

1st 9 Weeks Units 1 & 2

Unit 1: Personal Finance/Economics (4.5 weeks)

Productive Resources & Taxes

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

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Reteach, Relearn, Extend, Reassess

Interdependence, Trade, & Voluntary Exchange

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 by analyzing graphs and diagrams
- **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

Opportunity Cost

3SS.I.34: explain the concept of opportunity cost as it relates to making a saving or spending choice

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Reteach, Relearn, Extend, Reassess

Unit 2: Civics and American Government (4.5 weeks)

The Three Branches of Government

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
 - **30.c:** explain that "We the People" comes from the U.S. Constitution and is the foundation of our democratic beliefs and principles
- **29.b:** explain that the U.S. Constitution (federal) and the Georgia Constitution (state) describe the powers of the three branches of government
- **29.c:** describe the three branches of national government: executive (President), legislative (Congress), and judicial (Supreme Court of the United States)
- **29.d:** describe the three branches of state government: executive (Governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia)
- **29.e:** state the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair)

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Reteach, Relearn, Extend, Reassess

Democratic Beliefs and Principles

3SS.H.30: explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic

- **30.a:** draw conclusions and make generalizations in order to 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)

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Reteach, Relearn, Extend, Reassess

Unit 3: Geography of America (3 weeks)

Geography

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

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Reteach, Relearn, Extend, Reassess

Unit 4: American Indian Cultures (6 weeks)

Arctic, Northwest, and Southwest American Indians

SS.F.28: describe how physical systems affect human systems

- **28.a:** explain why American Indian groups occupied the areas they did, with emphasis on why some developed permanent villages and others did not by identifying issues and/or problems and alternative solutions

3SS.C.23: compare and contrast early American Indian cultures and their development in North America

- **23.a:** locate the regions where American Indians settled in North America: Arctic, Northwest, & Southwest
- **23.b:** compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter by identifying the similarities and differences and analyzing artifacts of each region

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Reteach, Relearn, Extend, Reassess

Plains, Northeast, and Southeast American Indians

SS.F.28: describe how physical systems affect human systems

- **28.a:** explain why American Indian groups occupied the areas they did, with emphasis on why some developed permanent villages and others did not by identifying issues and/or problems and alternative solutions

3SS.C.23: compare and contrast early American Indian cultures and their development in North America

- **23.a:** locate the regions where American Indians settled in North America: Plains, Northeast, and Southeast
- **23.b:** compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter by identifying the similarities and differences and analyzing artifacts of each region

American Indian Contributions Today

3SS.C.23: compare and contrast early American Indian cultures and their development in North America

- **23.c:** discuss how American Indians continue to contribute to American life (e.g., arts, literature)

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Reteach, Relearn, Extend, Reassess

Unit 5: Exploration of North America (9 weeks)

Columbus, Balboa, & De Soto

3SS.D.24: describe European exploration in North America

- **24.a:** describe the reasons for and obstacles to the exploration of North America by identifying issues and/or problems and alternative solutions
- **24.b:** describe the accomplishments of: Christopher Columbus (Spain), Hernando de Soto (Spain), and Vasco Núñez de Balboa (Spain)
- **24.c:** describe examples of cooperation and conflict between European explorers and American Indians

SS.F.28: describe how physical systems affect human systems

- **28.b:** identify issues and/or problems and alternative solutions to describe how the early explorers adapted, or failed to adapt, to the various physical environments in which they traveled

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Reteach, Relearn, Extend, Reassess

Cabot, Hudson, & Cartier

3SS.D.24: describe European exploration in North America

- **24.a:** describe the reasons for and obstacles to the exploration of North America by identifying issues and/or problems and alternative solutions
- **24.b:** describe the accomplishments of: John Cabot (England), Henry Hudson (The Netherlands), and Jacques Cartier (France)
- **24.c:** describe examples of cooperation and conflict between European explorers and American Indians

SS.F.28: describe how physical systems affect human systems

- **28.b:** identify issues and/or problems and alternative solutions to describe how the early explorers adapted, or failed to adapt, to the various physical environments in which they traveled

Common Formative Assessment AKS 24 & 28b
Reteach, Relearn, Extend, Reassess

Unit 6: Colonial America (9 weeks)

The New England, Mid-Atlantic, and Southern Colonies

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) using artifacts (including primary and secondary sources) to compare similarities and differences

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

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Reteach, Relearn, Extend, Reassess

The People of Colonial America

3SS.E.25: explain the factors that shaped British Colonial America

- **25.c:** describe colonial life in America from the perspectives of various people using artifacts (including primary and secondary sources) to draw conclusions and make generalizations: large landowners, farmers, artisans, indentured servants, women, children, African Americans, and 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

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Reteach, Relearn, Extend, Reassess

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