

3rd Grade Social Studies

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 and its neighbors.

Unit	Standard		Breakdown
Unit 1 - American History	SS.3.A.1.1	Analyze primary and secondary sources.	<ul style="list-style-type: none"> • Analyze various types of sources including, but not limited to, the following: artifacts, photographs, paintings, maps, images, and documents. • Compare and contrast primary and secondary sources. • Analyze information about what they read or observe in primary and secondary source.
	SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.	<ul style="list-style-type: none"> • Utilize technology resources (primarily computer hardware, software, and websites) in order to gather information from or locate primary and secondary sources. • Identify proper search techniques when using a computer and/or proper search engines.
	SS.3.A.1.3	Define terms related to the social sciences.	<ul style="list-style-type: none"> • Define terms related to the social studies, including, but not limited to, the following: history, geography, civics, government, and economics.
Unit 2 - Civics and Government	SS.3.C.3.1	Identify the levels of government (local, state, federal).	<ul style="list-style-type: none"> • 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.

Unit 2 - Civics and Government	SS.3.C.3.2	Describe how government is organized at the local level.	<ul style="list-style-type: none"> • Describe how government is organized at the local level, including, but not limited to, executive branch (mayor), legislative branch (city commissioner), and judicial branch (county and circuit courts). • Understand that the local level of government has its own unique structure and responsibilities. • Recognize that the three branches of federal government (executive, legislative, and judicial) also exist at the local level.
	SS.3.C.3.3	Recognize that every state has a state constitution.	<ul style="list-style-type: none"> • 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.
	SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.	<ul style="list-style-type: none"> • 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.
Unit 3 - The World in Spatial Terms	SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.	<ul style="list-style-type: none"> • Use thematic maps, tables, charts, graphs, and photos to analyze a variety of geographic information, such as location, size, shape, population, or topographic details.
	SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .	<ul style="list-style-type: none"> • 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.

Unit 3 - The World in Spatial Terms	SS.3.G.1.3	Label the continents and oceans on a world map.	<ul style="list-style-type: none"> • Locate and label the seven continents—Asia, Africa, North America, South America, Antarctica, Europe, and Australia—on an unlabeled map. • Locate and label the world’s five oceans—the Pacific, the Atlantic, the Indian Ocean, the Southern Ocean, and the Arctic Ocean—on an unlabeled map. • Identify continents and oceans by shape when shown apart from a complete map.
	SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).	<ul style="list-style-type: none"> • Name and identify the purposes of different types of maps, including physical, political, elevation, and population. • Decide why one map would be more useful than another in different scenarios.
	SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.	<ul style="list-style-type: none"> • 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.
Unit 3 - The World in Spatial Terms	SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.	<ul style="list-style-type: none"> • 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 distances between two places (including, but not limited to, cities, states, countries, and 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, and word.

Unit 4 - Places and Regions

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).	<ul style="list-style-type: none">• Locate and label each one of the countries in North America (Canada, United States, and Mexico) on a variety of maps and/or globes.• Locate and label each one of the countries and commonwealths in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, and Jamaica).• Differentiate between countries and commonwealths in North America and compare which ones belong in the Caribbean.
SS.3.G.2.2	Identify the five regions of the United States.	<ul style="list-style-type: none">• Identify the five regions of the United States on a map or globe, including Northeast, Southeast, Midwest, Southwest, and West.
SS.3.G.2.3	Label the states in each of the five regions of the United States.	<ul style="list-style-type: none">• 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.• Recognize on a globe or a map the five regions of the United States, as well as the states that belong in each one.
SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.	<ul style="list-style-type: none">• 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.• Recognize how physical and topographical maps or globes represent the physical features of a region.

Unit 4 - Places and Regions	SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.	<ul style="list-style-type: none"> • Locate and label natural and man-made landmarks located in the United States, Canada, Mexico, and the Caribbean. • 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. • Identify the region (i.e., the United States, Canada, Mexico, or the Caribbean) in which the landmarks are located. • Differentiate between natural and man-made landmarks.
	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.	<ul style="list-style-type: none"> • Describe places and regions throughout the world, based on studying news stories or reading poems, legends, or songs about a region or area. • Explain how they formulated their perceptions of places and regions, whether by traditional learning or other media. • Summarize their perceptions of a place or region based on a variety of input including, but not limited to, interviews, news stories, poems, legends, and songs.
Unit 5 - Physical Systems	SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.	<ul style="list-style-type: none"> • Use a variety of maps and/or photographs in order to describe and identify the different climates and vegetation found in the United States, Canada, Mexico, and the Caribbean. • Be able to look at a map and/or photograph and 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.

<p style="text-align: center;">Unit 5 - Physical System</p>	<p>SS.3.G.3.2</p>	<p>Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.</p>	<ul style="list-style-type: none"> • Use a variety of maps and/or photographs in order to describe and analyze the natural resources found in the United States, Canada, Mexico, and the Caribbean, including, but not limited to, water, arable land, oil, fish, and minerals. • Use a variety of maps and photographs to locate specific natural resources found in the United States, Canada, Mexico, and the Caribbean. • Explain the importance of natural resources to the world.
<p style="text-align: center;">Unit 6 - Human Systems</p>	<p>SS.3.G.4.1</p>	<p>Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</p>	<ul style="list-style-type: none"> • 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 areas of the United States, Canada, Mexico, and the Caribbean are more densely or sparsely populated due to environmental influences.
	<p>SS.3.G.4.2</p>	<p>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>	<ul style="list-style-type: none"> • 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.

Unit 6 - Human Systems	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.	<ul style="list-style-type: none"> • 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 and 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.
	SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.	<ul style="list-style-type: none"> • 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.
Unit 7 - Economics	SS.3.E.1.1	Give examples of how scarcity results in trade.	<ul style="list-style-type: none"> • 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.
	SS.3.E.1.2	List the characteristics of money.	<ul style="list-style-type: none"> • List the various characteristics of money, including, but not limited to, portable, divisible, recognizable, and 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 they will compare money with other forms of exchange (i.e., bartering).

Unit 7 - Economics	SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.	<ul style="list-style-type: none"> • 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).
	SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.	<ul style="list-style-type: none"> • 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).