



Access Social Studies

Grade 3

(#7721014)

April 2020

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Course Standards

[SS.3.A.1.1:](#)

Analyze primary and secondary sources.

Clarifications:

Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.A.1.In.a:	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.a:	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.a:	Recognize important people or events in artifacts, videos, or photographs.			
Resources:	Henry Flagler and the East Coast Railroad lesson plan Click Here Hernando de Soto lesson plan Click Here North American Lakes lesson plan Click Here Ponce de Leon lesson plan Click Here The Battle of Lexington and Concord lesson plan Click Here Geography – Florida Keys lesson plan Click Here The Thirteen Colonies: Here to There lesson plan Click Here			

[SS.3.A.1.2:](#)

Utilize technology resources to gather information from primary and secondary sources.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.A.1.In.b:	Use technology resources to gather information about a historical person or event.			
SS.3.A.1.Su.b:	Use a technology resource to locate information about important people or events from the past.			
SS.3.A.1.Pa.b:	Use technology to access information.			
Resources:	Hernando de Soto lesson plan Click Here Ponce de Leon lesson plan Click Here History of the Florida Sponge Industry lesson plan Click Here State Timeline lesson plan Click Here			

[SS.3.A.1.3:](#)

Define terms related to the social sciences.

Clarifications:

Examples may include, but are not limited to, history, geography, civics, government, economics.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.A.1.In.c:	Relate the term "history" to events from the past, "geography" to locations, and "economics" to money.			
SS.3.A.1.Su.c:	Recognize that history is about events from the past and geography is about places.			
SS.3.A.1.Pa.c:	Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.			
Resources:	Henry Flagler and the East Coast Railroad lesson plan Click Here Hernando de Soto lesson plan Click Here John Gorrie and Refrigeration lesson plan Click Here Ponce de Leon lesson plan Click Here The Battle of Lexington and Concord lesson plan Click Here State Timeline lesson plan Click Here The Boston Tea Party lesson plan Click Here			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	History of the Florida Sponge Industry lesson plan Click Here			

SS.3.C.1.1:

Explain the purpose and need for government.

Clarifications:

Examples are safety, organization, services, protection of rights.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.1.In.a:	Recognize the purpose of government in the community, such as to provide laws, services, and safety.			
SS.3.C.1.Su.a:	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.a:	Recognize rules in the school, such as respecting others.			
Resources:				

SS.3.C.1.2:

Describe how government gains its power from the people.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.1.In.b:	Identify that government gains its power from the people.			
SS.3.C.1.Su.b:	Recognize that government gains its power from the people.			
SS.3.C.1.Pa.b:	Recognize that governments have power.			
Resources:				

SS.3.C.1.3:

Explain how government was established through a written Constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.1.In.c:	Identify that government is based on a set of written laws that all people must follow.			
SS.3.C.1.Su.c:	Recognize that government is based on written laws.			
SS.3.C.1.Pa.c:	Recognize that governments have laws.			
Resources:				

[SS.3.C.2.1:](#)

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Clarifications:

Examples are food drives, book drives, community, clean-up, voting.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.2.In.a:	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.a:	Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.			
SS.3.C.2.Pa.a:	Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.			
Resources:	Voting lesson plan Click Here			

[SS.3.C.3.1:](#)

Identify the levels of government (local, state, federal).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.3.In.a:	Recognize leaders of local, state, and federal government, such as the mayor, governor, and president.			
SS.3.C.3.Su.a:	Recognize a leader of local, state, or federal government, such as the mayor, governor, or president.			
SS.3.C.3.Pa.a:	Recognize a leader in government, such as a president.			
Resources:				

[SS.3.C.3.2:](#)

Describe how government is organized at the local level.

Clarifications:

Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.3.In.b:	Recognize that the local community has a group that makes the rules and the mayor is the leader.			
SS.3.C.3.Su.b:	Recognize that the local community has a group that makes the rules.			
SS.3.C.3.Pa.b:	Recognize that people in authority make rules in the community.			
Resources:				

[SS.3.C.3.3:](#)

Recognize that every state has a state constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.3.In.c:	Recognize that every state has a set of written laws that its people must follow.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.3.Su.c:	Recognize that every state has written laws.			
SS.3.C.3.Pa.c:	Recognize that states have laws.			
Resources:				

[SS.3.C.3.4:](#)

Recognize that the Constitution of the United States is the supreme law of the land.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.C.3.In.d:	Recognize that the Constitution is the set of laws that people in the United States must follow.			
SS.3.C.3.Su.d:	Recognize the Constitution is a set of written laws.			
SS.3.C.3.Pa.d:	Recognize that the United States has laws.			
Resources:				

[SS.3.E.1.1:](#)

Give examples of how scarcity results in trade.

Clarifications:

Examples are oil, video games, food.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.E.1.In.a:	Identify that people can trade for products that are not available locally.			
SS.3.E.1.Su.a:	Recognize that people can trade for products that are not available locally.			
SS.3.E.1.Pa.a:	Recognize that people trade for items they want or need.			
Resources:				

SS.3.E.1.2:

List the characteristics of money.

Clarifications:

Examples are portable, divisible, recognizable, durable.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.3.E.1.In.b:</u>	Recognize characteristics of money, such as portable and recognizable.			
<u>SS.3.E.1.Su.b:</u>	Recognize a characteristic of money, such as portable.			
<u>SS.3.E.1.Pa.b:</u>	Recognize coins as money.			
Resources:				

SS.3.E.1.3:

Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.3.E.1.In.c:</u>	Recognize the roles of buyers and sellers in exchanging goods and services.			
<u>SS.3.E.1.Su.c:</u>	Recognize the roles of buyers and sellers in exchanging goods.			
<u>SS.3.E.1.Pa.c:</u>	Recognize that buyers trade money for goods.			
Resources:	This for That: Barter and Trade lesson plan Click Here			

SS.3.E.1.4:

Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.E.1.In.d:	Recognize forms of money used in the United States and one other country.			
SS.3.E.1.Su.d:	Recognize forms of money used in the United States.			
SS.3.E.1.Pa.d:	Recognize coins as money.			
Resources:				

[SS.3.G.1.1:](#)

Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

Clarifications:

Types of photographs may include satellite or aerial.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.1.In.a:	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.a:	Use a physical map to identify selected geographic information, such as land, water, and coastlines.			
SS.3.G.1.Pa.a:	Recognize personal location on a pictorial map.			
Resources:	North American Lakes lesson plan Click Here			

[SS.3.G.1.2:](#)

Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.1.In.b:	Identify elements on a map, such as key/legend, cardinal directions, and compass rose.			
SS.3.G.1.Su.b:	Recognize elements on a map, such as a picture key, cardinal directions, and title.			
SS.3.G.1.Pa.b:	Locate pictures or symbols on a drawing or map.			
Resources:				

[SS.3.G.1.3:](#)

Label the continents and oceans on a world map.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.1.In.c:	Recognize selected continents and oceans on a world map.			
SS.3.G.1.Su.c:	Recognize a continent and an ocean on a map.			
SS.3.G.1.Pa.c:	Recognize land and water using a color key on a map.			
Resources:	Geography – Florida Keys lesson plan Click Here			

[SS.3.G.1.4:](#)

Name and identify the purpose of maps (physical, political, elevation, population).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.1.In.d:	Identify selected maps, such as a physical map and a political map.			
SS.3.G.1.Su.d:	Recognize a map, such as a physical map or a political map.			
SS.3.G.1.Pa.d:	Recognize personal location on a pictorial map.			
Resources:				

[SS.3.G.1.5:](#)

Compare maps and globes to develop an understanding of the concept of distortion.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.3.G.1.In.e:</u>	Identify differences between maps and globes.			
<u>SS.3.G.1.Su.e:</u>	Recognize differences between maps and globes.			
<u>SS.3.G.1.Pa.e:</u>	Recognize land and water using a color key on a map.			
Resources:				

[SS.3.G.1.6:](#)

Use maps to identify different types of scale to measure distances between two places.

Clarifications:

Examples are linear, fractional, word.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.3.G.1.In.f:</u>	Use maps to identify distances between two places, such as near or far, closer or farther, and next to.			
<u>SS.3.G.1.Su.f:</u>	Use maps to recognize distances between two places, such as near or far, and next to.			
<u>SS.3.G.1.Pa.f:</u>	Locate pictures or symbols on a drawing or map.			
Resources:	The Thirteen Colonies: Here to There lesson plan Click Here			

[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).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.2.In.a:	Recognize North America, the United States, and Mexico on a map.			
SS.3.G.2.Su.a:	Recognize the United States on a map of North America.			
SS.3.G.2.Pa.a:	Recognize an outline map or image of the United States.			
Resources:				

[SS.3.G.2.2:](#)

Identify the five regions of the United States.

Clarifications:

(i.e., Northeast, Southeast, Midwest, Southwest, West)

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.2.In.b:	Recognize north, south, east, and west as they relate to the regions of the United States.			
SS.3.G.2.Su.b:	Recognize north, south, east, and west in the United States.			
SS.3.G.2.Pa.b:	Recognize an outline map or image of the United States.			
Resources:				

[SS.3.G.2.3:](#)

Label the states in each of the five regions of the United States.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.2.In.c:	Recognize selected states in each of the five regions of the United States.			
SS.3.G.2.Su.c:	Recognize selected states in the United States.			
SS.3.G.2.Pa.c:	Recognize Florida as the student's state.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

SS.3.G.2.4:

Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

Clarifications:

Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.3.G.2.In.d:</u>	Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean.			
<u>SS.3.G.2.Su.d:</u>	Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains.			
<u>SS.3.G.2.Pa.d:</u>	Recognize physical differences between two locations.			
Resources:				

SS.3.G.2.5:

Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.3.G.2.In.e:</u>	Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades.			
<u>SS.3.G.2.Su.e:</u>	Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades.			
<u>SS.3.G.2.Pa.e:</u>	Recognize physical differences between two locations.			
Resources:				

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.2.In.f:	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.f:	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.f:	Recognize physical differences between two locations.			
Resources:				

[SS.3.G.3.1:](#)

Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

Clarifications:

(e.g., tundra, sandy soil, humidity, maritime climate)

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.3.In.a:	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.a:	Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil.			
SS.3.G.3.Pa.a:	Recognize differences in climates or vegetation.			
Resources:				

[SS.3.G.3.2:](#)

Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

Clarifications:

(e.g., water, arable land, oil, phosphate, fish)

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.3.In.b:	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.b:	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.b:	Recognize an example of a natural resource.			
Resources:	History of the Florida Sponge Industry lesson plan Click Here			

[SS.3.G.4.1:](#)

Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

Clarifications:

Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.4.In.a:	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.a:	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.a:	Recognize an environmental influence that affects where people live.			
Resources:				

[SS.3.G.4.2:](#)

Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.4.In.b:	Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean.			
SS.3.G.4.Su.b:	Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean.			
SS.3.G.4.Pa.b:	Recognize a difference between cultures.			
Resources:				

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.

Clarifications:

Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.4.In.c:	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.c:	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.c:	Recognize a cultural characteristic of a population.			
Resources:				

SS.3.G.4.4:

Identify contributions from various ethnic groups to the United States.

Clarifications:

Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.3.G.4.In.d:	Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans.			
SS.3.G.4.Su.d:	Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans.			
SS.3.G.4.Pa.d:	Recognize a cultural characteristic of a population.			
Resources:				

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

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

[HE.3.C.2.4:](#)

Identify classroom and school rules that promote health and disease prevention.

Clarifications:

Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.3.C.2.In.d:	Identify selected classroom and school rules that promote health and disease prevention, such as walk/don't run, wash hands, and keep personal areas clean, and listen to crossing guards.			
HE.3.C.2.Su.d:	Recognize classroom rules that promote health and disease prevention, such as walk/don't run, wash hands, keep personal areas clean, and listen to school-crossing guards.			
HE.3.C.2.Pa.d:	Recognize a classroom rule that promotes health and disease prevention, such as wash hands, keep personal areas clean, or practice appropriate hygiene.			

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

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: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

Course Number: 7721014

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary >

Subject: Academics - Subject Areas

Abbreviated Title: ACCESS SOC ST - 3

Course Attributes: Class Size Core Required

Course Status: Course Approved