



Flagler Schools
3rd Grade Social Studies
Pacing Guide
2024-2025

Quarter 1
August 12 - October 11

Pacing	Benchmark & Descriptions
Intro to Inquiry	<p>SS.3.A.1.1: Analyze primary and secondary sources. Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.A.1.2: Utilize technology resources to gather information from primary and secondary sources.</p> <p>SS.3.A.1.3: Define terms related to the social sciences. Examples may include, but are not limited to, history, geography, civics, government, economics.</p>
Unit 5: Beginning Economics	<p>SS.3.E.1.1: Give examples of how scarcity results in trade. Examples are oil, video games, and food.</p> <p>SS.3.E.1.2: List the characteristics of money. Examples are portable, divisible, recognizable, durable.</p> <p>SS.3.E.1.3: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p> <p>SS.3.E.1.4: Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</p>
Unit 7: Civics and Political Participation	<p>SS.3.CG.2.3 - 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.
Unit 6: Foundations of Government	<p>SS.3.CG.1.1 - 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 services. <p>SS.3.CG.1.2- 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.”

	<ul style="list-style-type: none"> - 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.
<p style="text-align: center;">Quarter 2 October 13 - December 20</p>	
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Unit 7: Civics and Political Participation	<p>SS.3.CG.2.1 - 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. <p>SS.3.CG.2.2 - Describe the importance of voting in elections.</p> <ul style="list-style-type: none"> - Students will recognize that it is every citizen’s responsibility to vote. - Students will explain the importance of voting in a republic. <p>SS.3.CG.2.4 - 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>SS.3.CG.2.5- 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 state. - 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.
Unit 8: Structures and Functions of Government	<p>SS.3.CG.3.1- 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 the U.S. Constitution and the Florida Constitution and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor). <p>SS.3.CG.3.2- Recognize that the government has local, state and national levels.</p> <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.

Quarter 3 January 7 - March 14	
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Unit 1: The World in Spatial Terms	<p>SS.3.G.1.1 - Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Types of photographs may include satellite or aerial.</p> <p>SS.3.G.1.2- Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).</p> <p>SS.3.G.1.6 - Use maps to identify different types of scales to measure distance between two places. Examples are linear, fractional, word.</p> <p>SS.3.G.1.4 - Name and identify the purpose of maps (physical, political, elevation, population).</p> <p>SS.3.G.1.6 - Use maps to identify different types of scales to measure distance between two places. Examples are linear, fractional, word.</p> <p>SS.3.G.1.3 - Label the continents and oceans on a World map.</p> <p>SS.3.G.1.5 - Compare maps and globes to develop the understanding of the concept of distortion.</p>
Unit 2: Places and Regions:	<p>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).</p> <p>SS.3.G.1.1 - Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Types of photographs may include satellite or aerial.</p> <p>SS.3.G.2.2 - Identify the five regions of the United States.</p> <p>SS.3.G.2.3- Label the states in each of the five regions of the United States. (i.e., Northeast, Southeast, Midwest, Southwest, West)</p> <p>SS.3.G.2.4 - Describe the physical features of the United States, Canada, Mexico, and the Caribbean. Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p> <p>SS.3.G.2.5- Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p>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.</p>
Quarter 4 March 24 - May 29	
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Chapter 6: Our Country and Neighbor	<p>SS.3.G.2.4 - Describe the physical features of the United States, Canada, Mexico, and the Caribbean. Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p> <p>SS.3.G.2.5- Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p>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.</p>
Unit 3: Physical Systems	<p>SS.3.G.3.1- Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. (e.g., tundra, sandy soil, humidity, maritime climate)</p> <p>SS.3.G.3.2 - Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. (e.g., water, arable land, oil, phosphate, fish)</p>
Unit 4: Human Systems	<p>SS.3.G.4.1 - Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</p> <p>SS.3.G.4.2 - Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p> <p>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.</p> <p>SS.3.G.4.4- Identify contributions from various ethnic groups to the United States.</p>