

## Third Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Third Grade Social Studies Course.

<b>Third Grade, Unit 1 – Connecting Themes</b>	
<b>Elaborated Unit Focus</b>	The focus of this unit is to familiarize students with the 9 connecting themes and their associated enduring understandings that will provide meaning and structure to their social studies coursework this year. Activities will focus on relating <b><i>beliefs and ideals; conflict and change; distribution of power; human environmental interaction; individuals, groups, and institutions; location; scarcity; production, distribution, and consumption; and time, change, and continuity.</i></b>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p><b>Distribution of Power:</b> The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p> <p><b>Human Environmental Interaction:</b> The student will understand that humans, their society, and the environment affect each other.</p> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development.</p> <p><b>Scarcity:</b> The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.</p> <p><b>Production, Distribution, Consumption:</b> 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.</p> <p><b>Time, Change, and Continuity:</b> The student will understand that while change occurs over time, there is continuity to the basic structure of a society.</p>
<b>GSE for Social Studies (standards and elements)</b>	This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated Georgia Standards of Excellence.
<b>Connection to K-5 GSE for ELA/Science/Math</b>	This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated Georgia Standards of Excellence. Most of the activities in this unit require students to read, write, listen, speak, and / or illustrate, and as such, will access most of the ELA Standards.
<b>Connection to Social</b>	This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings.

Georgia Department of Education

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<b>Studies Matrices (information processing and/or map and globe skills)</b>	As such, this unit has no associated specific Social Studies Matrices associated with it.
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<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Enduring Understanding 1: Beliefs and Ideals</b>	<ol style="list-style-type: none"> <li>1. How do your own beliefs and ideals affect the decisions you make?                             <ol style="list-style-type: none"> <li>a. How do the beliefs and ideals of others affect you?</li> <li>b. What kind of rules do you believe are best and who gets to make them?</li> <li>c. What are your beliefs about how to make economic decisions?</li> </ol> </li> <li>2. How does a society's beliefs and ideals affect the decisions it makes?                             <ol style="list-style-type: none"> <li>a. How are a society's beliefs and ideals used to shape how the society works and plays together?</li> <li>b. How are a society's beliefs and ideas used to shape its rules and power structure?</li> <li>c. How are a society's beliefs and ideals used to shape its economic practices?</li> </ol> </li> </ol>
<b>Enduring Understanding 2: Conflict and Change</b>	<ol style="list-style-type: none"> <li>1. How does conflict cause change in your life?                             <ol style="list-style-type: none"> <li>a. What are some conflicts you have experienced and what changes did they cause?</li> <li>b. How do we manage conflict in our lives?</li> <li>c. How can a particular change be both positive and negative?</li> </ol> </li> <li>2. Why are there conflicts and how do they change the course of history?                             <ol style="list-style-type: none"> <li>a. What are the types of things that cause conflict?</li> <li>b. How are the results of conflict complex?</li> <li>c. Can there be change without conflict?</li> </ol> </li> </ol>
<b>Enduring Understanding 3: Distribution of Power</b>	<ol style="list-style-type: none"> <li>1. Who has authority or power in your life (think of everyone – not just parents and teachers)?                             <ol style="list-style-type: none"> <li>a. Why do you think power is distributed the way it is in your life?</li> <li>b. Should there be a different way to distribute power?</li> <li>c. How does the distribution of power affect the rules and vice versa?</li> </ol> </li> <li>2. What can determine how power is distributed in a society?                             <ol style="list-style-type: none"> <li>a. How does a society's beliefs and ideals help determine how power is distributed?</li> <li>b. How can conflict change how a society's power is distributed?</li> <li>c. How does the distribution of power affect laws and vice versa?</li> </ol> </li> </ol>
<b>Enduring Understanding 4: Human Environmental Interaction</b>	<ol style="list-style-type: none"> <li>1. How do you interact with your environment?                             <ol style="list-style-type: none"> <li>a. How do you define your environment?</li> <li>b. How do our decisions shape the environment?</li> <li>c. How does our environment shape our decisions?</li> </ol> </li> </ol>

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	<ol style="list-style-type: none"> <li>2. How have humans interacted with their environments in history?             <ol style="list-style-type: none"> <li>a. How did historical decisions shape the environment?</li> <li>b. How have the decisions of those in the past shaped the environment?</li> <li>c. How has the environment shaped decisions of those in the past?</li> </ol> </li> </ol>
<p><b>Enduring Understanding 5: Individuals, Groups, and Institutions</b></p>	<ol style="list-style-type: none"> <li>1. How can groups change society?             <ol style="list-style-type: none"> <li>a. Why do people form groups or clubs?</li> <li>b. When is it okay to be a part of a group?</li> <li>c. Are groups always better than an individual for getting things done?</li> </ol> </li> <li>2. Does society need institutions?             <ol style="list-style-type: none"> <li>a. What are some things that institutions provide for us?</li> <li>b. What are some negative consequences of institutions?</li> <li>c. What would someone’s life be like (both good and bad) if they were never a part of a group or institution?</li> </ol> </li> </ol>
<p><b>Enduring Understanding 6: Location</b></p>	<ol style="list-style-type: none"> <li>1. How does where you live affect your life?             <ol style="list-style-type: none"> <li>a. What are some ways where you live affects your activities?</li> <li>b. What are some ways where you live affects school?</li> <li>c. What are some ways where you live affects your family?</li> </ol> </li> <li>2. Why do people choose to live and work where they do?             <ol style="list-style-type: none"> <li>a. What do societies need, in terms of resources, to survive and grow?</li> <li>b. Why are some societies richer, in terms of economy, than others?</li> <li>c. How does location help shape the culture of a society?</li> </ol> </li> </ol>
<p><b>Enduring Understanding 7: Scarcity</b></p>	<ol style="list-style-type: none"> <li>1. How is scarcity a part of your life?             <ol style="list-style-type: none"> <li>a. What are examples of scarcity from your daily life?</li> <li>b. How does scarcity affect your social life, your school life, or your family life?</li> <li>c. Why can’t we have everything we want?</li> </ol> </li> <li>2. What role has scarcity played in history?             <ol style="list-style-type: none"> <li>a. How has scarcity led to conflict in society?</li> <li>b. How has scarcity led to cooperation in society?</li> <li>c. What are different ways that societies have dealt with scarcity?</li> </ol> </li> </ol>

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<p><b>Enduring Understanding 8:</b> <b>Production, Distribution, Consumption</b></p>	<ol style="list-style-type: none"><li>1. Why do you buy (or ask for) the things you buy (or ask for)?<ol style="list-style-type: none"><li>a. How do your friends influence what you want to have?</li><li>b. Why can you sometimes not have the things you want?</li><li>c. How would living (or vacationing) somewhere else change what you want to have?</li></ol></li><li>2. What determines how a society makes a living; how it produces, distributes, and consumes goods and services?<ol style="list-style-type: none"><li>a. How do a society's beliefs and customs help determine what it produces, distributes, and consumes?</li><li>b. How does a society's laws help determine what it produces, distributes, and consumes?</li><li>c. How does location affect how a society produces, distributes, and consumes its particular goods and services?</li></ol></li></ol>
<p><b>Enduring Understanding 9:</b> <b>Time, Change, and Continuity</b></p>	<ol style="list-style-type: none"><li>1. How has change affected your life?<ol style="list-style-type: none"><li>a. What are some things that have changed over your lifetime?</li><li>b. What are things that have not changed over your lifetime?</li><li>c. How do you deal with changes in your life?</li></ol></li><li>2. Why do some things change over time and some stay the same?<ol style="list-style-type: none"><li>a. Are there things that have not changed over time?</li><li>b. What things have remained the same over time?</li><li>c. What helps determine what changes and what stays the same?</li></ol></li></ol>

## Sample Instructional Activities/Assessments

### Introducing Connecting Themes – The Nifty Nine

Provide an overview of the 9 connecting themes we will focus on in 3<sup>rd</sup> grade using a 3 x 3 quilt type visual. One theme goes in each square of the quilt, and as each theme is defined and then mentioned throughout the year, examples and resources connected with each are added to the quilt design. Our quilt will be called The Nifty Nine.

Opening - Step 1: Introduce the quilt template and put each theme in one square. Build one large one for the class as a whole, and then duplicate for students to place in their interactive notebooks to use as a reference all year long.

Activity - Step 2: For this first lesson, share the PPT on connecting themes with kid-friendly versions of the connecting themes. Talk about each theme and discuss how to visually represent each theme on the class chart and/or on their individual charts. Encourage students to design the heading in a way that both visually and textually conveys its meaning.

Step 3: Create a heading for Beliefs and Ideals with text and visual elements. [Sample included below.] As we move through the 9 connecting themes through the activities of this unit, keep filling in details on each quilt square. You can cover 1-2 themes per activity and review the previous themes briefly at the start of each new activity.

Closing - Step 4: Recap the Beliefs and Ideals connecting theme and ask students to jot down one way that beliefs and ideals affect a decision that they have made. Use as formative assessment to see if students grasp the concept.

**GSE Standards and Elements**

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**Social Studies Matrices Enduring Understanding(s)**

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Visual organizer for Nifty Nine connecting themes. Note that this is a partially completed quilt provided as a sample of one way it might develop.

<p>People’s ideas and feelings influence their decisions.</p> <p><b>Beliefs and Ideals</b></p> 	<p>Conflict causes change.</p> <p><b>Conflict and Change</b></p> 	<p>Laws and people’s beliefs help decide who gets to make choices in government.</p> <p><b>Distribution of Power</b></p> 
<p>People affect the environment and the environment affects people.</p> <p><b>Human Environmental Interaction</b></p>	<p>What people, groups, and institutions say and do can help or harm others whether they mean to or not. <i>(stick person, group, and then institution)</i></p> <p><b>Individuals, Groups, and Institutions</b></p>	<p>Where people live matters.</p> <p><b>Location</b></p> 
<p>Because people cannot have everything they want, they have to make choices.</p> <p><b>Scarcity</b></p>	<p>The ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</p> <p><b>Production, Distribution, Consumption</b></p>	<p>Some things will change over time, while other things will stay the same. <i>(Timeline with baby, toddler, 3<sup>rd</sup> grader)</i></p> <p><b>Time, Change, and Continuity</b></p>

Activity - Beliefs and Ideals

Description:

**Beliefs and Ideals: Our Values, Our Time!**

*Opening: You may present this possible scenario to the class and then use the discussion questions for groups to discuss how they make a decision:*

*Kathy and John are talking about which way to walk to school. They can take a shortcut, but there are busy streets to cross that might not be as safe. They could also take a much longer, safer route, through a park and past a police station. What would be the best route to take?*

(Or you may think of another scenario that involves making a decision based on beliefs and ideals.)

Sample questions to ask:

**What decisions did Kathy and John have to make?**

**Where might Kathy and John have found information to help them make their choice?**

**What should they keep in mind as they make their decision?**

**What are the pros and cons for each choice?**

After groups have discussed questions, they will come back together as a class and compare answers. Then, have students share a belief that is important to them and the decision they have made to follow their beliefs. To stimulate student thinking, teacher should share something about deciding to become a teacher and why this was important; then talk about the decisions that were made to achieve this goal. After having a discussion about beliefs and ideals and the personal decisions involved, students will create a T-chart

(see attachment) listing positive and negative effects of a decision that they have made in the past at school. Write a paragraph explaining what choice the student made and use the details from the chart to create sentences giving supporting details about the main idea (the decision made).

Modifications:

Provide a T-chart template with lines

Allow students to dictate input



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My belief: \_\_\_\_\_

Decisions I've made because of my belief: \_\_\_\_\_

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Effects of My Decisions	
Positives	Negatives

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Activity - Conflict and Change

<p><b>Description:</b>  <b>Conflict and Change</b>                  Organize students into cooperative groups to role-play a scenario in which a disagreement has occurred at school (i.e. playground, lunchroom, bathroom, etc.) In their groups, students will identify the problem that caused the disagreement. The students will work together to provide solutions to help solve the disagreement. Each group will write and perform a skit based on their scenario that includes the conflict and the change that occurred.  <b>Modifications:</b>                  Allow student to use lined index cards to aid recall of information                  Provide illustrations of scenarios to prompt ideas</p>	
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Activity - Distribution of Power

Description:

Since it is the start of the school year and the time to set up rules and consequences, this is the perfect time to create a **Class Constitution**. *(This idea is adapted from previous 3<sup>rd</sup> grade frameworks for the GPS.)*

EQ: Why do we need rules for our class (school, town, state, country?) Who makes the rules?

Discuss with the class the need to follow rules at school and the consequences that follow bad decisions. Talk about the roles of teacher, students, principal, and other important people in the classroom and school. This shared responsibility for rules and consequences illustrates Distribution of Power.

Step 1 – Each group considers their goals for their learning environment. What conditions do they want to create in the classroom? Possible answers include: peace, equality, fairness, safety, happiness, etc. Each group will create a list of 5 rules that will create the ideal learning environment.

Step 2 – Describe the roles of the teacher, students, principal and others who help make decisions about governing the classroom. Consider these questions: How will decisions be reached regarding discipline? What opportunities will students have to voice their opinions?

Step 3 – Each group then lists the freedoms they believe that the citizens of the class deserve. Point out that there are two kinds of freedoms: freedom **to do** certain things and freedom **from** other things. Sometimes those two rights may conflict with one another. For example, if students have the right to talk among themselves whenever they wish, the noise level may deny other students the right to learn. Students must consider these issues in crafting their "Bill of Rights."

Step 4 - Each student group will draft a Constitution (see attachment) of rules that they feel are important in order for the class to operate efficiently. From these group proposals, the class as a whole will choose the 10 most important rules for the class and all class members will vote to determine the top 5. The teacher should voice any rules that she/he and the school leaders at large feel are important so students understand that groups of people share responsibility in making decisions, supporting the idea of Distribution of Power. The final list of rules will make up a Classroom Constitution (see attachment). Be sure to date the Constitution and have all class members sign it. You may want to post this on your classroom door or prominently within the classroom.

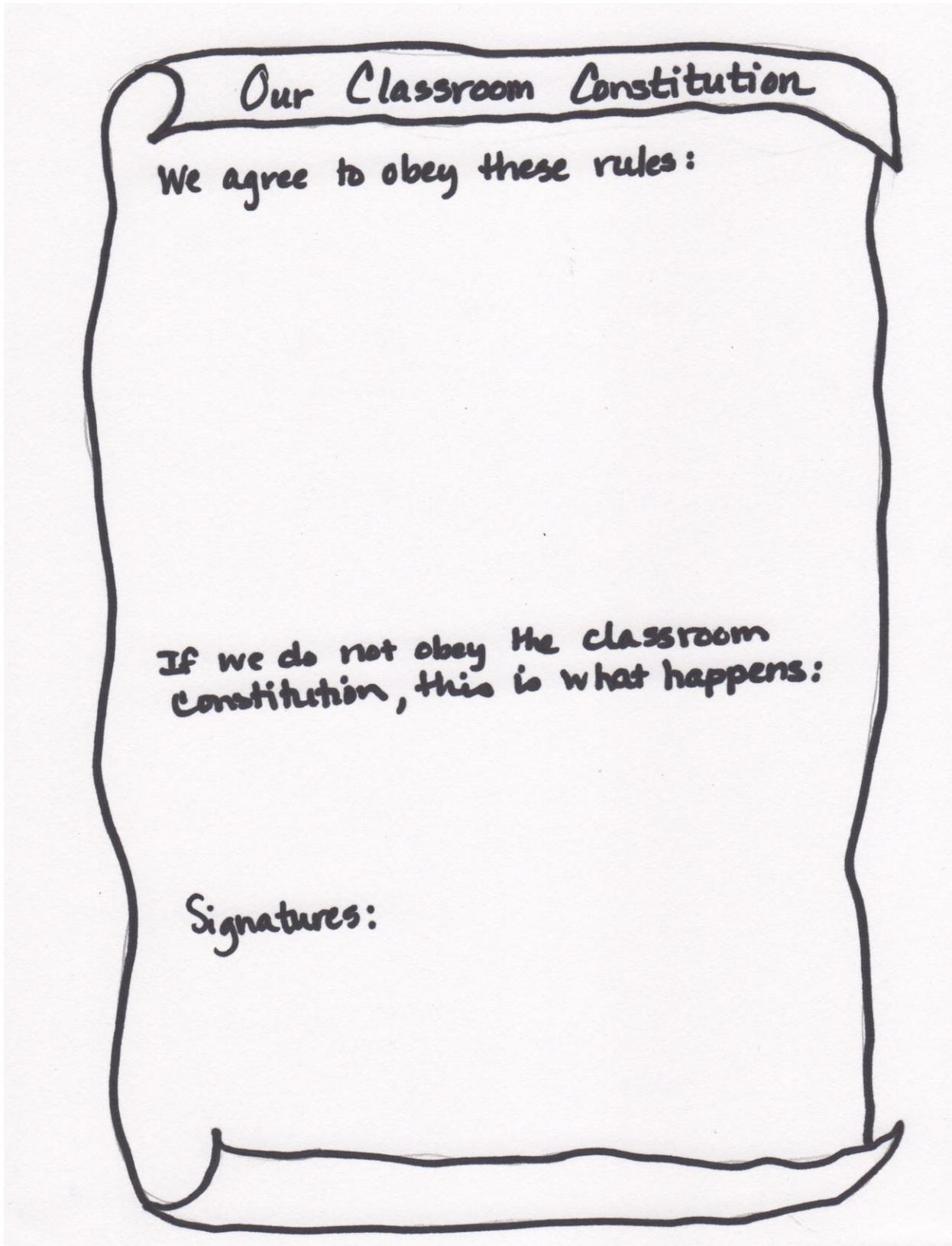
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See a sample of a class constitution format you may want to use next.



**Activity - Human Environmental Interaction**

<p>Description: Read and discuss a picture book on this theme. Two you might consider are <i>The Giving Tree</i> by Shel Silverstein or <i>The Lorax</i> by Dr. Seuss. Read and discuss questions such as:</p> <ul style="list-style-type: none"> <li>• How do the main characters/human or human-like interact with their environment?</li> <li>• How do we make decisions about what we use and how we use it?</li> <li>• Are there lessons in these stories about human/environment interaction?</li> <li>• How will human environmental interactions be important in the other units we will be learning about this year?</li> </ul>	
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<p><b>Social Studies Matrices Enduring Understanding(s)</b></p>	<p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p>

**Activity - Individuals, Groups, and Institutions**

<p>Description:</p> <p>In order for students to understand that their actions at home or at school have an effect on everyone around them, students will create a collage with words and pictures describing either their responsibilities at home or at school. Students should also choose pictures that show different ways they are helping others. After students present their collage, students will complete a Venn diagram comparing and contrasting their responsibilities at home and at school. When the Venn diagram is complete, teacher should have a discussion of what the consequences may be if students do not carry out their responsibilities at home or at school.</p> <p>Modifications:</p> <p>Provide Venn diagram template with lines</p> <p>Allow student to dictate input</p> <p>Peer/partner assistance</p>	
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<p><b>Social Studies Matrices Enduring Understanding(s)</b></p>	<p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p>

## Third Grade Frameworks for the Georgia Standards of Excellence in Social Studies

### Activity - Location

<p><b>Description:</b></p> <p>Students will use this activity to understand that where you live matters. Have students look at the label on their shirt or shoes and identify where these items were made. On the class world map, have students locate and mark these places. Discuss with student possible reasons why the different items were made in certain areas. As an extension, have students bring in a favorite toy or some other item over a 5 day period.</p> <p>Add the location of where these items were made to the class world map. After all the information has been included on the class map, students will write a brief summary explaining why certain products are made in different places. Another resource is the children’s book, <i>How to Make an Apple Pie and See the World</i>, by Marjorie Priceman, which helps to show how different locations in the world affect our daily lives in the food we eat. This book could springboard into a great chance to bake a pie with your class.</p>	
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<p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p>

### Activity - Scarcity

<p><b>Description:</b></p> <p>Write the word <b>scarcity</b> (and scarce) on the board and talk about what it means. Read the picture book, <i>The Great Fuzz Frenzy</i> by Janet Stevens and Susan Stevens Crummel, with your students. Discuss the following questions:</p> <p>What is the scarce resource in this story? What happens when the resource is first discovered? How does scarcity lead to conflict? How is the problem resolved? How do we experience scarcity in our own lives?</p>	
<p><b>GSE Standards and Elements</b></p>	<p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated Georgia Standards of Excellence.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p>This unit is an introductory unit intended to familiarize students with all of the connecting themes and enduring understandings. As such, this unit has no associated specific Social Studies Matrices associated with it.</p>

Activity - Production, Distribution, Consumption

Description:

Bring in a guest speaker from a local retailer to discuss how products are chosen to be sold in that store. Ahead of time, generate a short list of questions together as a class to ask the speaker.

**Possible questions to ask:**

Are there any products that are sold specifically at your store because of the region that you are in?

What process does your company go through to determine product selection?

How do you decide what price to list a product at and when it will go on sale?

At what point does “low-demand” of a product determine not selling it anymore (discontinuing)?

If an item is popular, do you ever increase the price?

After your guest speaker has visited your classroom, have students do a *product needs* survey with their classmates. Students will ask each other what kinds of supplies they need for their community. Based on their survey results, students can create a product that was in high demand, examples: book covers, bookmarks, greeting cards, bath salt, snacks, etc. Share their product with the class and add it to class store, if one is established. Students can present their product to the class and discuss how they decided to make that particular product.

Modifications:

Provide advance organizer with key words and concepts

Have the speaker refer to visuals such as store items, charts, and picture advertisements

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**Literacy Standards  
Social Studies Matrices  
Enduring Understanding(s)**

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**Activity – Time, Change, and Continuity**

Description: The beginning of the year is a good time for students to create their own personal timeline of their life so far. One way to do this would be use sentence strips, one per student. On a piece of paper have students identify 5 important landmark dates from their lives and list the event and when it happened. Have them think of a visual to go with each event and put all the events in order on their timeline. Here are some samples:

Birth – date – sketch of a diaper, a baby, a baby bottle, pacifier, etc.

A birthday party – date - cake, a gift box, etc.

Family on vacation or at another location – date – sketch or photo

Starting school – date – sign with name of school, drawing of a school, etc.

Learning to ride a bike – date – sketch of bike, etc.

Today – date – a sketch of me as a 3<sup>rd</sup> grader

Talk about how they have changed over time. What has changed? What has stayed the same or similar? Tell students that we will be learning about many things that happened long before they (or their parents or grandparents) were born. As we learn about these earlier times, we will notice which things are the same from the past to now and which things have changed. We will want to be historical detectives to search for these clues.

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## Connecting Themes Unit - Ongoing

### Continue Stitching the Nifty Nine Quilt

Description: NA for this connecting themes unit – this list will be maintained and extended throughout the year as all subsequent units are taught. Look for opportunities to reinforce and add new examples of these themes in action as students learn to identify them.

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