


3rd Grade Social Studies Teaching & Learning Framework*

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Launching Social Studies (2 weeks)	American Indian Cultures (7 weeks)	European Exploration (9 Weeks)	British Colonial America (9 Weeks)	Government (7 Weeks)	Civics (2 Weeks)
<i>What big ideas do we see across American history, geography, economics, and government?</i>	<i>How did American Indians' choices on where to live affect how they lived?</i>	<i>How did the arrival of Europeans affect life in The Americas?</i>	<i>What ideas, beliefs, and institutions led to the development of British Colonies in North America?</i>	<i>How do the structures and functions of government interrelate?</i>	<i>How do individuals demonstrate thoughtful and effective participation in civic life?</i>
Map Skills: 1-4, 6-11 Information Processing Skills: 1-13 					
Connecting Themes & Enduring Understandings	HISTORICAL UNDERSTANDINGS - Individuals, Groups, and Institutions; Conflict and Change; Beliefs and Ideals				
Location Individuals, Groups, Institutions Distribution of Power Production, Distribution, Consumption Conflict and Change Beliefs and Ideals Movement and Migration <i>(Introduced Q1 & developed throughout the year.)</i>	SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).	SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America. b. Describe the accomplishments of: John Cabot (England), Vasco Nunez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France). c. Describe examples of cooperation and conflict between European explorers and American Indians.	SS3H3 Explain the factors that shaped British Colonial America. a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.		
GEOGRAPHIC UNDERSTANDINGS – Location; Movement and Migration					
	SS3G3 Describe how physical systems affect human systems. a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not. SS3G1 Locate major	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, Rio Grande, Colorado, Hudson, and St. Lawrence.	SS3G3 Describe how physical systems affect human systems. c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.		

*This framework is intended as a guide and is flexible to meet the needs of local schools and students.

	<p>topographical features on a physical map of the United States.</p> <p>SS3G1 Locate major topographical features on a physical map of the United States.</p> <p>a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.</p> <p>b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.</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>b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>			
GOVERNMENT/CIVIC UNDERSTANDINGS - Individuals, Groups, and Institutions; Distribution of Power; Beliefs and Ideals					
				<p>SS3CG1 Describe the elements of representative 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>
ECONOMIC UNDERSTANDINGS - Production, Distribution, and Consumption					
	<p>SS3E1 Define and give examples of the four types of productive resources.</p> <p>a. Natural (land)</p> <p>b. Human (labor)</p>	<p>SS3E1 Define and give examples of the four types of productive resources</p> <p>a. Natural (land)</p> <p>b. Human (labor)</p> <p>c. Capital (capital goods)</p> <p>d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an</p>	<p>SS3E1 Define and give examples of the four types of productive resources.</p> <p>a. Natural (land)</p> <p>b. Human (labor)</p> <p>c. Capital (capital goods)</p> <p>d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an</p>	<p>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.</p>	<p>SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.</p>

		<p>attempt to make a profit) SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange. d. Explain that most countries create their own currency for use as money.</p>	<p>attempt to make a profit) 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.</p>		
--	--	---	---	--	--