

Connecting Themes/Enduring Understandings Used in 3rd Grade Social Studies

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society's economy, culture, and development.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.

3rd Grade Social Studies Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the 3rd Grade Social Studies Course.

Unit #/Title	Unit 1: Connecting Themes	Unit 2: United States Geography	Unit 3: American Indians: Past and Present	Unit 4: Let's Go Exploring!
GSE for Social Studies	NA	SS3G1, SS3G2	SS3H1, SS3G3a	SS3H2, SS3G3b
Key Concepts	<p>Beliefs and Ideals</p> <p>Conflict and Change</p> <p>Distribution of Power</p> <p>Human Environmental Interaction</p> <p>Individuals, Groups, and Institutions</p> <p>Location</p> <p>Scarcity</p> <p>Production, Distribution, and Consumption</p> <p>Time, Change, and Continuity</p>	<p>Locate major rivers and mountain ranges of the United States.</p> <p>Locate and describe the equator, prime meridian, and lines of latitude and longitude</p>	<p>Describe early American Indian cultures in North America</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>Describe reasons for and obstacles to European exploration in North America</p> <p>Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier</p> <p>Describe examples of conflict and cooperation of European explorers with American Indians</p> <p>Describe how these explorers adapted or failed to adapt to the physical environments in which they traveled</p>

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Unit #/Title	Unit 5: British Colonial America	Unit 6: American Government Basics	Unit 7: Economics 101
GSE for Social Studies	SS3H3, SS3G3c	SS3CG1, SS3CG2	SS3E1, SS3E2, SS3E3, SS3E4
Key Concepts	<p>Explain the factors that shaped British Colonial America</p> <p>Identify key reasons for the founding of the three groups of colonies and compare/contrast colonial life in each group</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>Describe the elements of representative democracy/republic in the U.S.</p> <p>Describe the 3 branches of national and state government and their main responsibilities</p> <p>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>	<p>Define and give examples of 4 types of productive resources</p> <p>Explain goods and services provided by governments and paid for with taxes</p> <p>Give examples of interdependence and trade and explain benefits of voluntary exchange</p> <p>Explain the concept of opportunity cost related to spending and saving choices</p>