

Wakulla County Schools
ELEMENTARY SOCIAL STUDIES CURRICULUM
Third Grade

Revised June, 2012

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Third Grade Curriculum

This curriculum is based upon the Next Generation Sunshine State Standards for Social Studies. Third grade Social Studies instruction should fully instruct students on the benchmarks contained in this document. A minimum of 90 minutes per week should be spent in social studies instruction. It is important to integrate Social Studies reading into the 90 minute Reading block whenever possible to assure that students are able to read and comprehend Social Studies text.

Documentation:

Teachers should document when instruction is provided on the benchmarks. The date noted should correspond to a specific lesson or unit of instruction as noted in the teacher's lesson plans or to when an assessment was given to determine student mastery of the benchmark.

Major Tool of Instruction:

The major tool of instruction provided to all teachers is the American Horizons – Florida Studies Weekly. It is critical that teachers require that students access the text in order to build content-area reading skills. Other resources may be incorporated to insure that all students achieve mastery of the required benchmarks. A scope and sequence is provided with this tool.

Primary Sources:

Please see the Scope and Sequence of the introduction to primary sources at the end of this document (page 20).

Resources Found at the End of this Document:

- Page 14 – Curriculum Map Examples
- Page 19 – Additional Readings
- Page 20 – Scope and Sequence of the Introduction to Primary Sources
- Page 20 – Scope and Sequence of Activities for Constitution Day

Other Resources:

- www.floridastandards.org
- www.flrea.org

FS 1003.421. Recitation of the Declaration of Independence

- (1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
- (2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
- (3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- (4) Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.

SOCIAL STUDIES CURRICULUM – Third Grade

Strand: American History

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.3.A.1.1	Analyze primary and secondary sources.	Remarks/Examples: Examples are 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.	Remarks/Examples: Examples are history, geography, civics, government, economics.						
Materials Needed	Internet Access Computers							
Associated Vocabulary	Search engine, browser, website, primary source, secondary source, reliable							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.3.A.1.In.a Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events. SS.3.A.1.In.a Use technology resources to gather information about a historical person or event. SS.3.A.1.In.c Relate the term “history” to events from the past, “geography” to locations and “economics” to money.			SS.3.A.1.Su.a Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past. SS.3.A.1.Su.b Use a Technology resource to locate information about important people or events from the past. SS.3.A.1.Su.c Recognize that history is about events from the past and geography is about places.			SS.3.A.1.Pa.a Recognize important people or events in artifacts, videos, or photographs. SS.3.A.1.Pa.b Use technology to access information. SS.3.A.1.Pa.c Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.		

Strand: Geography

Standard 1: The World in Spatial Terms							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			12/13	13/14	14/15	15/16	16/17
SS.3.G.1.1	Use thematic maps, tables, charts, graphs and photos to analyze geographic information.	Remarks/Examples: Types of photographs may include satellite or aerial.					
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 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 distance between two places.	Remarks/Examples: Examples are linear, fractional, word.					
Materials Needed	Samples of physical, political, elevation and population maps, globe, North American map, Thematic maps for regions of North America						
Associated Vocabulary	Scale, continents, ocean, physical, political, elevation, population maps, coordinate grid, cardinal and intermediate directions, compass rose, scale, key/legend						
Access Points for Students with Significant Cognitive Disability							
Independent:	Supported:	Participatory:					
SS.3.G.1.In.a Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart. SS.3.G.1.In.b Identify elements on a map, such as key/legend, cardinal directions, and compass rose. SS.3.G.1.In.c Recognize selected continents and oceans on a world map. SS.3.G.1.In.d Identify selected maps, such as a physical map and a political map. SS.3.G.1.In.e Identify differences between maps and globes. SS.3.G.1.In.f Use maps to identify distances between two places, such as near or far, closer or farther, and next to.	SS.3.G.1.Su.a Use a physical map to identify selected geographic information, such as land, water, and coastlines. SS.3.G.1.Su.b Recognize element on a map, such as a picture key, cardinal directions and title. SS.3.G.1.Su.c Recognize a continent and an ocean on a map. SS.3.G.1.Su.d Recognize a map, such as a physical map or a political map. SS.3.G.1.Su.e Recognize differences between maps and globes. SS.3.G.1.Su.f Use maps to recognize distances between two places, such as near or far, and next to.	SS.3.G.1.Pa.a Recognize personal location on a pictorial map. SS.3.G.1.Pa.a Locate pictures or symbols on a drawing or map. SS.3.G.1.Pa.c Recognize land and water using a color key on a map. SS.3.G.1.Pa.d Recognize personal location on a pictorial map. SS.3.G.1.Pa.e Recognize land and water using a color key on a map. SS.3.G.1.Pa.f Locate pictures or symbols on a drawing or map.					

Strand: Geography

Standard 2: Places and Regions							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			12/13	13/14	14/15	15/16	16/17
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).	Commonwealths: Canada, Puerto Rico					
SS.3.G.2.2	Identify the five regions of the United States.	Remarks/Examples: (i.e., 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.	Remarks/Examples: Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.					
SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.	Remarks/Examples: (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil’s Tower, Mt. Denali, Everglades, Niagara Falls, Bay of Fundy, Mt. Robison, El Castillo Pyramid, Palenque)					
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.	US Legend/Tall Tales – Paul Bunyan, Pecos Bill, Davy Crockett John Henry Songs – <i>Suwanee River</i> ; <i>Where the Sawgrass Meets the Sky</i> Opportunity for Primary Source Use					
Materials Needed	StoryTown – <i>The Babe and I</i> , <i>A Pen Pal for Max, Me and Uncle Romie</i> , <i>Ellen Ochoa</i> <i>John Henry</i> – by Julius Lester – African Tall Tale						
Associated Vocabulary	Physical features, commonwealth, region, state,						

Access Points for Students with Significant Cognitive Disability

Independent:	Supported:	Participatory:
<p>SS.3.G.2.In.a Recognize North America, the United States, and Mexico on a map.</p> <p>SS.3.G.2.In.b Recognize north, south, east, and west as they relate to the regions of the United States.</p> <p>SS.3.G.2.In.c Recognize selected states in each of the five regions of the United States.</p> <p>SS.3.G.2.In.d Recognize major physical features – such as lakes, rivers, oceans, mountains, deserts, and plains – of the United States and Canada, and Mexico and the Caribbean.</p> <p>SS.3.G.2.In.e Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades.</p> <p>SS.3.G.2.In.f Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region.</p>	<p>SS.3.G.2.Su.a Recognize the United States on a map of North America.</p> <p>SS.3.G.2.Su.b Recognize north, south, east and west in the United States.</p> <p>SS.3.G.2.Su.c Recognize selected states in the United States.</p> <p>SS.3.G.2.Su.d Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts and plains.</p> <p>SS.3.G.2.Su.e Recognize a major natural landmark of the United States such as the Grand Canyon or the Everglades.</p> <p>SS.3.G.2.Su.f Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.</p>	<p>SS.3.G.2.Pa.a Recognize an outline map or image of the United States.</p> <p>SS.3.G.2.Pa.b Recognize an outline map or image of the United States.</p> <p>SS.3.G.2.Pa.c Recognize Florida as the student’s state.</p> <p>SS.3.G.2.Pa.d Recognize physical differences between two locations.</p> <p>SS.3.G.2.Pa.e Recognize physical differences between two locations.</p> <p>SS.3.G.2.Pa.f Recognize physical differences between two locations.</p>

Strand: Geography

Standard 3: Physical Systems								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.	Remarks/Examples: (e.g., tundra, sandy soil, humidity, maritime climate)						
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.	Remarks/Examples: (e.g., water, arable land, oil, phosphate, fish)						
Materials Needed	Maps							
Associated Vocabulary	Climate, natural resources, tundra, humidity, arable land, phosphate							

Access Points for Students with Significant Cognitive Disability

Independent:	Supported:	Participatory:
<p>SS.3.G.3.In.a Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil.</p> <p>SS.3.G.3.In.b Recognize major natural resources – such as water, arable land, oil, phosphate, and fish – in the United States and Canada, and Mexico and the Caribbean.</p>	<p>SS.3.G.3.Su.a Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra and soil.</p> <p>SS.3.G.3.Su.b Recognize selected natural resources – such as water, arable land, oil, phosphate, or fish – in the United States and Canada, and Mexico and the Caribbean.</p>	<p>SS.3.G.3.Pa.a Recognize differences in climates or vegetation.</p> <p>SS.3.G.3.Pa.b Recognize an example of Natural resources.</p>

Strand: Geography

Standard 4: Human Systems							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			12/13	13/14	14/15	15/16	16/17
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.	Remarks/Examples: Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.					
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.	Examples: French, English, Spanish, Dutch Columbus Day					
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.	Remarks/Examples: Examples are 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.	Remarks/Examples: Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.					
Materials Needed							
Associated Vocabulary							
Access Points for Students with Significant Cognitive Disability							
Independent:	Supported:	Participatory:					
SS.3.G.4.In.a Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming. SS.3.G.4.In.b Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean. SS.3.G.4.In.c Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. SS.3.G.4.In.d Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans.	SS.3.G.4.Su.a Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming. SS.3.G.4.Su.b Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean. SS.3.G.4.Su.c Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. SS.3.G.4.Su.d Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans.	SS.3.G.4.Pa.a Recognize an environmental influence that affects where people live. SS.3.G.4.Pa.b Recognize a difference between cultures. SS.3.G.4.Pa.c Recognize a cultural characteristic of a population. SS.3.G.4.Pa.d Recognize a cultural characteristic of a population.					

Strand: Economics

Standard1: Beginning Economics							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			12/13	13/14	14/15	15/16	16/17
SS.3.E.1.1.	Give examples of how scarcity results in trade.	Remarks/Examples: Examples are oil, video games, food.					
SS.3.E.1.2	List the characteristics of money.	Remarks/Examples: Examples are portable, divisible, recognizable, durable.					
SS.3.E.1.3	Recognize that buyer 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.	Currency Names: dollar, peso					
Materials Needed							
Associated Vocabulary	Portable, divisible, durable, goods, services, scarcity, currency, buyer, seller, trade						
Access Points for Students with Significant Cognitive Disability							
Independent:	Supported:		Participatory:				
SS.2.E.1.In.a Recognize that people make choices when there is little or none left of a resource.	SS.2.E.1.Su.a Recognize when there is little or none left of a resource.		SS.2.E.1.Pa.a Recognize when there is none left of a resource.				
SS.2.E.1.In.b Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.	SS.2.E.1.Su.b Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.		SS.2.E.1.Pa.b Associate a desired item (goods) with a need.				
SS.2.E.1.In.c Recognize that some goods come from other countries.	SS.2.E.1.Su.c Recognize that some goods come from far away.		SS.2.E.1.Pa.c Associate a desired item (goods) with its source.				
SS.2.E.1.In.d Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.	SS.2.E.1.Su.d Recognize a benefit of saving, such as having more money for later.		SS.2.E.1.Pa.d Recognize that a saved item can be used later.				

Strand: Civics and Government

Standard 2: Foundations of Government, Law, and the American Political System								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.3.C.1.1	Explain the purpose and need for government.	Remarks/Examples: Examples are 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.	Constitution Day – September 17 http://www.constitutionday.com/ http://www.fl DOE.org/bii/humanities/celebratefreedom .asp						
Materials Needed	www.floridacitizen.org/resources/elementary/curriculum							
Associated Vocabulary	Government, power, Constitution							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.2.C.1.In.a Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship. SS.2.C.1.In.b Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt.			SS.2.C.1.Su.a Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship. SS.2.C.1.Su.b Recognize a consequence of not having classroom and school rules, such as people getting hurt.			SS.2.C.1.Pa.a Recognize rules in the classroom, such as cooperating and respecting personal space. SS.2.C.1.Pa.b Associate an action with a consequence, such as a push causing an object to break.		

Strand: Civics and Government

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.	Remarks/Examples: Examples are food drives, book drives, community, clean-up, voting. Local Action Groups – <i>Keep Wakulla Beautiful, CHAT, etc.</i>						
Materials Needed	StoryTown: A Pen Pal for Max							
Associated Vocabulary	Citizen, civility, cooperation, volunteerism, virtue							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.2.C.2.In.a Recognize that Americans become citizens by birth or by choice.			SS.2.C.2.Su.a Recognize an American as a citizen of the United States.			SS.2.C.2.Pa.a Recognize membership in a group, such as the classroom, family, or community.		
SS.2.C.2.In.b Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.			SS.2.C.2.Su.b Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.			SS.2.C.2.Pa.b Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.		
SS.2.C.2.In.c Identify a right of United States citizens, such as a right to vote or freedom of speech.			SS.2.C.2.Su.c Recognize a right of United States citizens, such as a right to vote or freedom of speech.			SS.2.C.2.Pa.c Recognize the right of students to make choices, such as selecting activities or materials.		
SS.2.C.2.In.d Recognize ways citizens can contribute to the community, such as volunteering and recycling.			SS.2.C.2.Su.d Recognize a way citizens can contribute to the community, such as volunteering or recycling.			SS.2.C.2.Pa.d Recognize a contribution to the school, such as volunteering.		
SS.2.C.2.In.e Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.			SS.2.C.2.Su.e Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.			SS.2.C.2.Pa.e Recognize that people from diverse backgrounds make contributions.		

Strand: Civics and Government

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.3.C.3.1	Identify the levels of government (local, state, federal)	Lesson Plan with associated reading and activities: http://socialsciences.dadeschools.net/pdf/elementary_lessons-civic_integration/SS.3.C.3.1.complete-edited.pdf Lesson Plan: http://www.soskids.arkansas.gov/civics_curriculum/3rd_Grade/Lesson-3-1/Lesson-3-1.pdf						
SS.3.C.3.2	Describe how government is organized at the local level.	Remarks/Examples: Examples are executive branch - mayor; legislative branch – city commission; judicial branch – county and circuit courts.						
SS.3.C.3.3	Recognize that every state has state constitution.	Justice Teaching - http://www.justiceteaching.org/lesson_plans.shtml Reading on Florida’s State Government - http://fcit.usf.edu/florida/lessons/stategov/stategov.htm iCivics - http://www.icivics.org/teachers/lesson-plans/comparative-constitutions						
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.	Constitution Day – September 17 http://www.constitutionday.com/ http://www.fldoe.org/bii/humanities/celebratefreedom.asp						
Materials Needed	Internet Access							
Associated Vocabulary	Local, state, federal, supreme							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
SS.2.C.3.In.a Recognize that the American government has a set of written laws that all people must follow. SS.2.C.3.In.b Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.			SS.2.C.3.Su.a Recognize a law that all Americans must follow. SS.2.C.3.Su.b Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.			SS.2.C.3.Pa.a Recognize a rule in the school. SS.2.C.3.Pa.b Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.		

Planning for Instruction

Grade 3 Social Studies Curriculum Road Map

This is one way to organize instruction to cohesively manage the third-grade Social Studies Benchmarks.

Quarter 1				
Unit	Benchmarks	Benchmark Description	Content Focus	Vocabulary
1 What Social Studies Means to Us?	SS.3.A.1.1	Analyze primary and secondary sources.	Students will identify /analyze primary and secondary sources, utilize technology to gather information and define terms related to social science (history, geography, civics, government, economics)	<ul style="list-style-type: none"> • History = ‘past’ • Geography = ‘location’ and what location impacts • Economics = ‘money’ • Primary source • Secondary source • Artifact • Document
	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.		
Unit	Benchmarks	Benchmark Description	Content Focus	Vocabulary
2 The Purpose of Maps	SS.3.G.1.1	Use thematic maps, tables, charts, graphs and photos to analyze geographic information.	Students will utilize maps to analyze geographic information and review map elements. They will identify the purpose of maps and recognize and compare different types of maps and models. They will label the continents and oceans on a world map.	<ul style="list-style-type: none"> • Thematic • Physical map • Political map • Elevation • Population • Distortion • Ocean • Measure • Distance • Compass rose • Coastline • Scale • Continents • Cardinal directions
	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.1.4	Name and identify the purpose 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.1.3	Label the continents and oceans on a world map.		
	SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.		
	SS.3.A.1.1	Analyze primary and secondary sources.		

Quarter 2				
Unit	Benchmarks	Benchmark Description	Content Focus	Vocabulary
3 Branches of the Government	SS.3.C.3.2	Describe how government is organized at the local level.	Students will explain the purpose and need for government. They will be introduced to the US Constitution and will identify the three branches of government. Students.	<ul style="list-style-type: none"> • Local • State • Federal • Constitution • Mayor • Governor • County commission • President • Legislature • Senator • Representative
	SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme "law of the land."		
	SS.3.C.3.1	Identify the levels of government (local, state, and federal.)		
	SS.3.C.3.3	Recognize that every state has a state constitution.		
	SS.3.A.1.1	Analyze primary and secondary sources.		
	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.		
Unit	Benchmarks	Benchmark Description	Content Focus	Vocabulary
4 Civic Responsibility	SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.	Students will explore ways that citizens can be active in supporting and helping society.	<ul style="list-style-type: none"> • Civility • Virtue • Volunteer • Participate • Property • Responsibility • Volunteerism

Quarter 3				
Unit	Benchmarks	Benchmark Description	Content Focus	Vocabulary
5 Places and Regions	SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.	Students will learn about the geographical features of a variety of regions in the Western Hemisphere. They will then focus specifically on a more thorough knowledge of the states and regions within the United States of America.	<ul style="list-style-type: none"> • Natural and manmade landmarks • Countries • Commonwealths • Regions • 5 regions of the United States • Interview • Mental mapping • Legends • News • Physical features
	SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.		
	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.		
	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.		
	SS.3.G.2.3	Label the states in each of the five regions of the United States.		
	SS.3.A.1.1	Analyze primary and secondary sources.		
Unit	Benchmarks	Benchmark Description	Content Focus	Vocabulary
6 Natural and Man-made Features	SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.	Students will learn about the climate, natural resources and physical features of regions in the Western Hemisphere. They will determine how these	<ul style="list-style-type: none"> • Resources • Arable land • Oil • Phosphates • Temperature
	SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.		

	SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.	geographical features influence the culture and settlement of the regions. Comparison and contrast will be a strong component of this portion of the curriculum.	<ul style="list-style-type: none"> • Humidity • Tundra • Soil • Environment • Culture • Characteristics • Ethnic/ethnicity • Pattern • Diverse/diversity • Climate • Natural resources
	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.		
	SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.		
	SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.		

Quarter 4				
Unit	Benchmarks	Benchmark Description	Content Focus	Vocabulary
7 Trading Goods and Services	SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.	Students will learn the basic tenets of trading goods and services and the concept of money.	<ul style="list-style-type: none"> • Buyers • Sellers • Trade • Money • Scarcity • Currency • Coins • Portable
	SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.		
	SS.3.E.1.1	Give examples of how scarcity results in trade.		
	SS.3.E.1.2	List the characteristics of money.		

Listed below is another way to look at instruction on the standards. If this organization is used the * below must be included.

United States	Canada	Mexico	Caribbean
<p>Students will become familiar with the climate, vegetation, natural resources, songs, legends, myths, poems, currency of each of the geographical areas. *Some time should also be spent on comparison/contrast between the geographical areas and how their locations and history impact the similarities and differences.</p>			
<p>*Indicates a standard that is addressed in multiple units in the context of a different geographical region.</p>			
<p>*SS.3.G.2.1 SS.3.G.2.2 SS.3.G.2.3 *SS.3.G.2.4 *SS.3.G.2.5 *SS.3.G.2.6 *SS.3.G.3.1 *SS.3.G.3.2 *SS.3.G.4.1 *SS.3.G.4.2 SS.3.G.1.3 SS.3.G.4.4 SS.3.E.1.1 SS.3.E1.2 SS.3.E.1.3 *SS.3.E.1.4 SS.3.C.1.1 SS.3.C.1.2 SS.3.C.1.3 SS.3.C.2.1 SS.3.C.3.1 SS.3.C.3.2 SS.3.C.3.3 SS.3.C.3.4</p>	<p>*SS.3.G.2.1 *SS.3.G.2.4 *SS.3.G.2.5 *SS.3.G.2.6 *SS.3.G.3.1 *SS.3.G.3.2 *SS.3.G.4.1 *SS.3.G.4.2 *SS.3.G.4.3 *SS.3.E.1.4</p>	<p>*SS.3.G.2.1 *SS.3.G.2.4 *SS.3.G.2.5 *SS.3.G.2.6 *SS.3.G.3.1 *SS.3.G.3.2 *SS.3.G.4.1 *SS.3.G.4.2 *SS.3.G.4.3 *SS.3.E.1.4</p>	<p>*SS.3.G.2.1 *SS.3.G.2.4 *SS.3.G.2.5 *SS.3.G.2.6 *SS.3.G.3.1 *SS.3.G.3.2 *SS.3.G.4.1 *SS.3.G.4.2 *SS.3.G.4.3 *SS.3.E.1.4</p>
<p>The following standards must be covered in each of the units.</p>			
<p>SS.3.G.1.1; SS.3.G.1.4; SS.3.G.1.5; SS.3.G.1.6; SS.3.A.1.1; SS.3.A.1.2; SS.3.A.1.3</p>			

Other Suggested Readings:

Title	Author
Kid's Book of Canada	Barbara Greenwood
Look What Came from Mexico	Miles Harvey
Colors of Mexico	Lynn Olawsky
Cendrillion: A Caribbean Cinderella	Robert D. San Couci
O Christmas Tree	Vashanti Rahaman

Scope and Sequence of Introduction of Primary Sources:

The identification and use of primary and secondary sources in the study and analysis of history is critical to building a foundation for growing knowledge. Teachers must assure that students are introduced to and given opportunity to work with the following at each grade level. The items are cumulative as the student moves up in grade.

Kindergarten -	photograph, grandparent (speaker/interview), artifact
First Grade -	Add letters, audio/video recording
Second Grade-	Primary and Secondary: artifacts, photographs, audio/video recordings, newspapers, documents, maps, coins, stamps
Third Grade-	Add paintings, images
Fourth Grade -	Add timelines
Fifth Grade-	Add diaries, graphs

Scope and Sequence of Constitution Day/Week Instruction:

Kindergarten -	Write a class constitution
First Grade -	Compare a class constitution to National Rules/Laws [http://www.elcivics.com/civics_1.html ; http://www.icivics.org/ (free, but requires registration)]
Second Grade-	Distinguish between Rule and Law
Third Grade-	Bill of Rights Awareness
Fourth Grade -	State Constitution
Fifth Grade-	US Constitution