HENRY COUNTY SCHOOLS

Better Together.





3RD GRADE

| SOCIAL STUDIES

HENRY

Teaching & Learning Standards

Teaching & Learning Standards

Social Studies

3rd Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome	***As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.***

GA Standard Code

SS3H1 **Describe early American Indian cultures and their development in North America.**

- SS3H1a Locate the regions where American Indians settled in North America: Artic, Northwest, Southwest, Plains, Northeast, and Southeast.
- SS3H1b Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
- SS3H1c Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

SS3H2 **Describe European exploration in North America.**

- SS3H2a Describe reasons for and obstacles to the exploration of North America.
- SS3H2b Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).
- SS3H2c Describe examples of cooperation and conflict between European explorers and American Indians.

SS3H3 **Explain the factors that shaped British Colonial America.**

- SS3H3a Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).
- SS3H3b Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
- SS3H3c Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.***

GA Standard Code

SS3G1 **Locate major topographical features on a physical map of the United States.**

- SS3G1a Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.
- SS3G1b Locate major mountain ranges of the United States of America: Appalachian, Rocky.

SS3G2 **Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.**

SS3G3	**Describe how physical systems affect human systems.**	
	SS3G3a	Explain why American Indian groups occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
	SS3G3b	Describe how the early explorers adapted, or failed to adapt, to the various physical environments in which they traveled.
	SS3G3c	Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.
Map and Globe Skills	**Use maps to retrieve social studies information.**	
	Map and Globe Skills	Draw conclusions and make generalizations based on information from maps.
	Map and Globe Skills	Use latitude and longitude to determine location.
	Map and Globe Skills	Use a letter/number grid system to determine location.
	Map and Globe Skills	Compare and contrast the categories of natural, cultural, and political features found on maps.
	Map and Globe Skills	Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
	Map and Globe Skills	Use a map to explain impact of geography on historical and current events.
HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.***	
GA Standard Code		
SS3CG1	**Describe the elements of representative democracy/republic in the United States.**	
	SS3CG1a	Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).
	SS3CG1b	Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).
	SS3CG1c	State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

SS3CG2 **Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.**

SS3CG2a Explain the necessity of respecting the rights of others and promoting the common good.

SS3CG2b 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).

HCS Graduate Learner Outcome ***As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.***

GA Standard Code

SS3E1 **Define and give examples of the four types of productive resources.**

SS3E1a-d a.)Natural (land); b.)Human (labor); c.)Capital (capital goods); d.)Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit).

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.**

SS3E3 **Give examples of interdependence and trade and explain the benefits of voluntary exchange.**

SS3E3a Describe the interdependence of consumers and producers.

SS3E3b Describe how goods and services are allocated by price in the marketplace.

SS3E3c Explain that some goods are made locally, some elsewhere in the country, and some in other countries.

SS3E3d Explain that most countries create their own currency for use as money.

SS3E4 **Explain the concept of opportunity cost as it relates to making a saving or spending choice.**

HCS Graduate Learner Outcome ***As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.***

GA Standard Code

Information Processing Skills **Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.**

Information Processing Skills Analyze graphs and diagrams.

Information Processing Skills Translate dates into centuries, eras, or ages.

Information Processing Skills Organize items chronologically.

Information Processing Skills	Identify issues and/or problems and alternative solutions.
Information Processing Skills	Distinguish between fact and opinion.
Information Processing Skills	Identify main idea, detail, sequence of events, and cause and effect in a social studies context.
Information Processing Skills	Identify and use primary and secondary sources.
Information Processing Skills	Interpret timelines, charts, and tables.
Information Processing Skills	Identify social studies reference resources to use for a specific purpose.
Information Processing Skills	Construct charts and tables.
Information Processing Skills	Analyze artifacts.
Information Processing Skills	Draw conclusions and make generalizations