



## Social Studies Standards

### GRADE: 3

#### Strand: AMERICAN HISTORY

##### Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.3.A.1.1	Analyze primary and secondary sources.
	<b>Related Access Point(s)</b>
	SS.3.A.1.In.0 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.Su.0 Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.
	SS.3.A.1.Pa.0 Recognize important people or events in artifacts, videos, or photographs.
SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
	<b>Related Access Point(s)</b>
	SS.3.A.1.In.1 Use technology resources to gather information about a historical person or event.
	SS.3.A.1.Su.1 Use a technology resource to locate information about important people or events from the past.
	SS.3.A.1.Pa.1 Use technology to access information.
SS.3.A.1.3	Define terms related to the social sciences.
	<b>Related Access Point(s)</b>
	SS.3.A.1.In.2 Relate the term "history" to events from the past, "geography" to locations, and "economics" to money.
	SS.3.A.1.Su.2 Recognize that history is about events from the past and geography is about places.
	SS.3.A.1.Pa.2 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
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SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
	<b>Related Access Point(s)</b>
	SS.3.G.1.In.0 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.Su.0 Use a physical map to identify selected geographic information, such as land, water, and coastlines.
	SS.3.G.1.Pa.0 Recognize personal location on a pictorial map.
SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
	<b>Related Access Point(s)</b>
	SS.3.G.1.In.1 Identify elements on a map, such as key/legend, cardinal directions, and compass rose.
	SS.3.G.1.Su.1 Recognize elements on a map, such as a picture key, cardinal directions, and title.
	SS.3.G.1.Pa.1 Locate pictures or symbols on a drawing or map.
SS.3.G.1.3	Label the continents and oceans on a world map.
	<b>Related Access Point(s)</b>
	SS.3.G.1.In.2 Recognize selected continents and oceans on a world map.
	SS.3.G.1.Su.2 Recognize a continent and an ocean on a map.
	SS.3.G.1.Pa.2 Recognize land and water using a color key on a map.
SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).
	<b>Related Access Point(s)</b>
	SS.3.G.1.In.3 Identify selected maps, such as a physical map and a political map.
	SS.3.G.1.Su.3 Recognize a map, such as a physical map or a political map.
	SS.3.G.1.Pa.3 Recognize personal location on a pictorial map.
SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.
	<b>Related Access Point(s)</b>
	SS.3.G.1.In.4 Identify differences between maps and globes.
	SS.3.G.1.Su.4 Recognize differences between maps and globes.
	SS.3.G.1.Pa.4 Recognize land and water using a color key on a map.
SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.
	<b>Related Access Point(s)</b>
	SS.3.G.1.In.5 Use maps to identify distances between two places, such as near or far, closer or farther, and next to.
	SS.3.G.1.Su.5 Use maps to recognize distances between two places, such as near or far, and next to.
	SS.3.G.1.Pa.5 Locate pictures or symbols on a drawing or map.

Standard 2: Places and Regions	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>

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).
	<b>Related Access Point(s)</b>
	SS.3.G.2.In.0 Recognize North America, the United States, and Mexico on a map.
	SS.3.G.2.Su.0 Recognize the United States on a map of North America.
	SS.3.G.2.Pa.0 Recognize an outline map or image of the United States.
SS.3.G.2.2	Identify the five regions of the United States.
	<b>Related Access Point(s)</b>
	SS.3.G.2.In.1 Recognize north, south, east, and west as they relate to the regions of the United States.
	SS.3.G.2.Su.1 Recognize north, south, east, and west in the United States.
	SS.3.G.2.Pa.1 Recognize an outline map or image of the United States.
SS.3.G.2.3	Label the states in each of the five regions of the United States.
	<b>Related Access Point(s)</b>
	SS.3.G.2.In.2 Recognize selected states in each of the five regions of the United States.
	SS.3.G.2.Su.2 Recognize selected states in the United States.
	SS.3.G.2.Pa.2 Recognize Florida as the student's state.
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
	<b>Related Access Point(s)</b>
	SS.3.G.2.In.3 Recognize major physical features such as lakes, rivers, oceans, mountains, deserts, and plains of the United States and Canada, and Mexico and the Caribbean.
	SS.3.G.2.Su.3 Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains.
	SS.3.G.2.Pa.3 Recognize physical differences between two locations.
SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
	<b>Related Access Point(s)</b>
	SS.3.G.2.In.4 Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades.
	SS.3.G.2.Su.4 Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades.
	SS.3.G.2.Pa.4 Recognize physical differences between two locations.
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.
	<b>Related Access Point(s)</b>
	SS.3.G.2.In.5 Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.

	SS.3.G.2.Su.5 Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.
	SS.3.G.2.Pa.5 Recognize physical differences between two locations.

### Standard 3: Physical Systems

BENCHMARK CODE	BENCHMARK
SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
	<b>Related Access Point(s)</b>
	SS.3.G.3.In.0 Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil.
	SS.3.G.3.Su.0 Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil.
	SS.3.G.3.Pa.0 Recognize differences in climates or vegetation.
SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
	<b>Related Access Point(s)</b>
	SS.3.G.3.In.1 Recognize major natural resources“such as water, arable land, oil, phosphate, and fish“in the United States and Canada, and Mexico and the Caribbean.
	SS.3.G.3.Su.1 Recognize selected natural resources“such as water, arable land, oil, phosphate, or fish“in the United States and Canada, and Mexico and the Caribbean.
	SS.3.G.3.Pa.1 Recognize an example of a natural resource.

### Standard 4: Human Systems

BENCHMARK CODE	BENCHMARK
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
	<b>Related Access Point(s)</b>
	SS.3.G.4.In.0 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.Su.0 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.Pa.0 Recognize an environmental influence that affects where people live.
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
	<b>Related Access Point(s)</b>
	SS.3.G.4.In.1 Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean.
	SS.3.G.4.Su.1 Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean.

	SS.3.G.4.Pa.1 Recognize a difference between cultures.
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. <b>Related Access Point(s)</b> SS.3.G.4.In.2 Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. SS.3.G.4.Su.2 Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. SS.3.G.4.Pa.2 Recognize a cultural characteristic of a population.
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States. <b>Related Access Point(s)</b> SS.3.G.4.In.3 Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans. SS.3.G.4.Su.3 Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans. SS.3.G.4.Pa.3 Recognize a cultural characteristic of a population.

Strand: ECONOMICS	
Standard 1: Beginning Economics	
BENCHMARK CODE	BENCHMARK
SS.3.E.1.1	Give examples of how scarcity results in trade. <b>Related Access Point(s)</b> SS.3.E.1.In.0 Identify that people can trade for products that are not available locally. SS.3.E.1.Su.0 Recognize that people can trade for products that are not available locally. SS.3.E.1.Pa.0 Recognize that people trade for items they want or need.
SS.3.E.1.2	List the characteristics of money. <b>Related Access Point(s)</b> SS.3.E.1.In.1 Recognize characteristics of money, such as portable and recognizable. SS.3.E.1.Su.1 Recognize a characteristic of money, such as portable. SS.3.E.1.Pa.1 Recognize coins as money.
SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. <b>Related Access Point(s)</b> SS.3.E.1.In.2 Recognize the roles of buyers and sellers in exchanging goods and services. SS.3.E.1.Su.2 Recognize the roles of buyers and sellers in exchanging goods. SS.3.E.1.Pa.2 Recognize that buyers trade money for goods.
SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean. <b>Related Access Point(s)</b>

	SS.3.E.1.In.3 Recognize forms of money used in the United States and one other country.
	SS.3.E.1.Su.3 Recognize forms of money used in the United States.
	SS.3.E.1.Pa.3 Recognize coins as money.

## Strand: CIVICS AND GOVERNMENT

### Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK
SS.3.C.1.1	Explain the purpose and need for government.
	<b>Related Access Point(s)</b>
	SS.3.C.1.In.0 Recognize the purpose of government in the community, such as to provide laws, services, and safety.
	SS.3.C.1.Su.0 Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship.
	SS.3.C.1.Pa.0 Recognize rules in the school, such as respecting others.
SS.3.C.1.2	Describe how government gains its power from the people.
	<b>Related Access Point(s)</b>
	SS.3.C.1.In.1 Identify that government gains its power from the people.
	SS.3.C.1.Su.1 Recognize that government gains its power from the people.
	SS.3.C.1.Pa.1 Recognize that governments have power.
SS.3.C.1.3	Explain how government was established through a written Constitution.
	<b>Related Access Point(s)</b>
	SS.3.C.1.In.2 Identify that government is based on a set of written laws that all people must follow.
	SS.3.C.1.Su.2 Recognize that government is based on written laws.
	SS.3.C.1.Pa.2 Recognize that governments have laws.

### Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
	<b>Related Access Point(s)</b>
	SS.3.C.2.In.0 Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
	SS.3.C.2.Su.0 Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
	SS.3.C.2.Pa.0 Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.

Standard 3: Structure and Functions of Government	
BENCHMARK CODE	BENCHMARK
SS.3.C.3.1	Identify the levels of government (local, state, federal).
	<b>Related Access Point(s)</b>
	SS.3.C.3.In.0 Recognize leaders of local, state, and federal government, such as the mayor, governor, and president.
	SS.3.C.3.Su.0 Recognize a leader of local, state, or federal government, such as the mayor, governor, or president.
	SS.3.C.3.Pa.0 Recognize a leader in government, such as a president.
SS.3.C.3.2	Describe how government is organized at the local level.
	<b>Related Access Point(s)</b>
	SS.3.C.3.In.1 Recognize that the local community has a group that makes the rules and the mayor is the leader.
	SS.3.C.3.Su.1 Recognize that the local community has a group that makes the rules.
	SS.3.C.3.Pa.1 Recognize that people in authority make rules in the community.
SS.3.C.3.3	Recognize that every state has a state constitution.
	<b>Related Access Point(s)</b>
	SS.3.C.3.In.2 Recognize that every state has a set of written laws that its people must follow.
	SS.3.C.3.Su.2 Recognize that every state has written laws.
	SS.3.C.3.Pa.2 Recognize that states have laws.
SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.
	<b>Related Access Point(s)</b>
	SS.3.C.3.In.3 Recognize that the Constitution is the set of laws that people in the United States must follow.
	SS.3.C.3.Su.3 Recognize the Constitution is a set of written laws.
	SS.3.C.3.Pa.3 Recognize that the United States has laws.

**Strand: CIVICS AND GOVERNMENT (STARTING 2023-2024)**

Standard 1: Foundations of Government, Law and the American Political System

BENCHMARK CODE	BENCHMARK
SS.3.CG.1.1	<p>Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</p> <ul style="list-style-type: none"> <li>Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services.</li> </ul>
SS.3.CG.1.2	<p>Describe how the U.S. government gains its power from the people.</p> <ul style="list-style-type: none"> <li>Students will recognize what is meant by “We the People” and “consent of the governed.”</li> <li>Students will identify sources of consent (e.g., voting and elections).</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
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**Standard 2: Civic and Political Participation**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
SS.3.CG.2.1	<p>Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
SS.3.CG.2.2	<p>Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> <li>Students will recognize that it is every citizen’s responsibility to vote.</li> <li>Students will explain the importance of voting in a republic.</li> </ul>
SS.3.CG.2.3	<p>Explain the history and meaning behind patriotic holidays and observances.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
SS.3.CG.2.4	<p>Recognize symbols, individuals, documents and events that represent the United States.</p> <ul style="list-style-type: none"> <li>Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States.</li> <li>Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States.</li> <li>Students will recognize the U.S. Constitution as a document that represents the United States.</li> <li>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.</li> </ul>
SS.3.CG.2.5	<p>Recognize symbols, individuals, documents and events that represent the State of Florida.</p> <ul style="list-style-type: none"> <li>Students will recognize the Great Seal of the State of Florida as a symbol that represents the state.</li> <li>Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida.</li> <li>Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida.</li> <li>Students will recognize that Florida became the 27th state of the United States on March 3, 1845.</li> </ul>



Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.3.CG.3.1	<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"><li>• Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.</li><li>• Students will recognize how government is organized at the national level (e.g., three branches of government).</li><li>• 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 governor).</li></ul>
SS.3.CG.3.2	<p>Recognize that government has local, state and national levels.</p> <ul style="list-style-type: none"><li>• Students will recognize that each level of government has its own unique structure and responsibilities.</li><li>• Students will distinguish between the responsibilities of the local, state and national governments in the United States.</li></ul>