

MCS Grade 3 Social Studies Curriculum Pacing Guide

Unit Name		Connecting Themes	United States Geography	Citizenship and Democratic Ideals	American Indians Past and Present	Exploration	Colonial America	Economics
Time Frame		5-10 Days	10 - 20 Days	10 – 20 Days	15 - 30 Days	15 – 30 Days	15 - 30 Days	10 - 20 Days
	Standards	Themes: Individuals, Groups, and Institutions Location Scarcity Time, Change, and Continuity Conflict and Change Distribution of Power Production, Distribution, and Consumption Beliefs and Ideals Human Environmental Interactions	SS3G2 Locate & describe equator, prime meridian, and lines of latitude and longitude SS3G1 Locate major topographical features on a physical map of the US	SS3CG2 a: Shared Democratic ideals- respect, rights, common good SS3CG2 b: Obeying laws, voting, etc. SSSCG1 a: Three national branches SSCG1 b: Three state branches SSCG3 c: Responsibilities of the branches	SS3H1 a, b, c: Describe early North American Indian cultures SS3G3 a: Explain why some American Indians settled in villages	SS3H2 a, b, c: Describe exploration SS3G3: Explorers adaptation to environments SS3E3: Trade benefits and interdependence	SS3H 3a, b, c: Explain the factors that shaped British Colonial America, founding of colonies, colonial life SS3G3 c: Describe how geography determined economic activities	SS3E1: Productive resources SS3E2: Government in the economy SS3E3: Interdependence and trade benefits SS3E4: Opportunity cost
	Content Specific Information	Map and Globe Skills: 1- Compass rose Information Processing Skills: 1- Similar/different 2- Chronology 3- Issues, problems, solutions 4- Fact and opinion 5- Main idea, detail, sequence 6- Primary and secondary sources 8- SS Resources	Map and Globe Skills: 1- Compass rose 2- Use intermediate directions 3- Use a number and grid system 4- compare contrast map features 6- Map key/Legend 7- Maps to explain historic and current events 8- Draw conclusion and generalize from maps 9- Use latitude and longitude	Information Processing Skills: 1- Similar/different 2- Chronology 3- Issues, problems, solutions 4- Fact and opinion 5- Main idea, detail, sequence 6- Primary and secondary sources 8- SS Resources 9- Construct charts/tables 10- Analyze artifacts	Map and Globe Skills: 4- compare contrast map features 6- Map key/Legend 7- Maps to explain historic and current events 8- Draw conclusion and generalize from maps Information Processing Skills: 1- Similar/different 3- Issues, problems, solutions 6- Primary and secondary sources 7- Interpret timelines 8- SS Resources 9- Construct charts/tables 10- Analyze artifact	Map and Globe Skills: 6- Map key/Legend 7- Maps to explain historic and current events 8- Draw conclusion and generalize from maps 9- Use latitude and longitude Information Processing Skills: 1- Similar/different 3- Issues, problems, solutions 4- Fact and opinion 5- Main idea, detail, sequence 6- Primary and secondary sources 7- Interpret timelines 8- SS Resources 9- Construct charts/tables	Map and Globe Skills: 2- Use intermediate directions 6- Map key/Legend 7- Maps to explain historic and current events Information Processing Skills: 1- Similar/different 2- Chronology 3- Issues, problems, solutions 4- Fact and opinion 5- Main idea, detail, sequence 6- Primary and secondary sources 7- Interpret timelines 8- SS Resources 9- Construct charts/tables	Information Processing Skills: 1- Similar/different 2- Chronology 3- Issues, problems, solutions 4- Fact and opinion 5- Main idea, detail, sequence 6- Primary and secondary sources 7- Interpret timelines 8- SS Resources 9- Construct charts/tables

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	Assessments, Performance Projects, and Activities	Theme Based Writing Task: 1. DBQ: <i>Young Activists: How can you change the World?</i> 2. Themes Times Two	Unit Anticipation Guide and Assessment Theme Based Writing Task: I am a Landform Narrative	Unit Anticipation Guide and Assessment Theme Based Writing Task: 1. American Democracy Infographic 2. DBQ: <i>Which branch of the government would you most like to serve in?</i>	Unit Anticipation Guide and Assessment Theme Based Writing Task: 1. How did physical systems affect American Indian groups? 2. DBQ: <i>How do American Indians contribute to American culture and society today?</i>	Unit Anticipation Guide and Assessment Theme Based Writing Task: 1. Explorers Expose 2. DBQ: <i>How did conflict and cooperation between American Indians and European Explorers change life in America?</i>	Unit Anticipation Guide and Assessment Theme Based Writing Task: 1. Colonial Regions RAFT 2. A Child’s Life-	Unit Anticipation Guide and Assessment Theme Based Writing Task: 1. It’s My Life 2. DBQ: <i>How do the four productive resources work together in the economy?</i>
	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.						