

St. Johns County School District – Social Studies – Grade 3 – Year-at-a-Glance – 2023-2024

Quarter 1 08/10 – 10/13	Quarter 2 10/17 – 12/21	Quarter 3 01/08 – 03/08	Quarter 4 03/09 – 05/17
United States and Florida law has deemed the study and recognition of the following events as required social studies instruction:			
American Founders' Month 9/11 Heroes' Day Constitution Day Celebrate Freedom Week Hispanic Heritage Month	Veterans Day American Indian Heritage Month	Martin Luther King, Jr. Day Black History Month Women's History Month	Medal of Honor Day AAPI Heritage Month Memorial Day
Unit 1	Unit 2	Unit 3	Unit 4
SS.3.C.1.2 SS.3.G.1.6 SS.3.C.2.1 SS.3.G.2.1 SS.3.G.1.1 SS.3.G.2.2 SS.3.G.1.2 SS.3.G.2.3 SS.3.G.1.3 SS.3.G.2.4 SS.3.G.1.4 SS.3.G.2.5 SS.3.G.1.5 SS.3.G.3.1 SS.3.G.3.2	SS.3.G.1.1 SS.3.G.1.3 SS.3.G.2.4 SS.3.G.2.6 SS.3.G.4.1 SS.3.G.4.2 SS.3.G.4.3 SS.3.G.4.4	SS.3.E.1.1 SS.3.E.1.2 SS.3.E.1.3 SS.3.E.1.4 SS.3.G.3.1	SS.3.C.1.1 SS.3.C.3.1 SS.3.C.1.2 SS.3.C.3.2 SS.3.C.1.3 SS.3.C.3.3 SS.3.C.2.1 SS.3.C.3.4
Embedded Standards: SS.3.A.1.1 , SS.3.A.1.2 , and SS.3.A.1.3			
All standards are designated to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes.			

**Denotes required instruction that is met with this standard, as indicated by Florida Statute 1003.42.*

Social Studies – Grade 3 – Revised Civics and Government Strand

The following are revised Civics and Government (CG) standards for third grade Civics and Government teaching and learning in Florida schools and where they can be paired with Next Generation Sunshine State Standards.

Benchmark	Standard	Pairing
<u>SS.3.CG.1.1</u>	<p>Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</p> <ul style="list-style-type: none"> Students will explain the purpose of and need for government in terms of protection of rights, organization, security and service. 	<u>SS.3.C.1.3</u> , <u>SS.3.C.3.3</u> , and <u>SS.3.C.3.4</u>
<u>SS.3.CG.1.2</u>	<p>Describe how the U.S. government gains its power from the people.</p> <ul style="list-style-type: none"> Students will recognize what is meant by “We the People” and “consent of the governed.” Students will identify sources of consent (e.g., voting and elections). Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people. 	<u>SS.3.C.1.2</u>
<u>SS.3.CG.2.1</u>	<p>Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</p> <ul style="list-style-type: none"> Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs. 	<u>SS.3.C.2.1</u>
<u>SS.3.CG.2.2</u>	<p>Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> Students will recognize that it is every citizens’ responsibility to vote. Students will explain the importance of voting in a republic. 	<u>SS.3.C.1.2</u> NOTE: Expand on “how government gains its power from the people” by discussing that it is every citizen’s responsibility to vote and the importance of voting.
<u>SS.3.CG.2.3</u>	<p>Explain the history and meaning behind patriotic holidays and observances.</p> <ul style="list-style-type: none"> Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day. 	NOTE: Use XanEdu Collections lessons to explain/honor “meaning behind patriotic holidays and observances.”

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Social Studies – Grade 3 – Revised Civics and Government Strand (continued)

The following are revised Civics and Government (CG) standards for third grade Civics and Government teaching and learning in Florida schools and where they can be paired with Next Generation Sunshine State Standards.

Benchmark	Standard	Pairing
<u>SS.3.CG.2.4</u>	<p>Recognize symbols, individuals, documents and events that represent the United States.</p> <ul style="list-style-type: none"> • Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States. • Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States. • Students will recognize the U.S. Constitution as a document that represents the United States. • Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States. 	<p style="text-align: center;"><u>SS.3.C.3.4</u></p> <p>NOTE: Expand on “the Constitution... is the supreme law of the land” by examining the symbols, individuals, documents and events that represent the United States, e.g., Mount Rushmore, Booker T. Washington, the U.S. Constitution, etc.</p>
<u>SS.3.CG.2.5</u>	<p>Recognize symbols, individuals, documents and events that represent the State of Florida.</p> <ul style="list-style-type: none"> • Students will recognize the Great Seal of the State of Florida as a symbol that represents the states. • Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida. • Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida. • Students will recognize that Florida became the 27th state of the United States on March 3, 1845. 	<p style="text-align: center;"><u>SS.3.C.3.3</u></p> <p>NOTE: Expand on “every state has a state constitution” by examining the symbols, individuals, documents and events that represent the State of Florida, e.g., the Great Seal of the State of Florida, the Declaration of Rights in the Florida Constitution, etc.</p>
<u>SS.3.CG.3.1</u>	<p>Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p> <ul style="list-style-type: none"> • Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for nation and state government. • Students will recognize how government is organized at the nation level (e.g., three branches of government). • Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and government). 	<p style="text-align: center;"><u>SS.3.C.1.3</u>, <u>SS.3.C.3.3</u>, and <u>SS.3.C.3.4</u></p>

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Social Studies – Grade 3 – Revised Civics and Government Strand (continued)

The following are revised Civics and Government (CG) standards for third grade Civics and Government teaching and learning in Florida schools and where they can be paired with Next Generation Sunshine State Standards.

Benchmark	Standard	Pairing
<u>SS.3.CG.3.2</u>	Recognize the government has local, state and national levels. <ul style="list-style-type: none">• Students will recognize that each level of government has its own unique structure and responsibilities.• Students will distinguish between the responsibilities of the local, state and national governments in the United States.	<u>SS.3.C.3.1</u>

Social Studies – Grade 3 – Benchmark Checklist

Benchmark	Standard
<u>SS.3.A.1.1</u>	Analyze primary and secondary sources.
<u>SS.3.A.1.2</u>	Utilize technology resources to gather information from primary and secondary sources.
<u>SS.3.A.1.3</u>	Define terms related to the social sciences.
<u>SS.3.C.1.1</u>	Explain the purpose and need for government.
<u>SS.3.C.1.2</u>	Describe how government gains its power from the people.
<u>SS.3.C.1.3</u>	Explain how government was established through a written Constitution.
<u>SS.3.C.2.1</u>	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
<u>SS.3.C.3.1</u>	Identify the levels of government (local, state, federal).
<u>SS.3.C.3.2</u>	Describe how government is organized at the local level.
<u>SS.3.C.3.3</u>	Recognize that every state has a state constitution.
<u>SS.3.C.3.4</u>	Recognize that the Constitution of the United States is the supreme law of the land.
<u>SS.3.E.1.1</u>	Give examples of how scarcity results in trade.
<u>SS.3.E.1.2</u>	List the characteristics of money.
<u>SS.3.E.1.3</u>	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
<u>SS.3.E.1.4</u>	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

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Social Studies – Grade 3 – Benchmark Checklist (continued)

Benchmark	Standard
<u>SS.3.G.1.1</u>	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
<u>SS.3.G.1.2</u>	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
<u>SS.3.G.1.3</u>	Label the continents and oceans on a world map.
<u>SS.3.G.1.4</u>	Name and identify the purpose of maps (physical, political, elevation, population).
<u>SS.3.G.1.5</u>	Compare maps and globes to develop an understanding of the concept of distortion.
<u>SS.3.G.1.6</u>	Use maps to identify different types of scale to measure distances between two places.
<u>SS.3.G.2.1</u>	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
<u>SS.3.G.2.2</u>	Identify the five regions of the United States.
<u>SS.3.G.2.3</u>	Label the states in each of the five regions of the United States.
<u>SS.3.G.2.4</u>	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.2.5</u>	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.2.6</u>	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.
<u>SS.3.G.3.1</u>	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.3.2</u>	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.4.1</u>	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.4.2</u>	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
<u>SS.3.G.4.3</u>	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
<u>SS.3.G.4.4</u>	Identify contributions from various ethnic groups to the United States.