### American History

**Quarter 1**

<table>
<thead>
<tr>
<th>Major Concepts / Topics</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.3.A.1.1: Analyze Primary and Secondary Resources</td>
<td>Introduction to Primary and Secondary Sources</td>
</tr>
<tr>
<td>SS.3.A.1.2: Using technology to gather info of sources</td>
<td></td>
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<tr>
<td>SS.3.A.1.3: Define social studies vocabulary</td>
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</tbody>
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#### GEOGRAPHY

- 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 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.
- SS.3.G.2.1: Label the countries and commonwealths in North America (Canada, United States, and Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, and Jamaica).
- SS.3.G.2.2: Identify the five regions of the United States. Label the states in each of 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.G.2.4: Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- 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: Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.1: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.2: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.3: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.4: Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

#### Possible Resources

- Map Elements using maps
- Continents and Oceans Video
- National Geographic map types.
- Types of maps
- Interactive Map
- Fifty Nifty United States song
- US Regions
- US Regions maps
- Info on Cabeza de Vaca's life and journey
- “Constitution Day & Celebrate Freedom Week”

#### Quarter 2

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<th>Major Concepts / Topics</th>
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</table>
| 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. | Southeast Region
Southeast Region narrated PowerPoint video
States in the Southeast region
Southeast Region Video
Climate Games and Activities |
| SS.3.G.4.1: Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. | Northeast Region
Northeast region map
Northeast Region
Northeast Region
|
| SS.3.G.4.2: Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. | Midwest Region
Midwest Region text
US geography by regions
United States locations
Canada
Over Canada
Canada
Canada’s physical features
PowerPoint |
| 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. | Midwest Region
Midwest Region text
US geography by regions
United States locations
Canada
Over Canada
Canada
Canada’s physical features
PowerPoint |
| SS.3.G.4.4: Identify contributions from various ethnic groups to the United States. | Northwest Region
Northwest Region
Northwest Region |
| SS.3.G.6.2: Describe the physical features of the United States, Canada, Mexico, and the Caribbean. | Southwest Region
Southwest Region
Southwest Region |

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher. Teachers may use a wide variety of instructional materials throughout their course.
### 3rd Grade Social Studies Public Year-at-a-Glance 2020-2021

<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>Major Concepts / Topics</th>
<th>Possible Resources</th>
</tr>
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<tbody>
<tr>
<td><strong>ECONOMICS</strong></td>
<td>SS.3.E.1.1: Give examples of how scarcity results in trade.</td>
<td>Mexican Currency</td>
</tr>
<tr>
<td></td>
<td>SS.3.E.1.2: List the characteristics of money.</td>
<td>Canadian Currency</td>
</tr>
<tr>
<td></td>
<td>SS.3.E.1.3: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</td>
<td>School House Rock Barter and Trade video</td>
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<td></td>
<td>SS.3.E.1.4: Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</td>
<td>School House Rock Dollars and Sense video</td>
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### Quarter 4

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<tr>
<td><strong>CIVICS/GOVERNMENT</strong></td>
<td>National Government Resources:</td>
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<tr>
<td>SS.3.C.1.1: Explain the purpose and need for government.</td>
<td>National</td>
</tr>
<tr>
<td>SS.3.C.1.2: Describe how government gains its power from the people.</td>
<td>Ben’s Guide</td>
</tr>
<tr>
<td>SS.3.C.1.3: Explain how government was established through a written Constitution.</td>
<td>No More King</td>
</tr>
<tr>
<td>SS.3.C.2.1: Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</td>
<td>Branches of Government Rap video</td>
</tr>
<tr>
<td>SS.3.C.3.1: Identify the levels of government (local, state, federal).</td>
<td>I’m Just a Bill</td>
</tr>
<tr>
<td>SS.3.C.3.2: Describe how government is organized at the local level.</td>
<td>Constitution Facts</td>
</tr>
<tr>
<td>SS.3.C.3.3: Recognize that every state has a state constitution.</td>
<td>Florida State Government Resources:</td>
</tr>
<tr>
<td>SS.3.C.3.4: Recognize that the Constitution of the United States is the supreme law of the land.</td>
<td>Kid’s guide to Florida government</td>
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