudson
  - b. Identify **major mountain ranges** of the United States of America:
    - Appalachian
    - Rocky
  - c. Locate the **Equator, Prime Meridian**, and lines of **latitude** and **longitude** on a globe.
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.
SS3H1 The student will explain the political roots of our modern democracy in the United States of America.
   a. Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present.
   b. Explain the ancient Athenians’ idea that a community should choose its own leaders.
   c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.
SS3G1 The student will locate major topographical features.
   d. Locate Greece on a world map.

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.
   a. Explain why in the United States there is a separation of power between branches of government and levels of government.
   b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).
   c. State an example of the responsibilities of each level and branch of government.

SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.
   a. Thurgood Marshall (civil rights)
   b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3CG2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.
   a. Identify on a political map specific locations significant to the life and times of these historical figures.
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## Social Studies Pacing Guide
### 3rd Grade

<table>
<thead>
<tr>
<th>Q3</th>
<th>Unit 4: Life, Liberty, Pursuit of Happiness / Unit 5: Rights &amp; Freedoms for Everybody / Unit 6: The Work Force in a Democracy / Unit 7: Rights of Workers in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>52 days (11 weeks)</td>
</tr>
<tr>
<td>Days</td>
<td>December 7 – March 4, 2016</td>
</tr>
</tbody>
</table>

**SS3H2** The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.
- Frederick Douglass (civil rights)
- Susan B. Anthony (women’s rights)
- Mary McLeod Bethune (education)
- Lyndon B. Johnson (Great Society and voting rights)
- Franklin D. Roosevelt (New Deal and World War II)
- Eleanor Roosevelt (United Nations and human rights)
- César Chávez (workers’ rights)

b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

**SS3G2** The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

a. Identify on a political map specific locations significant to the life and times of these historical figures.

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### Benchmark Review

- **Time Frame**: Approximately 15 days (3 weeks)
- **Instructional Days**: March 7 until GMAS EOG Social Studies
- **Georgia Content Focus Standards Review**:
  - Whole group, small group and individual benchmark review based on spiraled formative benchmark exam data

### Benchmark Review and Next Grade Preview

- **Time Frame**: Approximately 20-25 days (4-5 weeks)
- **Instructional Days**: Post-testing Window through End of School Year
- **Georgia Content Focus Standards Review**:
  - Additional benchmark review for targeted non-proficiency students
  - Current grade enrichment

### 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

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

### 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.

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

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