



Flagler Schools  
3rd Grade Social Studies  
Pacing Guide  
2025-2026

Quarter 1 | August 11 - October 10

Pacing	Benchmarks & Description
Intro to Inquiry	<p><a href="#">SS.3.A.1.1</a>: Analyze primary and secondary sources. <b>Remarks:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p><a href="#">SS.3.A.1.2</a>: Utilize technology resources to gather information from primary and secondary sources.</p> <p><a href="#">SS.3.A.1.3</a>: Define terms related to the social sciences. <b>Remarks:</b> Examples may include, but are not limited to, history, geography, civics, government, economics.</p>
Unit 5: Beginning Economics	<p><a href="#">SS.3.E.1.1</a>: Give examples of how scarcity results in trade. <b>Remarks:</b> Examples are oil, video games, and food.</p> <p><a href="#">SS.3.E.1.2</a>: List the characteristics of money. <b>Remarks:</b> Examples are portable, divisible, recognizable, durable.</p> <p><a href="#">SS.3.E.1.3</a>: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p> <p><a href="#">SS.3.E.1.4</a>: Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</p>
Unit 7: Civics and Political Participation	<p><a href="#">SS.3.CG.2.3</a>: Explain the history and meaning behind patriotic holidays and observances. <b>Benchmark Clarifications:</b></p> <ul style="list-style-type: none"><li>Students will identify patriotic holidays and observances to include, but not limited to, <b>American Founders Month, Celebrate Freedom Week, Constitution Day</b>, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, <b>Patriot Day</b>, Veterans Day.</li></ul>
Unit 6: Foundations of Government	<p><a href="#">SS.3.CG.1.1</a>: Explain how the U.S. Constitution establishes the purpose and fulfills the need for government. <b>Benchmark Clarifications:</b></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> <p><a href="#">SS.3.CG.1.2</a>: Describe how the U.S. government gains its power from the people. <b>Benchmark Clarifications:</b></p>

- Students will recognize what is meant by “We the People” and “consent of the governed.”
- 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.

## Quarter 2 | October 14 - December 19

Pacing	Benchmark & Descriptions
Unit 7: Civics and Political Participation	<p><a href="#">SS.3.CG.2.1</a>: Describe how citizens demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <p><b>Benchmark Clarifications:</b></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>
Chapter 12: Being a Good Citizen	<p><a href="#">SS.3.CG.2.2</a>: Describe the importance of voting in elections.</p> <p><b>Benchmark Clarifications:</b></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>
Chapter 14: Things and People that Represent the U.S.	<p><a href="#">SS.3.CG.2.4</a>: Recognize symbols, individuals, documents and events that represent the United States.</p> <p><b>Benchmark Clarifications:</b></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> <p><a href="#">SS.3.CG.2.5</a>: Recognize symbols, individuals, documents and events that represent the State of Florida.</p> <p><b>Benchmark Clarifications:</b></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>

Unit 8: Structures and Functions of Government  Chapter 15: U.S. and Florida Constitution	<p><a href="#">SS.3.CG.3.1</a>: Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.</p> <p><b>Benchmark Clarifications:</b></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> <p><a href="#">SS.3.CG.3.2</a>: Recognize that the government has local, state and national levels.</p> <p><b>Benchmark Clarifications:</b></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>
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**Quarter 3 | January 7 - March 12**

Pacing	Benchmark & Descriptions
Unit 1: The World in Spatial Terms  Chapter 1: How to Use a Map  Chapter 2: Types of Maps  Chapter 3: Continents and Oceans	<p><a href="#">SS.3.G.1.1</a>: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p><b>Remarks:</b> Types of photographs may include satellite or aerial.</p> <p><a href="#">SS.3.G.1.2</a>: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).</p> <p><a href="#">SS.3.G.1.3</a>: Label the continents and oceans on a World map.</p> <p><a href="#">SS.3.G.1.4</a>: Name and identify the purpose of maps (physical, political, elevation, population).</p> <p><a href="#">SS.3.G.1.5</a>: Compare maps and globes to develop the understanding of the concept of distortion.</p> <p><a href="#">SS.3.G.1.6</a>: Use maps to identify different types of scales to measure distance between two places.</p> <p><b>Remarks:</b> Examples are linear, fractional, word.</p>
Unit 2: Places and Regions:	<p><a href="#">SS.3.G.2.1</a>: 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>

Chapter 4: North America	<p><a href="#">SS.3.G.1.1:</a> Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.  <b>Remarks:</b> Types of photographs may include satellite or aerial.</p>
Chapter 5: Regions of the United States	<p><a href="#">SS.3.G.2.2:</a> Identify the five regions of the United States.  <b>Remarks:</b> (i.e., Northeast, Southeast, Midwest, Southwest, West)</p> <p><a href="#">SS.3.G.2.3:</a> Label the states in each of the five regions of the United States.  <b>Remarks:</b> (i.e., Northeast, Southeast, Midwest, Southwest, West)</p> <p><a href="#">SS.3.G.2.4:</a> Describe the physical features of the United States, Canada, Mexico, and the Caribbean.  <b>Remarks:</b> Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p> <p><a href="#">SS.3.G.2.5:</a> Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.  <b>Remarks:</b> (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p><a href="#">SS.3.G.2.6:</a> 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 23 - May 28

Pacing	Benchmark & Descriptions
Chapter 6: Our Country and Neighbor	<p><a href="#">SS.3.G.2.4:</a> Describe the physical features of the United States, Canada, Mexico, and the Caribbean.  <b>Remarks:</b> Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p> <p><a href="#">SS.3.G.2.5:</a> Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.  <b>Remarks:</b> (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p><a href="#">SS.3.G.2.6:</a> 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  Chapter 7: North America's Climate and Vegetation and Natural Resources	<p><a href="#">SS.3.G.3.1:</a> Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.  <b>Remarks:</b> (e.g., tundra, sandy soil, humidity, maritime climate)</p> <p><a href="#">SS.3.G.3.2:</a> Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.  <b>Remarks:</b> (e.g., water, arable land, oil, phosphate, fish)</p>
Unit 4: Human Systems  Chapter 8: Environment And Settlement  Chapter 9: The Cultures that Settled North America	<p><a href="#">SS.3.G.4.1:</a> Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.  <b>Remarks:</b> Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.</p> <p><a href="#">SS.3.G.4.2:</a> Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p> <p><a href="#">SS.3.G.4.3:</a> Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.  <b>Remarks:</b> Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.</p> <p><a href="#">SS.3.G.4.4:</a> Identify contributions from various ethnic groups to the United States.  <b>Remarks:</b> Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.</p>

### Benchmarks Taught Throughout the Year

<a href="#">ELA.K12.EE.1.1:</a>	Cite evidence to explain and justify reasoning.
<a href="#">ELA.K12.EE.2.1:</a>	Read and comprehend grade-level complex texts proficiently.
<a href="#">ELA.K12.EE.3.1:</a>	Make inferences to support comprehension.
<a href="#">ELA.K12.EE.4.1:</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
<a href="#">ELA.K12.EE.5.1:</a>	Use the accepted rules governing a specific format to create quality work.
<a href="#">ELA.K12.EE.6.1:</a>	Use appropriate voice and tone when speaking or writing.
<a href="#">ELD.K12.ELL.SI.1:</a> <a href="#">ELD.K12.ELL.SS.1</a>	English language learners communicate for social and instructional purposes within the school setting. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<a href="#">MA.K12.MTR.1.1</a>	Actively participate in effortful learning both individually and collectively.
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.
<a href="#">MA.K12.MTR.3.1</a>	Complete tasks with mathematical fluency.
<a href="#">MA.K12.MTR.4.1</a>	Engage in discussions that reflect on the mathematical thinking of self and others.
<a href="#">MA.K12.MTR.5.1</a>	Use patterns and structure to help understand and connect mathematical concepts.
<a href="#">MA.K12.MTR.6.1</a>	Assess the reasonableness of solutions.
<a href="#">MA.K12.MTR.7.1</a>	Apply mathematics to real-world contexts.