

GALLOPADE

Clickbook Content	Georgia Standards Covered	Anticipated Start Date	Pacing Guide
Grade 3 Module			
Where People Live Matters	This module reinforces students' understandings of grids on maps and globes to meet the 3rd Grade Skills requirement.		<i>4-5 days</i>

Notes: *This module may be used at the start of the year or integrated into the start of the Geographical Understandings unit.*

As a general guideline, the Pacing Guide used throughout this document is as follows:

Module: 4-5 days

Unit 1 – Geographical Understandings: 3 weeks

Units 2 – 4 Historical Understandings: 22 weeks

Unit 5 – Government Understandings: 5 weeks

Unit 6 – Economic Understandings: 5 weeks

Notes:

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Unit 1: Geographical Understandings			3 weeks
Chapter 1: Essential Map Skills			1 ½ weeks
Lesson 1: Reading a Map	This lesson reinforces students' understandings of grids on maps and globes to meet the 3 rd Grade Skills requirement.		
Lesson 2: Describing Location	This lesson reinforces students' understandings of grids on maps and globes to meet the 3 rd Grade Skills requirement. SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.		
Lesson 3: Lines on a Globe	This lesson reinforces students' understandings of grids on maps and globes to meet the 3 rd Grade Skills requirement. SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.		
Chapter 2: Know Your Country			1 ½ weeks
Lesson 1: Where Is the U.S.A.?	SS3G1 Locate major topographical features on a physical map of the United States. <i>(intro)</i>		
Lesson 2: Big Rivers & Big Mountains	SS3G1 Locate major topographical features on a physical map of the United States. a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence. b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.		

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Unit 2: American Indians			10 weeks
Chapter 1: The First Americans			1 week
Lesson 1: People Arrive in the Americas	SS3H1 Describe early American Indian cultures and their development in North America. (intro)		
Lesson 2: Ancient American Civilizations	SS3H1 Describe early American Indian cultures and their development in North America. (intro)		
Chapter 2: North American Indians			8 ½ weeks
Lesson 1: Where Did They Settle?	SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. SS3G3 Describe how physical systems affect human systems. a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.		
Lesson 2: Arctic Indians	SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. SS3G3 Describe how physical systems affect human systems. a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.		
Lesson 3: Northwest Indians	SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. SS3G3 Describe how physical systems affect human systems. a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.		

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Lesson 4: Southwest Indians	<p>SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p>SS3G3 Describe how physical systems affect human systems. a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p>		
Lesson 5: Plains Indians	<p>SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p>SS3G3 Describe how physical systems affect human systems. a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p>		
Lesson 6: Eastern Woodland Indians	<p>SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p>SS3G3 Describe how physical systems affect human systems. a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p>		
Lesson 7: Wrap-up Activities	This lesson includes three comprehensive activities that cover SS3H1a, b, as well as a project to reinforce mastery of the standard.		
Chapter 3: Arts & Culture Today			<i>3 – 4 days</i>
Lesson 1: Contributions of American Indians	<p>SS3H1 Describe early American Indian cultures and their development in North America. c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p>		

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Unit 3: European Exploration			5-6 weeks
Chapter 1: Early Exploration			1 week
Lesson 1: World Travel & Trade	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America.</p> <p>SS3G3 Describe how physical systems affect human systems. b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>		
Lesson 2: New Ideas & Technology	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America.</p>		
Chapter 2: Age of Discovery			2 weeks
Lesson 1: A Sea Route to Asia	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America.</p>		
Lesson 2: Voyage of Christopher Columbus	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America. b. 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).</p> <p>SS3G3 Describe how physical systems affect human systems. b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>		
Lesson 3: The Columbian Exchange	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America. c. Describe examples of cooperation and conflict between European explorers and American Indians.</p>		
Chapter 3: Europeans in the New World			2-3 weeks
Lesson 1: Spanish Exploration	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America. b. 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). c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems. b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>		

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<p>Lesson 2: English and French Exploration</p>	<p>SS3H2 Describe European exploration in North America. a. Describe the reasons for and obstacles to the exploration of North America. b. 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). c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems. b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>		

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Unit 4: Colonial America			6 weeks
Chapter 1: Europe Builds Colonies			1 week
Lesson 1: Introduction to the Colonies	<p>SS3H3 Explain the factors that shaped British Colonial America. (intro)</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		
Lesson 2: New Spain & New France	<p>SS3H3 Explain the factors that shaped British Colonial America.</p> <p>c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		
Chapter 2: The First English Settlements			2 weeks
Lesson 1: For-Profit: Roanoke & Jamestown	<p>SS3H3 Explain the factors that shaped British Colonial America.</p> <p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		
Lesson 2: For Religion: Pilgrims & Puritans	<p>SS3H3 Explain the factors that shaped British Colonial America.</p> <p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		
Chapter 3: British Colonial America			3 weeks
Lesson 1: The 13 British Colonies	<p>SS3H3 Explain the factors that shaped British Colonial America.</p> <p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		

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Lesson 2: Founding of the Colonies	<p>SS3H3 Explain the factors that shaped British Colonial America.</p> <p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		
Lesson 3: Geography & Economics	<p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		
Lesson 4: Life in the Colonies	<p>SS3H3 Explain the factors that shaped British Colonial America.</p> <p>c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>		

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Unit 5: Government Understandings			5 weeks
Chapter 1: Our Representative Democracy			2 ½ weeks
Lesson 1: Levels of Government	SS3CG1 Describe the elements of representative democracy/republic in the United States. (intro)		
Lesson 2: The Three Branches	SS3CG1 Describe the elements of representative democracy/republic in the United States. a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States). b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia). c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).		
Chapter 2: Be a Good Citizen			2 ½ weeks
Lesson 1: Rules, Laws, & Respect	SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. a. Explain the necessity of respecting the rights of others and promoting the common good. 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).		
Lesson 2: Participation Matters!	SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. a. Explain the necessity of respecting the rights of others and promoting the common good. 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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Unit 6: Economic Understandings			5 weeks
Chapter 1: All About Goods & Services			<i>2 weeks</i>
Lesson 1: Goods, Services, Consumers & Producers	SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange. a. Describe the interdependence of consumers and producers. b. Describe how goods and services are allocated by price in the marketplace.		
Lesson 2: Four Productive Resources	SS3E1 Define and give examples of the four types of productive resources. 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).		
Lesson 3: Public Goods and Services	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.		
Chapter 2: Let's Talk About Trade			<i>2 weeks</i>
Lesson 1: Trade in the Market	SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange. b. Describe how goods and services are allocated by price in the marketplace.		
Lesson 2: Where in the World?	SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange. c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries. d. Explain that most countries create their own currency for use as money.		
Chapter 3: Making Economic Choices			<i>1 week</i>
Lesson 1: Opportunity Cost	SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.		

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