Grade 3
SOCIAL STUDIES
Curriculum Map

Volusia County Schools
Next Generation Sunshine State Standards
Course Number: 5021050 - Third Grade: The United States Regions and Its Neighbors – The third-grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third-grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our country.

Next Generation Sunshine State Standards

American History (A)
Standard 1: Historical Inquiry and Analysis

Civics and Government (C)
Standard 1: Foundations of Government, Law, and the American Political System
Standard 2: Civic and Political Participation
Standard 3: Structure and Functions of Government

Geography (G)
Standard 1: The World in Spatial Terms
Standard 2: Places and Regions
Standard 3: Physical Systems
Standard 4: Human Systems

Economics (E)
Standard 1: Beginning Economics

Third Grade Overview
## Unit 1: American History, Geography (The World in Spatial Terms)

**Pacing:** 1st Nine Weeks

### Strands

<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout All Units</td>
<td>SS.3.A.1.1 Analyze primary and secondary sources. &lt;br&gt; <em>Students will:</em>&lt;br&gt; - analyze various types of sources including, but not limited to, the following: artifacts, photographs, paintings, maps, images, and documents.&lt;br&gt; - compare and contrast primary and secondary sources.&lt;br&gt; - analyze information about what they read or observe in primary and secondary sources.</td>
<td>artifacts&lt;br&gt; photographs&lt;br&gt; images&lt;br&gt; documents</td>
<td>CPalms&lt;br&gt; <a href="#">Great American Inventors: Using Nonfiction to Learn About Technology Inventions</a></td>
</tr>
<tr>
<td>American History (Historical Inquiry and Analysis)</td>
<td>SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources. &lt;br&gt; <em>Students will:</em>&lt;br&gt; - utilize technology resources (primarily computer hardware, software, and websites) in order to gather information from or locate primary and secondary sources.&lt;br&gt; - identify proper search techniques when using a computer and/or proper search engines.</td>
<td>historical topic&lt;br&gt; primary source&lt;br&gt; secondary source&lt;br&gt; technology resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SS.3.A.1.3 Define terms related to the social studies. &lt;br&gt; <em>Students will:</em>&lt;br&gt; - define terms related to social studies, including but not limited to, the following: history, geography, civics, government, and economics.</td>
<td>history&lt;br&gt; geography&lt;br&gt; civics&lt;br&gt; government&lt;br&gt; economics</td>
<td></td>
</tr>
<tr>
<td>Strand</td>
<td>Benchmarks/Learning Targets</td>
<td>Academic Language</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| Civics & Government (Foundations of Government, Law and the American Political System) | **SS.3.C.1.1 Explain the purpose and need for government.**  
*Students will:*  
• explain the purpose and need for government in terms of safety, organization, services, and protection of rights. | government rights | ELA Module Resources:  
“Sprak” Reading A-Z  
“Saving the Sand Dunes” Macmillan  
“What is Bullying” readworks.org  
“American Government Preamble to the United States Constitution” readworks.org  
“Branching Out” readworks.org  
“Three Levels of Government” excerpt |
| | **SS.3.C.1.2 Describe how government gains its power from the people.**  
*Students will:*  
• describe how the government gains its power from the people, including, but not limited to, voting and elections. | voting election | |
| | **SS.3.C.1.3 Explain how government was established through a written Constitution.**  
*Students will:*  
• explain the purpose and function of a written constitution within a system of government.  
• understand the relationship between the government and a written constitution.  
*Note: Celebrate Constitution Day, September 17th.* | constitution function system of government | |
| Civics & Government (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.**  
*Students will:*  
• discuss their civic responsibilities in the school community (e.g., coming to school on time, respecting others/no bullying, respecting school property, doing homework, working hard).  
• discuss ways they can work together to be good citizens in their school community (e.g., be kind, respect school property, pick up trash, participate in school activities).  
• identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues (e.g., food drives, book drives, community clean-ups, and voting).  
• explain how actions (such as food drives, community clean-ups, and voting) demonstrate the traits of civility, cooperation, volunteerism and civic virtues within a community. | responsibility citizens civics respect virtues volunteerism cooperation traits of civility | Safari Montage  
History of American Government  
CPalms  
Our United States Government: What’s the Main Idea |
## Unit 1: Civics and Government

### Pacing: 1st Nine Weeks

<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Civics & Government (Structure and Functions of Government) | **SS.3.C.3.1 Identify the levels of government (local, state, federal).**  
*Students will:*  
- recognize that the government has local, state, and federal levels and that each one has different responsibilities.  
- identify examples of differences between local, state, and federal levels of government. | local state federal identify responsibilities | Safari Montage Federal, State, and Local Government  
Three Branches of Government  
National Observances- Ch. 1 Veterans Day |
| | **SS.3.C.3.2 Describe how government is organized at the local level.**  
*Students will:*  
- understand that the local level of government has its own unique structure and responsibilities.  
- describe how government is organized at the local level into executive branch (mayor), legislative branch (city commissioner), and judicial branch (county and circuit courts).  
- recognize that the three branches of federal government (executive, legislative, and judicial) also exist at the local level. | unique structure executive branch judicial branch legislative branch mayor city commissioner county courts circuit courts local | |
| | **SS.3.C.3.3 Recognize that every state has a state constitution.**  
*Students will:*  
- recognize that every state throughout the nation has a state constitution.  
- differentiate between a state constitution and the federal constitution.  
- recognize the primary ways that a state constitution governs its citizens. | constitution state Constitution Day | |
| | **SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.**  
*Students will:*  
- recognize the relationship between the Constitution of the United States and rights of the citizens it governs.  
- understand the relationship between the Constitution of the United States and federal laws. | supreme Law govern citizens | |
## Unit 2: Geography (The World in Spatial Terms)

### Pacing: 2nd Nine Weeks

<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Geography**  
(The World In Spatial Terms) | SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.  
*Students will:*  
- use thematic maps, tables, charts, graphs, and photos to analyze a variety of geographic information such as, location, size, shape, population, or topographic details. | analyze  
thematic  
population  
topographic | ELA Module Resources:  
Mapping the Woods – Reading A-Z  
Adventures with Abuela – Reading A-Z  
Our World – readworks.org  
The Earth’s Oceans – readworks.org  
How Were Early Native American Cultures Connected to the Land on Which They Lived? Reading A-Z  
Map Projections and Distortion excerpt  
All About Map Scale excerpt |
| | SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).  
*Students will:*  
- review basic map elements in order to better understand how to locate regions.  
- locate and define various common elements on maps.  
- understand how map elements help explain the information contained in the map.  
- use map elements to determine the direction and distance between two places on a map. | coordinate grid  
cardinal directions  
intermediate directions  
title  
compass rose  
scale  
key/legend with symbols | CPalms:  
Mapping My Way Around School?  
Safari Montage  
The Continents  
Oceans (Schlessinger)  
A History of Maps-Ch. 5 Different Types of Maps  
Maps and Globes (Creation Station)  
Maps and Globes (Schlessinger)  
Making and Reading Maps-Ch. 8  
Map Scale and Absolute Location |
| | SS.3.G.1.3 Label the continents and oceans on a world map.  
*Students will:*  
- locate and label the seven continents on a map - Asia, Africa, North America, South America, Antarctica, Europe, and Australia – on an unlabeled map.  
- locate and label the world’s five oceans on a map – the Pacific, Atlantic, Indian Ocean, Southern Ocean, and Arctic Ocean – on an unlabeled map.  
- identify continents and oceans by shape when show apart from a complete map. | continents  
oceans  
label | |
| | SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).  
*Students will:*  
- name and identify the purposes of different types of maps, including but not limited to, physical, political, elevation, and population.  
- decide why one map would be more useful than another in different scenarios. | physical  
political  
elevation  
population | |
| | SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.  
*Students will:*  
- use maps and globes to understand what the concept of distortion means in geography and cartography.  
- compare the effects and extent of distortion on maps with how it affects globes. | maps  
globes  
distortion  
geography  
cartography | |
### Unit 2: Geography (The World in Spatial Terms)  
**Pacing:** 2nd Nine Weeks

<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Geography (The World In Spatial Terms)** | SS.3.G.1.6 Use maps to identify types of scale to measure distances between two places.  
*Students will:*  
- use a variety of maps in order to understand and use the concept of scale.  
- use a variety of maps in order to measure the distance between two places including, but not limited to, cities, states, countries, oceans.  
- use a variety of maps to identify what type of measurement is being used to indicate distances.  
- use maps to demonstrate understanding of different measurement systems, including linear, fractional, and word.  
- differentiate between various types of scale, including linear, fractional, word.  
- use a variety of maps, with specific focus on the type of measurement system being shown and used. | scale  
indicate  
distance  
linear  
fractional |                                            |
| **Geography (Places and Regions)**     | SS.3.G.2.2 Identify the five regions of the United States.  
*Students will:*  
- identify the five regions of the United States on a map and globe, including Northeast, Southeast, Midwest, Southwest, and West. | regions  
map                                    | CPalms  
Rocking Through the Regions  
Landmark Main Idea                  |
|                                | SS.3.G.2.3 Label the states in each of the five regions of the United States.  
*Students will:*  
- use national maps and globes to label and identify the various states within the five regions (Northeast, Southeast, Midwest, Southwest, and West) of the United States. | globe  
national maps                         |                                            |
<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SS.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).</strong></td>
<td>commonwealths</td>
<td><strong>ELA Module Resources:</strong>&lt;br&gt;United States (Schlessinger)&lt;br&gt;Physical Geography of Canada&lt;br&gt;Geography of Mexico&lt;br&gt;Landmarks Caribbean Islands: Landscape</td>
</tr>
<tr>
<td></td>
<td><em>Students will:</em>&lt;br&gt;• locate and label each one of the countries in North America (United States, Canada, and Mexico) on a variety of maps and/or globes.&lt;br&gt;• locate and label each one of the countries and commonwealths in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, and Jamaica).&lt;br&gt;• differentiate between countries and commonwealths in North America and compare which ones belong in the Caribbean.</td>
<td>maps</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</strong></td>
<td>physical features</td>
<td><strong>Safari Montage</strong>&lt;br&gt;Exploring Communities and Geography&lt;br&gt;C is for Canada – Reading A-Z&lt;br&gt;United States (Schlessinger)&lt;br&gt;Physical Geography of Canada&lt;br&gt;Geography of Mexico&lt;br&gt;Landmarks Caribbean Islands: Landscape</td>
</tr>
<tr>
<td></td>
<td><em>Students will:</em>&lt;br&gt;• use a variety of maps and globes in order to locate and describe various physical features of the United States, Canada, Mexico, and the Caribbean, including but not limited to, major physical features such as lakes, rivers, oceans, mountains, deserts, plains, and grasslands.&lt;br&gt;• recognize how physical and topographical maps or globes represent the physical features of a region.</td>
<td>topographical maps</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</strong></td>
<td>natural landmarks</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Students will:</em>&lt;br&gt;• locate and label natural and man-made landmarks located in the United States, Canada, Mexico, and the Caribbean.&lt;br&gt;• locate landmarks that include, but are not limited to, the Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, and Niagara Falls.&lt;br&gt;• identify the region (i.e., the United States, Canada, Mexico, or the Caribbean) in which the landmarks are located.&lt;br&gt;• differentiate between natural and man-made landmarks.&lt;br&gt;• use a variety of world maps and/or photographs of landmarks located in the United States, Canada, Mexico, and the Caribbean.</td>
<td>man-made resources</td>
<td></td>
</tr>
<tr>
<td>SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a variety of maps and/or photographs in order to describe and identify the different climates and vegetation found in United States, Canada, Mexico, and the Caribbean.</td>
<td>climate vegetation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a map and/or photograph to label what type of climate and vegetation can be found in each region, including, but not limited to, tundra, sandy soil/desert, humidity, and maritime climate.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>use a variety of maps and/or photographs to describe and analyze the natural resources found in United States, Canada, Mexico, and the Caribbean, including, but not limited to, water, arable land, oil, fish, and minerals.</td>
<td>natural resources arable land</td>
</tr>
<tr>
<td>use a variety of maps and photographs to locate specific natural resources found in the United States, Canada, Mexico, and the Caribbean.</td>
<td></td>
</tr>
<tr>
<td>explain the importance of natural resources to the world.</td>
<td></td>
</tr>
</tbody>
</table>

**Civics & Government** *(Civic and Political Participation)*

<table>
<thead>
<tr>
<th>SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss their civic responsibilities in the school community (e.g., coming to school on time, respecting others/no bullying, respecting school property, doing homework, working hard).</td>
<td>responsibility citizens civics respect virtues volunteerism cooperation traits of civility</td>
</tr>
<tr>
<td>discuss ways they can work together to be good citizens in their school community (e.g., be kind, respect school property, pick up trash, participate in school activities).</td>
<td></td>
</tr>
<tr>
<td>identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues (e.g., food drives, book drives, community clean-ups, and voting).</td>
<td></td>
</tr>
<tr>
<td>explain how actions (such as food drives, community clean-ups, and voting) demonstrate the traits of civility, cooperation, volunteerism and civic virtues within a community.</td>
<td></td>
</tr>
</tbody>
</table>

**ELA Module Resources:**
- MLK Speech excerpt
- Famous African Americans
- Honoring King
- Making Changes
## Unit 4: Geography (Human Systems) and Economics  
**Pacing:** 4th Nine Weeks

<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Geography (Human Systems)** | SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico and the Caribbean.  
*Students will:*  
- explain how environmental influences have helped determine where people have settled throughout the United States, Canada, Mexico, and the Caribbean.  
- explain the role of environmental influences on human settlement, including, but not limited to, water access, arable land, access to transportation routes, and overall climate.  
- explain why some of the United States, Canada, Mexico and the Caribbean are more densely or sparsely populated due to environmental influences. | environmental influences human settlement | **ELA Module Resources:**  
Boom Town – Macmillan  
Climates and Global Warming  
Earth Day Poems  
**Safari Montage**  
Landmarks Caribbean Islands: Work  
The Culture of Canada  
The Culture of Mexico (Ch. 3,5,6, and 8)  
Canada (Schlessinger)  
Mexico (Schlessinger)  
Puerto Rican Heritage (Ch.2,3,4)  
Landmarks Caribbean Islands: People |
| | SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.  
*Students will:*  
- describe the various cultures that have settled throughout the United States, Canada, Mexico, and the Caribbean, including, but not limited to, Native Americans, Africans, and Europeans.  
- identify how various cultures have impacted the United States, Canada, Mexico, and the Caribbean. | cultures settled impacted | |
| | 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.  
*Students will:*  
- use a variety of maps and/or photographs to compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.  
- compare cultures on a variety of topics, including, but not limited to housing, music, transportation, food, recreation, language, holidays, beliefs, customs.  
- recognize the five regions of the United States, as well as the boundaries of Canada, Mexico, and the Caribbean, and demonstrate a clear awareness of how these populations differ in various cultural characteristics. | cultural characteristics diverse population customs | |
| | SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.  
*Students will:*  
- identify contributions to the arts, language, music, or traditions from various ethnic groups to the United States, such as Native Americans, Hispanics, Africans, Asians, and Europeans.  
- recognize the difference between the various ethnic groups within the United States and match the group to the contribution. | Contributions ethnic groups traditions | |
### Unit 4: Geography (Human Systems) and Economics

<table>
<thead>
<tr>
<th>Strand</th>
<th>Benchmarks/Learning Targets</th>
<th>Academic Language</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Economics (Beginning Economics)** | **SS.3.E.1.1** Give examples of how scarcity results in trade.  
*Students will:*  
- use examples to identify how scarcity results in trade, including, but not limited to, oil, video games, and food.  
- define and apply the word *scarcity* to a specific situation or scenario. | scarcity  
trade | ELA Module Resources:  
Money in the USA – reading A-Z  
Online resources  
Toys For Me: Lesson on Choice  
The Perfect Pet  
Safari Montage  
U.S. Industries and Resources  
Math in our Lives: Currency  
Economics for Children: Saving, Spending and Investing Money  
What Is Economics? |
| | **SS.3.E.1.2** List the characteristics of money.  
*Students will:*  
- list the various characteristics of money, including, but not limited to, portable, divisible, recognizable, durable.  
- define what qualifies as money within a culture.  
- recognize the role money plays within a culture.  
- explain why certain characteristics of money, such as durability and portability, are necessary and compare money with other forms of exchange (i.e., bartering). | characteristics  
qualifies  
durability  
portability  
exchange  
bartering | |
| | **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:*  
- define and apply the terms of buyer, seller, exchange, goods, services, trade, and money.  
- understand the relationship between buyers and sellers and the process for exchanging or trading money for goods or services.  
- recognize that trade sometimes takes place without the exchange of money (i.e., bartering). | buyers  
sellers  
goods  
services  
trading  
money | |
| | **SS.3.E.1.4** Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.  
*Students will:*  
- identify and compare currencies used in the United States, Canada, Mexico, and the Caribbean (i.e., U.S. dollars, Canadian dollars, Mexican pesos, Cuban pesos, Haitian gourdes, East Caribbean dollars). | distinguish  
currencies  
dollars  
 Pesos  
gourdes | |