### Strand: AMERICAN HISTORY

**Standard 1: Historical Inquiry and Analysis**

- SS.3.A.1.1 Analyze primary and secondary sources. [ . . . artifacts, photographs, paintings, maps, images, documents, audio and video recordings.]
- SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.
- SS.3.A.1.3 Define terms related to the social sciences. [ . . . history, geography, civics, government, economics.]

### Strand: ECONOMICS

**Standard 1: Beginning Economics**

- SS.3.E.1.1 Give examples of how scarcity results in trade. [ . . . oil, video games, food.]
- SS.3.E.1.2 List the characteristics of money. [ . . . portable, divisible, recognizable, durable.]
- SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
- SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

### Strand: CIVICS AND GOVERNMENT

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

- SS.3.C.1.1 Explain the purpose and need for government. [ . . . safety, organization, services, protection of rights.]
- SS.3.C.1.2 Describe how government gains its power from the people.
- SS.3.C.1.3 Explain how government was established through a written Constitution.

**Standard 2: Civic and Political Participation**

- SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. [ . . . food drives, book drives, community, clean-up, voting.]

**Standard 3: Structure and Functions of Government**

- SS.3.C.3.1 Identify the levels of government (local, state, federal). [ . . . local, state, federal.]
- SS.3.C.3.2 Describe how government is organized at the local level. [ . . . executive branch - mayor; legislative branch - city commission; judicial branch – county and circuit courts.]
- SS.3.C.3.3 Recognize that every state has a state constitution.
- SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.

### Strand: GEOGRAPHY

**Standard 1: The World in Spatial Terms**

- 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 (physical, political, elevation, population) 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. [ . . . linear, fractional, word.]

**Standard 2: 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).
- SS.3.G.2.2 Identify the five regions of the United States. [ . . . Northeast, Southeast, Midwest, Southwest, West.]
- 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. [ . . . lakes, rivers, oceans, mountains, deserts, plains, grasslands.]
- SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico and Caribbean. [ . . . Grand Canyon, Gateway Arch, Mount Rushmore, Devil’s Tower, Mt. Denali, Everglades, Niagara Falls.]
- 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.

**Standard 3: Physical Systems**

- SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. [ . . . tundra, sandy soil, humidity, maritime climate.]
- SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. [ . . . water, arable land, oil, phosphate, fish.]

**Standard 4: Human Systems**

- SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. [ . . . settlement near water for drinking, bathing, cooking, agriculture; transportation.]
- SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- 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. [ . . . housing, music, transportation, food, recreation, language, holidays, beliefs and customs.]
- SS.3.G.4.4 Identify contributions from various ethnic groups to the United States. [ . . . Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.]

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**WIDA**

**Standard 5 – Language of Social Studies (LoSS)**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.