



Chattooga County Schools

2019-20 Curriculum Pacing Guide

3rd Grade SS Curriculum Map GSE			
First Nine Weeks August 1 - October 3	Second Nine Weeks October 14 - December 19	Third Nine Weeks January 6 - March 12	Fourth Nine Weeks March 16 - May 29
United States Geography SS3G1 SS3G2 SS3CG1 American Indians: Past & Present SS3H1 SS3G3a Economics 101 - SS3E1	Let's Go Exploring! SS3H2 SS3G1 & SS3G2 (review) SS3G3b Economics 101: SS3E2	British Colonial America SS3H3 SS3G3c Economics 101: SS3E3	American Government Basics SS3CG1 SS3CG2 Economics 101: SS3E4
Locate major rivers and mountain ranges of the United States. (Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence Rivers, Appalachian, Rocky mountain ranges) Locate and describe the equator, prime meridian, and lines of latitude and longitude Describe early American Indian cultures in North America (Northwest, Arctic, Southwest,	Describe reasons for and obstacles to European exploration in North America Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier Describe examples of conflict and cooperation of European explorers with American Indians Describe how these explorers adapted or failed to adapt to the physical environments in which	Explain the factors that shaped British Colonial America Identify key reasons for the founding of the three groups of colonies and compare/contrast colonial life in each group (New England, Mid Atlantic, and Southern colonies -(religious freedom and profit) (Colonial life - education, economy and religion))	Describe the elements of representative democracy/republic in the U.S. Describe the 3 branches of national and state government and their main responsibilities 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>Plains, Northeast, and Southeast)</p> <p>Locate regions where American Indians settled: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast</p> <p>Compare/contrast how American Indians in each region used their environment and why and how they lived where they did</p> <p>Discuss how American Indians continue to contribute to American life (e.g., arts, literature)</p> <p>Economics - Define and give examples of the four types of productive resources: Natural (land), Human (labor), Capital (capital goods), Entrepreneurship (risk-taking and profit)</p>	<p>they traveled.</p> <p>Economics: 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>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>Economics: Give examples of interdependence and trade and explain the benefits of voluntary exchange. (interdependence of consumers and producers, countries currency, goods and services allocated by market price)</p>	<p>Economics: Explain the concept of opportunity cost as it relates to making a saving or spending choice)</p>
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Ongoing Connecting Themes for All Units:

Conflict and Change, Distribution of Power, Location, Individuals, Groups, and Institutions

Scarcity, Production, Distribution, and Consumption Time, Change, and Continuity

Map and Globe Skills

Use a letter/ number grid to determine location (Mastered)

Compare and contrast the categories of natural, cultural, and political features found on maps (Mastered)

Draw conclusions and make generalizations based on information from maps (Introduced)

Use latitude and longitude to determine location

Organize items chronologically (M)

Distinguish between fact and opinion (M)

Identify social studies reference resources to use for a specific purpose (M)

Construct charts and tables (M)

Draw conclusions and make generalizations (I)

Analyze graphs and diagrams (I)

Translate dates into centuries, eras, or ages (I)

Information Processing Skills

4 Hat Thinking: Historian's hat

Geographer's hat

Political Scientist's hat

Economist's hat

1st 9 weeks (45 days)

2nd 9 weeks (44 days)

3rd 9 weeks (42 days)

4th 9 weeks (49 days)

I (introduce)

D (develop)

M (master)

A (apply)