

Social Studies Florida Standards At a Glance: Third Grade

Strand: **AMERICAN HISTORY**

Standard 1: **Historical Inquiry and Analysis**

SS.3.A.1.1 Analyze primary and secondary sources. [. . . artifacts, photographs, paintings, maps, images, documents, audio and video recordings.]

SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.

SS.3.A.1.3 Define terms related to the social sciences. [. . . history, geography, civics, government, economics.]

Strand: **ECONOMICS**

Standard 1: **Beginning Economics**

SS.3.E.1.1 Give examples of how scarcity results in trade. [. . . oil, video games, food.]

SS.3.E.1.2 List the characteristics of money. [. . . portable, divisible, recognizable, durable].

SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

Strand: **CIVICS AND GOVERNMENT**

Standard 1: **Foundations of Government, Law, and the American Political System**

SS.3.C.1.1 Explain the purpose and need for government. [. . . safety, organization, services, protection of rights.]

SS.3.C.1.2 Describe how government gains its power from the people.

SS.3.C.1.3 Explain how government was established through a written Constitution.

Standard 2: **Civic and Political Participation**

SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. [. . . food drives, book drives, community, clean-up, voting.]

Standard 3: **Structure and Functions of Government**

SS.3.C.3.1 Identify the levels of government (local, state, federal). [. . . local, state, federal.]

SS.3.C.3.2 Describe how government is organized at the local level. [. . . executive branch - mayor; legislative branch - city commission; judicial branch – county and circuit courts].

SS.3.C.3.3 Recognize that every state has a state constitution.

SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.

WIDA

Standard 5 – **Language of Social Studies (LoSS)**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Strand: **GEOGRAPHY**

Standard 1: **The World in Spatial Terms**

SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

SS.3.G.1.2 Review basic map elements. [. . . coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols.]

SS.3.G.1.3 Label the continents and oceans on a world map.

SS.3.G.1.4 Name and identify the purpose (physical, political, elevation, population) of maps. [. . . physical, political, elevation, population.]

SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.

SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places. [. . . linear, fractional, word.]

Standard 2: **Places and Regions**

SS.3.G.2.1 Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

SS.3.G.2.2 Identify the five regions of the United States. [. . . Northeast, Southeast, Midwest, Southwest, West.]

SS.3.G.2.3 Label the states in each of the five regions of the United States.

SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico and the Caribbean. [. . . lakes, rivers, oceans, mountains, deserts, plains, grasslands.]

SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico and Caribbean. [. . . Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls.]

SS.3.G.2.6 Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

Standard 3: **Physical Systems**

SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. [. . . tundra, sandy soil, humidity, maritime climate.]

SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. [. . . water, arable land, oil, phosphate, fish.]

Standard 4: **Human Systems**

SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. [. . . settlement near water for drinking, bathing, cooking, agriculture; transportation.]

SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. [. . . housing, music, transportation, food, recreation, language, holidays, beliefs and customs.]

SS.3.G.4.4 Identify contributions from various ethnic groups to the United States. [. . . Native Americans, Hispanics/Latinos, Africans, Asians, Europeans].