



Pacing Guide

03 Social Studies / Social Studies 1st Term	
Term	Standard
1	GPS.03.SS.SS3G - Geographic Understandings
1	GPS.03.SS.SS3H - Historical Understandings
1	GPS.03.SS.SS3H1 - The student will explain the political roots of our modern democracy in the United States of America.
1	GPS.03.SS.SS3G1 - The student will locate major topographical features.
1	GPS.03.SS.SS3H1.a - Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present.
1	GPS.03.SS.SS3H1.b - Explain the ancient Athenians' idea that a community should choose its own leaders.
1	GPS.03.SS.SS3G1.a - Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.
1	GPS.03.SS.SS3H1.c - Compare and contrast Athens as a direct democracy with the United States as a representative democracy.
1	GPS.03.SS.SS3H2 - The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.
1	GPS.03.SS.SS3G1.b - Identify major mountain ranges of the United States of America: Appalachian, Rocky.
1	GPS.03.SS.SS3H2.a - Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers' rights).
1	GPS.03.SS.SS3H2.b - Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.
1	GPS.03.SS.SS3G1.c - Locate the equator, prime meridian, and lines of latitude and longitude on a globe.
1	GPS.03.SS.SS3G1.d - Locate Greece on a world map.
1	GPS.03.SS.SS3G2 - The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.
1	GPS.03.SS.SS3G2.a - Identify on a political map specific locations significant to the life and times of these historic figures.
1	GPS.03.SS.SS3G2.d - Trace examples of travel and movement of these historic figures and their ideas across time.
1	GPS.03.SS.SS3G2.b - Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
1	GPS.03.SS.SS3G2.e - Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.
1	GPS.03.SS.SS3G2.c - Describe how each of these historic figures adapted to and was influenced by his/her environment.
1	GPS.03.SS.SS3CG2 - The student will discuss the character of different historical figures in SS3H2a.
03 Social Studies / Social Studies 2nd Term	
Term	Standard
2	GPS.03.SS.SS3G2 - The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.
2	GPS.03.SS.SS3H2 - The student will discuss the lives of Americans who expanded people's rights

	and freedoms in a democracy.
2	GPS.03.SS.SS3H2.a - Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers' rights).
2	GPS.03.SS.SS3G2.a - Identify on a political map specific locations significant to the life and times of these historic figures.
2	GPS.03.SS.SS3H2.b - Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.
2	GPS.03.SS.SS3G2.b - Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
2	GPS.03.SS.SS3G2.c - Describe how each of these historic figures adapted to and was influenced by his/her environment.
2	GPS.03.SS.SS3G2.d - Trace examples of travel and movement of these historic figures and their ideas across time.
2	GPS.03.SS.SS3G2.e - Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.
2	GPS.03.SS.SS3CG2 - The student will discuss the character of different historical figures in SS3H2a.
03 Social Studies / Social Studies 3rd Term	
Term	Standard
3	GPS.03.SS.SS3G2 - The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.
3	GPS.03.SS.SS3H2 - The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.
3	GPS.03.SS.SS3H2.a - Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers' rights).
3	GPS.03.SS.SS3G2.a - Identify on a political map specific locations significant to the life and times of these historic figures.
3	GPS.03.SS.SS3H2.b - Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.
3	GPS.03.SS.SS3G2.b - Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
3	GPS.03.SS.SS3G2.c - Describe how each of these historic figures adapted to and was influenced by his/her environment.
3	GPS.03.SS.SS3G2.d - Trace examples of travel and movement of these historic figures and their ideas across time.
3	GPS.03.SS.SS3G2.e - Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.
3	GPS.03.SS.SS3CG2 - The student will discuss the character of different historical figures in SS3H2a.
3	GPS.03.SS.SS3E1 - The student will describe the four types of productive resources:
3	GPS.03.SS.SS3E1.a - Natural (land)
3	GPS.03.SS.SS3E1.b - Human (labor)
3	GPS.03.SS.SS3E1.c - Capital (capital goods)
3	GPS.03.SS.SS3E1.d - Entrepreneurship (used to create goods and services)
3	GPS.03.SS.SS3E2 - The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.
3	GPS.03.SS.SS3E3 - The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

3	GPS.03.SS.SS3E3.a - Describe the interdependence of consumers and producers of goods and services.
3	GPS.03.SS.SS3E3.b - Describe how goods and services are allocated by price in the marketplace.
3	GPS.03.SS.SS3E3.c - Explain that some things are made locally, some elsewhere in the country, and some in other countries.
3	GPS.03.SS.SS3E3.d - Explain that most countries create their own currency for use as money.
3	GPS.03.SS.SS3E4 - The student will describe the costs and benefits of personal spending and saving choices.
03 Social Studies / Social Studies 4th Term	
Term	Standard
4	GPS.03.SS.SS3CG - Government/Civic Understandings
4	GPS.03.SS.SS3CG1 - The student will explain the importance of the basic principles that provide the foundation of a republican form of government.
4	GPS.03.SS.SS3CG1.a - Explain why in the United States there is a separation of power between branches of government and levels of government.
4	GPS.03.SS.SS3CG1.b - Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).
4	GPS.03.SS.SS3CG1.c - State an example of the responsibilities of each level and branch of government.
4	GPS.03.SS.SS3G2 - The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.
4	GPS.03.SS.SS3G2.e - Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.
4	GPS.03.SS.SS3H2 - The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.
4	GPS.03.SS.SS3G2.a - Identify on a political map specific locations significant to the life and times of these historic figures.
4	GPS.03.SS.SS3H2.a - Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers' rights).
4	GPS.03.SS.SS3H2.b - Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.
4	GPS.03.SS.SS3G2.b - Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
4	GPS.03.SS.SS3G2.c - Describe how each of these historic figures adapted to and was influenced by his/her environment.
4	GPS.03.SS.SS3G2.d - Trace examples of travel and movement of these historic figures and their ideas across time.
4	GPS.03.SS.SS3CG2 - The student will discuss the character of different historical figures in SS3H2a.