

# Curriculum Map & Pacing Guide

## Grade Three Social Studies – 5021050

### Year-Round School Calendar



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**Revised ~ November 2015**

*Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.*



## **Grade Three Social Studies – 5021050**

### **Year-Round School Calendar**

**This course description defines what students should understand and be able to do by the end of Grade 3.**

**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 county and its neighbors.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

#### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.



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	Trimester 1	Trimester 2	Trimester 3
<b>Unit(s)</b>	<b>Unit 1: The Geography of North America and the Caribbean</b>  <b>Unit 2: Celebrating Culture</b> (Lessons 1-3)	<b>Unit 2: Celebrating Culture</b> (Lessons 4-5)  <b>Unit 3: Economics</b>	<b>Unit 4: Government and Civics</b>
<b>Big Idea(s)</b>	<b>Unit 1: Location affects where people live.</b>  <b>Unit 2: Culture influences the way people live.</b>	<b>Unit 2: Culture influences the way people live.</b>  <b>Unit 3: Economics affects people.</b>	<b>Unit 4: Rules provide order.</b>
<b>Social Studies Next Generation Sunshine State Standards (NGSSS)</b>	<b>Unit 1: The Geography of North America and the Caribbean</b> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.1</a> Analyze primary and secondary sources.</li> <li>• <a href="#">SS.3.A.1.3</a> Determine terms related to the social sciences.</li> <li>• <a href="#">SS.3.G.1.1</a> Use thematic maps, tables, charts, graphs and photos to analyze geographic information.</li> <li>• <a href="#">SS.3.G.1.2</a> Review basic map elements.</li> </ul>	<b>Unit 2: Celebrating Culture</b> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.G.4.2</a> Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</li> <li>• <a href="#">SS.3.G.4.3</a> Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</li> </ul> <b>Unit 3: Economics</b> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.3</a> Determine terms related to the social sciences.</li> </ul>	<b>Unit 4: Government and Civics</b> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.3</a> Determine terms related to the social sciences.</li> <li>• <a href="#">SS.3.C.1.1</a> Explain the purpose and need for government.</li> <li>• <a href="#">SS.3.C.1.2</a> Describe how government gains its power from the people.</li> <li>• <a href="#">SS.3.C.1.3</a> Explain how government was established through a written Constitution.</li> </ul>



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	<ul style="list-style-type: none"><li>• <a href="#">SS.3.G.1.3</a> Label the continents and oceans on a world map.</li><li>• <a href="#">SS.3.G.1.4</a> Name and identify the purpose of maps (physical, political, elevation, population).</li><li>• <a href="#">SS.3.G.1.5</a> Compare maps and globes to develop an understanding of the concept distortion.</li><li>• <a href="#">SS.3.G.1.6</a> Use maps to identify different types of scale to measure distances between two places.</li><li>• <a href="#">SS.3.G.2.1</a> Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</li><li>• <a href="#">SS.3.G.2.2</a> Identify the five regions of the United States (Northeast, Southeast, Midwest, Southwest, and West).</li><li>• <a href="#">SS.3.G.2.3</a> Label the states in each of the five regions in the United States.</li><li>• <a href="#">SS.3.G.2.4</a> Describe the physical features of the United States, Canada, Mexico and the Caribbean.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">SS.3.E.1.1</a> Give examples of how scarcity results in trade.</li><li>• <a href="#">SS.3.E.1.3</a> Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</li><li>• <a href="#">SS.3.G.1.1</a> Use thematic maps, tables, charts, graphs and photos to analyze geographic information.</li><li>• <a href="#">SS.3.E.1.2</a> List the characteristics of money.</li><li>• <a href="#">SS.3.E.1.4</a> Distinguish between currencies used in the United States, Canada, Mexico and the Caribbean.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">SS.3.C.2.1</a> Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues.</li><li>• <a href="#">SS.3.C.3.1</a> Identify the levels of government (local, state, and federal).</li><li>• <a href="#">SS.3.C.3.2</a> Describe how government is organized at the local level.</li><li>• <a href="#">SS.3.C.3.3</a> Recognize that every state has a state constitution.</li><li>• <a href="#">SS.3.C.3.4</a> Recognize that the Constitution of the United States is the supreme law of the land.</li><li>• <a href="#">HE.3.C.2.4</a> Identify classroom and school rules that promote health and disease prevention.</li></ul>
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- [SS.3.G.2.5](#) Identify natural and man-made land marks in the United States, Canada and the Caribbean.
- [SS.3.G.3.1](#) Describe the climate and vegetation in the United States, Canada and the Caribbean.
- [SS.3.G.3.2](#) Describe the natural resources in United States, Canada and the Caribbean.

#### Unit 2: Celebrating Culture

- [SS.3.A.1.1](#) Analyze primary and secondary sources.
- [SS.3.A.1.3](#) Determine terms related to the social sciences.
- [SS.3.G.1.1](#) Use thematic maps, tables, charts, graphs and photos to analyze geographic information.
- [SS.3.G.4.1](#) Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.2](#) Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.



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	<ul style="list-style-type: none"> <li>• <a href="#">SS.3.G.4.4</a> Identify contributions from various ethnic groups to the United States.</li> <li>• <a href="#">SS.3.G.2.6</a> 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.</li> <li>• <a href="#">SS.3.G.4.3</a> Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</li> </ul>		
<b>Student Friendly Learning Goal(s)</b>	<p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain why it is important to know about where we live.</li> <li>• Lesson 2: define and identify a region using a map.</li> </ul> <p>Lessons 3-5: describe how places are unique and different.</p> <p><b>Unit 2: Celebrating Culture</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain how environment affects a culture.</li> </ul>	<p><b>Unit 2: Celebrating Culture</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lessons 4-5: explain how diversity influences culture.</li> </ul> <p><b>Unit 3: Economics</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain how people interact.</li> <li>• Lesson 2: explain how scarcity affects trade.</li> <li>• Lesson 3: explain why money is important.</li> </ul>	<p><b>Unit 4: Government and Civics</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain why government is important.</li> <li>• Lesson 2-3: explain how people are governed.</li> <li>• Lesson 4: explain how people affect communities.</li> </ul>



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	<ul style="list-style-type: none"> <li>Lesson 2-3: explain how diversity influences culture.</li> </ul>		
<b>Vocabulary</b>	<p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Lesson 1: geography, *model, distortion, continent, landform, elevation</li> <li>Lesson 2: region, climate, vegetation, *label, phosphate</li> <li>Lesson 3: *locate, tundra, arable land</li> <li>Lesson 4: plateau, peninsula, rid, *recall</li> <li>Lesson 5: satellite image, humidity, maritime, *pattern</li> </ul> <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>Lesson 1: culture, history, agriculture, *frame</li> <li>Lesson 2: diversity, contribution, *observe</li> <li>Lesson 3: bilingual, cuisine, *style</li> </ul> <p>*denotes academic vocabulary</p>	<p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>Lesson 4: civilization, generation, tradition, *compare</li> <li>Lesson 5: heritage, *include, recreation</li> </ul> <p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>Lesson 1: economics, *consider, buyer, seller, exchange</li> <li>Lesson 2: demand, supply, scarcity, *product, trade</li> <li>Lesson 3: characteristic, *feature, currency, symbol</li> </ul> <p>*denotes academic vocabulary</p>	<p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>Lesson 1: government, representative, democracy, *establish</li> <li>Lesson 2: Constitution, *entire, President, supreme, governor, mayor</li> <li>Lesson 3: citizens, *method, council, legislative branch, executive branch, judicial branch</li> <li>Lesson 4: civility, *conduct, volunteer, cooperation, civic virtue</li> </ul> <p>*denotes academic vocabulary</p>
<b>Text Support</b>	<p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 1 – The Geography of North America and the Caribbean;</li> </ul>	<p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 2 – Celebrating Culture;</li> <li>World Atlas;</li> </ul>	<p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 4 – Government and Civics;</li> <li>Citizenship Ancillary;</li> </ul>



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	<ul style="list-style-type: none"> <li>World Atlas;</li> <li><a href="#">The Scrambled States of America by Laurie Keller</a> (YouTube read aloud); and,</li> <li><a href="#">Maps and Globes by Jack Knowlton</a> (YouTube read aloud); and,</li> <li><a href="#">Follow that Map! A First Book of Mapping Skills by Scot Ritchie</a> (YouTube book trailer).</li> </ul> <p style="text-align: center;"><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 2 – Celebrating Culture;</li> <li>World Atlas;</li> <li><a href="#">How Many Days to America? by Eve Bunting</a> (YouTube read aloud); and,</li> <li><a href="#">M Is For Maple: A Canadian Alphabet by M. Ulmer</a> (YouTube read aloud).</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">How Many Days to America? by Eve Bunting</a> (YouTube read aloud); and,</li> <li><a href="#">M Is For Maple: A Canadian Alphabet by M. Ulmer</a> (YouTube read aloud).</li> </ul> <p style="text-align: center;"><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 3 – Economics;</li> <li><a href="#">The History of Money by the Federal Reserve Bank of Dallas</a>; and,</li> <li><a href="#">Children Book Review: One Cent, Two Cents, Old Cent, New Cents: All About Money</a> (YouTube video).</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">We the Kids: The Preamble to the Constitution of the United States by David Catrow</a> (YouTube read aloud); and,</li> <li><a href="#">Mayor for a Day by Carl Sommer</a> (YouTube read aloud).</li> </ul>
<b>Activities/ Resources</b>	<p style="text-align: center;"><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">Great American Inventors: Using Nonfiction to Learn About Technology Inventions</a>;</li> <li>CPALMS: <a href="#">Escaping Slavery: Sweet Clara and the Freedom Quilt</a>;</li> <li>CPALMS <a href="#">Mapping My Way Around School</a>;</li> <li>CPALMS <a href="#">Rocking through the Regions (of the United States)</a>;</li> <li>CPALMS <a href="#">Landmark Main Idea</a>;</li> <li>Nystrom Geography Cart;</li> </ul>	<p style="text-align: center;"><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">Great American Inventors: Using Nonfiction to Learn About Technology Inventions</a>;</li> <li>CPALMS: <a href="#">Escaping Slavery: Sweet Clara and the Freedom Quilt</a>;</li> <li><a href="#">How Many Days to America? A Thanksgiving Story Lesson Plan</a>;</li> <li><a href="#">M is For Maple: A Canadian Alphabet Teacher's Guide</a>;</li> <li><a href="#">What's In A Name? Family Surnames</a>;</li> <li><a href="#">Celebrate Your Heritage: My Family Tree</a>;</li> <li><a href="#">Where I Come From: My Family Heritage</a>;</li> </ul>	<p style="text-align: center;"><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">Our United States Government: What's the Main Idea?</a>;</li> <li>CPALMS: <a href="#">National Symbols</a>;</li> <li>CPALMS: <a href="#">Take a Stand</a>;</li> <li>CPALMS MEA: <a href="#">Kites for Education MEA</a>;</li> <li><a href="#">Kids Explain the 3 Levels of Government Video</a>;</li> <li><a href="#">Local Government Worksheet</a>;</li> <li><a href="#">Illustrate the Bill of Rights worksheet</a>;</li> <li><a href="#">The Declaration of Independence</a>;</li> <li><a href="#">U.S. Government worksheet</a>;</li> <li><a href="#">The Constitution worksheet</a>;</li> </ul>





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	<ul style="list-style-type: none"> <li>• <a href="#">Scrambled States of America Lesson Plans</a>;</li> <li>• <a href="#">Seven Continents Song for Children (YouTube video)</a>;</li> <li>• <a href="#">Map Skills PowerPoints</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> <p style="text-align: center;"><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Great American Inventors: Using Nonfiction to Learn About Technology Inventions</a>;</li> <li>• CPALMS: <a href="#">Escaping Slavery: Sweet Clara and the Freedom Quilt</a>;</li> <li>• <a href="#">How Many Days to America? A Thanksgiving Story Lesson Plan</a>;</li> <li>• <a href="#">M is For Maple: A Canadian Alphabet Teacher's Guide</a>;</li> <li>• <a href="#">What's In A Name? Family Surnames</a>;</li> <li>• <a href="#">Celebrate Your Heritage: My Family Tree</a>;</li> <li>• <a href="#">Where I Come From: My Family Heritage</a>;</li> <li>• <a href="#">An Introduction to Primary Sources</a>;</li> <li>• <a href="#">United Streaming Video: Diversity Elementary: Culture and Ethnicity</a>; and,</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">An Introduction to Primary Sources</a>;</li> <li>• <a href="#">United Streaming Video: Diversity Elementary: Culture and Ethnicity</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> <p style="text-align: center;"><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• Order form for free student consumable copies of <a href="#">Money</a> from the Federal Reserve Bank of Dallas;</li> <li>• <a href="#">One Cent, Two Cents, Old Cent, New Cents Lesson Plan</a>;</li> <li>• <a href="#">An Economy at Work</a>;</li> <li>• <a href="#">Goods or Services?</a></li> <li>• <a href="#">Money Tells a Story: Frida Kahlo</a>;</li> <li>• <a href="#">United Streaming Video: Economics: The Production, Distribution and Consumption of Goods and Services: Consuming</a>;</li> <li>• <a href="#">United Streaming Video: Economics: The Production, Distribution and Consumption of Goods and Services: Resources</a>;</li> <li>• <a href="#">United Streaming Video: How our Economy Works All About Earning and Spending Money</a>;</li> <li>• <a href="#">United Streaming Video: Understanding Economics</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The History of the American Flag</a>;</li> <li>• <a href="#">The Three Branches of Government</a>;</li> <li>• <a href="#">The First Amendment: What's Fair in a Free Country?</a>;</li> <li>• <a href="#">Declare the Causes: The Declaration of Independence</a>;</li> <li>• <a href="#">Social Studies PowerPoints</a>;</li> <li>• <a href="#">Ben's Guide to the U.S. Government</a>;</li> <li>• <a href="#">The Good Citizen</a>;</li> <li>• <a href="#">United Streaming Video: Americas at its Best: What it Means to be an American Citizen</a>;</li> <li>• <a href="#">United Streaming Video: Citizenship in the Community</a>; and,</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul>
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<b>Thinking Maps</b>	<p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>• Brace map/Tree map for the regions of U.S.;</li> <li>• Tree map for various maps;</li> <li>• Double Bubble for comparing maps and globes;</li> <li>• Tree maps for continents and oceans; and,</li> <li>• Bridge map with relating factor: is my (Florida__ (is my) __ State.</li> </ul> <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• Circle map of different cultures; and,</li> <li>• Tree map of different cultures.</li> </ul>	<p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• Circle map of different cultures; and,</li> <li>• Tree map of different cultures.</li> </ul> <p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• Tree map for characteristics of money;</li> <li>• Tree map to categorize different countries monies; and,</li> <li>• Multi-Flow map for supply and demand.</li> </ul>	<p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>• Bridge map/Brace map for the branches/jobs in the government.</li> </ul>
<b>Leveled Readers</b>	<p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>• Use the leveled reader <i>John Muir: Father of Our National Parks</i> with Lesson 2, lesson plan on pages T16–T17;</li> <li>• Use the leveled reader <i>Mines Across the World</i> with Lesson 3, lesson plan on pages T19–T20; and, Leveled reader database from McGraw-Hill and Pearson.</li> </ul> <p><b>Unit 2: Celebrating Culture</b></p>	<p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• Use the leveled reader <i>Florida Citrus</i> with Lesson 2, lesson plan on pages T24–T25;</li> <li>• Use the leveled reader <i>Frida Kahlo: Great Mexican Artist</i> with Lesson 3, lesson plan on pages T26–T27; and,</li> <li>• Leveled reader database from McGraw-Hill and Pearson.</li> </ul>	<p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>• Use the leveled reader <i>Martin Luther King, Jr.: A Man with a Dream</i> with Lesson 1, lesson plan on pages T28–T29;</li> <li>• <i>Rebuilding New Orleans</i> with Lesson 4, lesson plan on pages T30–T31; and, Leveled reader database from McGraw-Hill and Pearson.</li> </ul>



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	<ul style="list-style-type: none"> <li>Use the leveled reader <i>Melquiades Martinez</i> with Lesson 2, lesson plan on pages T20–T21;</li> <li>Use the leveled reader <i>Nunavut: A New Territory</i> with Lesson 3, lesson plan on pages T22–T23; and,</li> <li>Leveled reader database from McGraw-Hill and Pearson.</li> </ul>		
<b>Florida Joint Center for Citizenship (FJCC) Civics in a Snap Lessons</b>			<p style="text-align: center;"><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li><a href="#">SS.3.C.1.1</a></li> <li><a href="#">SS.3.C.1.2</a></li> <li><a href="#">SS.3.C.1.3</a></li> <li><a href="#">SS.3.C.2.1</a></li> <li><a href="#">SS.3.C.3.1</a></li> <li><a href="#">SS.3.C.3.2</a></li> <li><a href="#">SS.3.C.3.3</a></li> <li><a href="#">SS.3.C.3.4</a></li> </ul> <p style="text-align: center;">**You must create an account with your school email to access these lessons.</p>
<b>Assessments</b>	<p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li><a href="#">Thinking Maps</a>;</li> <li>Blackline master: Unit 1 Assessment;</li> <li>Unit 1 Big Idea Project: North American and Caribbean Travelogue; and, Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets,</li> </ul>	<p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li><a href="#">Thinking Maps</a>;</li> <li>Blackline master: Unit 2 Assessment;</li> <li>Unit 2 Big Idea Project: Story Comparing the Countries of North America; and, Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos.</li> </ul>	<p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li><a href="#">Thinking Maps</a>;</li> <li>Blackline master: Unit 4 Assessment;</li> <li>Unit 4 Big Idea Project: Class Constitution;</li> <li>Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos; and,</li> <li>*<a href="#">Grade 3 District EOYA</a>.</li> </ul>



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	<p>assessments, content library, skill builders and videos.</p> <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Thinking Maps</a>;</li> <li>• Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos.</li> </ul>	<p style="text-align: center;"><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Thinking Maps</a>;</li> <li>• Blackline master: Unit 3 Assessment;</li> <li>• Unit 3 Big Idea Project: Economic Advertisement; and,</li> <li>• Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos.</li> </ul>	<p>*must log-in to Edline to access EOYA</p>
<b>CPALMS</b>	<a href="#">Grade 3 Social Studies 5021050</a>	<a href="#">Grade 3 Social Studies 5021050</a>	<a href="#">Grade 3 Social Studies 5021050</a>
<b>Language Arts Florida Standards (LAFS)</b>	<p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <p style="text-align: center;"><b>Analyze Visuals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Compare and Contrast</b></p>	<p style="text-align: center;"><b>Unit 3: Economics</b></p> <p style="text-align: center;"><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.9</a> Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.5</a> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul>	<p style="text-align: center;"><b>Unit 4: Government and Civics</b></p> <p style="text-align: center;"><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.3</a> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Ask and Answer Questions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.1</a> Ask and answer questions to demonstrate understanding of a text,</li> </ul>



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	<ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.9</a> Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p style="text-align: center;"><b>Unit 2: Celebrating Culture</b></p> <p style="text-align: center;"><b>Main Idea and Key Details</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.2</a> Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.8</a> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> </ul>	<p style="text-align: center;"><b>Analyze Visuals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</li> </ul> <p style="text-align: center;"><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.3</a> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> </ul> <p style="text-align: center;"><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.8</a> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> </ul>	<p>referring explicitly to the text as the basis for the answers</p> <p style="text-align: center;"><b>Analyze Visuals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</li> </ul> <p style="text-align: center;"><b>Point of View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.6</a> Distinguish their own point of view from that of the author of a text.</li> </ul>
<p><b>English Language Development Standards (ELD)</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and</li> </ul>



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	<ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul>	<p>concepts necessary for academic success in the content area of Social Studies.</p>	<p>concepts necessary for academic success in the content area of Social Studies.</p>
<b>Benchmarks addressed throughout the year</b>	<ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.2</a> Utilize technology resources to gather information from primary and secondary sources.</li> <li>• <a href="#">LAFS.3.RI.4.10</a> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> <li>• <a href="#">LAFS.3.W.1.1</a> Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>• <a href="#">LAFS.3.W.1.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• <a href="#">LAFS.3.W.1.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>• <a href="#">LAFS.3.W.2.4</a> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.W.2.5</a> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• <a href="#">LAFS.3.W.2.6</a> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</li> <li>• <a href="#">LAFS.3.W.3.7</a> Conduct short research projects that build knowledge about a topic.</li> <li>• <a href="#">LAFS.3.W.3.8</a> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>• <a href="#">LAFS.3.W.4.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.SL.1.3</a> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• <a href="#">LAFS.3.SL.2.4</a> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• <a href="#">MAFS.K12.MP.1.1</a> Make sense of problems and persevere in solving them.</li> <li>• <a href="#">MAFS.K12.MP.3.1</a> Construct viable arguments and critique the reasoning of others.</li> <li>• <a href="#">MAFS.K12.MP.5.1</a> Use appropriate tools strategically.</li> <li>• <a href="#">MAFS.K12.MP.6.1</a> Attends to precision.</li> </ul>



## Grade 3 Social Studies – 5021050

### Year-Round School Calendar

<b>Benchmarks not addressed</b>			
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## Social Studies Grade 3 (#5021050)

### Course Standards

#### Aligned Clusters:

MAFS.3.MD.2: Represent and interpret data.

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.SS.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">HE.3.C.2.4:</a>	Identify classroom and school rules that promote health and disease prevention.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.</p> </div>
<a href="#">LAFS.3.RI.1.1:</a>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.3.RI.1.2:</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">LAFS.3.RI.1.3:</a>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<a href="#">LAFS.3.RI.2.4:</a>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.5:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.



<a href="#">LAFS.3.RI.2.6:</a>	Distinguish their own point of view from that of the author of a text.
<a href="#">LAFS.3.RI.3.7:</a>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<a href="#">LAFS.3.RI.3.8:</a>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<a href="#">LAFS.3.RI.3.9:</a>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<a href="#">LAFS.3.RI.4.10:</a>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<a href="#">LAFS.3.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others' ideas and expressing their own clearly.
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.3.SL.1.3:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<a href="#">LAFS.3.SL.2.4:</a>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<a href="#">LAFS.3.W.1.1:</a>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<a href="#">LAFS.3.W.1.2:</a>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<a href="#">LAFS.3.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<a href="#">LAFS.3.W.2.4:</a>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.3.W.2.5:</a>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<a href="#">LAFS.3.W.2.6:</a>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<a href="#">LAFS.3.W.3.7:</a>	Conduct short research projects that build knowledge about a topic.
<a href="#">LAFS.3.W.3.8:</a>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

<a href="#">LAFS.3.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.3.1:</a>	<b>Construct viable arguments and critique the reasoning of others.</b>
<a href="#">MAFS.K12.MP.5.1:</a>	<b>Use appropriate tools strategically.</b>
<a href="#">MAFS.K12.MP.6.1:</a>	<b>Attend to precision.</b>
	Analyze primary and secondary sources.
<a href="#">SS.3.A.1.1:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p>
<a href="#">SS.3.A.1.2:</a>	Utilize technology resources to gather information from primary and secondary sources.
	Define terms related to the social sciences.
<a href="#">SS.3.A.1.3:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, history, geography, civics, government, economics.</p>
	Explain the purpose and need for government.
<a href="#">SS.3.C.1.1:</a>	<p><b>Remarks/Examples:</b> Examples are safety, organization, services, protection of rights.</p>
<a href="#">SS.3.C.1.2:</a>	Describe how government gains its power from the people.
<a href="#">SS.3.C.1.3:</a>	Explain how government was established through a written Constitution.
	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
<a href="#">SS.3.C.2.1:</a>	<p><b>Remarks/Examples:</b> Examples are food drives, book drives, community, clean-up, voting.</p>
<a href="#">SS.3.C.3.1:</a>	Identify the levels of government (local, state, federal).

	Describe how government is organized at the local level.
<a href="#">SS.3.C.3.2:</a>	<p><b>Remarks/Examples:</b> Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.</p>
<a href="#">SS.3.C.3.3:</a>	Recognize that every state has a state constitution.
<a href="#">SS.3.C.3.4:</a>	Recognize that the Constitution of the United States is the supreme law of the land.
	Give examples of how scarcity results in trade.
<a href="#">SS.3.E.1.1:</a>	<p><b>Remarks/Examples:</b> Examples are oil, video games, food.</p>
	List the characteristics of money.
<a href="#">SS.3.E.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are portable, divisible, recognizable, durable.</p>
<a href="#">SS.3.E.1.3:</a>	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
<a href="#">SS.3.E.1.4:</a>	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
<a href="#">SS.3.G.1.1:</a>	<p><b>Remarks/Examples:</b> Types of photographs may include satellite or aerial. A</p>
<a href="#">SS.3.G.1.2:</a>	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
<a href="#">SS.3.G.1.3:</a>	Label the continents and oceans on a world map.
<a href="#">SS.3.G.1.4:</a>	Name and identify the purpose of maps (physical, political, elevation, population).
<a href="#">SS.3.G.1.5:</a>	Compare maps and globes to develop an understanding of the concept of distortion.
<a href="#">SS.3.G.1.6:</a>	Use maps to identify different types of scale to measure distances between two places.

	<p><b>Remarks/Examples:</b> Examples are linear, fractional, word.</p>
<a href="#">SS.3.G.2.1:</a>	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
	Identify the five regions of the United States.
<a href="#">SS.3.G.2.2:</a>	<p><b>Remarks/Examples:</b> (i.e., Northeast, Southeast, Midwest, Southwest, West)</p>
<a href="#">SS.3.G.2.3:</a>	Label the states in each of the five regions of the United States.
	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
<a href="#">SS.3.G.2.4:</a>	<p><b>Remarks/Examples:</b> Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p>
	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
<a href="#">SS.3.G.2.5:</a>	<p><b>Remarks/Examples:</b> (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p>
<a href="#">SS.3.G.2.6:</a>	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.
	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
<a href="#">SS.3.G.3.1:</a>	<p><b>Remarks/Examples:</b> (e.g., tundra, sandy soil, humidity, maritime climate)</p>
<a href="#">SS.3.G.3.2:</a>	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

	<p><b>Remarks/Examples:</b> (e.g., water, arable land, oil, phosphate, fish)</p>
<a href="#">SS.3.G.4.1:</a>	<p>Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</p> <p><b>Remarks/Examples:</b> Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.</p>
<a href="#">SS.3.G.4.2:</a>	<p>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>
<a href="#">SS.3.G.4.3:</a>	<p>Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</p> <p><b>Remarks/Examples:</b> Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.</p>
<a href="#">SS.3.G.4.4:</a>	<p>Identify contributions from various ethnic groups to the United States.</p> <p><b>Remarks/Examples:</b> Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.</p>

### Related Certifications

[020 ELEM ED 3: Elementary \(1-6\)](#)

[056 SOC ST 3: Elementary \(1-6\)](#)

[309 PRIMARY ED B: Primary](#)

[327 PK PRIMARY H: Prekindergarten/Primary \(Age 3 through Grade 3\)](#)

[743 ELEM ED K: Elementary Education \(K-6\)](#)