

	Good Friday, Easter, Holocaust Remembrance Day, Earth Day, Mother's Day, Memorial Day, Armed Forces Day Current Events
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Grade 03						
QTR	Content	SSS Grade Level Expectations (District Additions)	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
Quarter 1	<p>Depict major historical events on a timeline.</p> <p>Key terms: B.C, A.D., years, decades, centuries</p>	<p>SS.A.1.2.3.1 reads and interprets a single timeline identifying the order of events (for example, in ancient times).</p> <p>Tech. Standard 5 - students use technology to locate, evaluate, and collect information from a variety of sources.</p>	<p>Unit 1, Ch. 2 - Chart and Graph Skills – Read a Time Line, pp. 54-55 Unit 5, Ch. 9 - Chart and Graph Skills – Understand Time Periods, pp. 292-293 Unit 5, RSTP – p. 102</p>	1		
	<p>Locate and compare places on maps, charts, globes, graphs, and other geographical tools. Identify landmarks on maps</p>	<p>SS.B.1.2.1.1 uses maps and globes to locate and compare places and their environments (for example, oceans, river systems, continents, islands, mountains in or near areas where civilizations developed).</p> <p>Tech. Standard 5-3 Students evaluate and select new informaltion resources and technological innovations based on the appropriateness to specific tasks.</p> <p>LA.A.2.2.8 selects a variety of appropriate references . . . maps, charts, and photos to gather information for research projects.</p>	<p>Unit 1, Ch. 1 – Chart and Graph Skills – Read Graphs, pp. 20-21- Unit 1, Ch. 2 - Lesson 1 – Where On Earth Is Your Community?, pp. 36-41 Map and Globe Skills – Read A Map, pp. 42-43 Unit 2, Ch. 3 - Map and Globe Skills – Identify State Capitals and Borders, pp. 96-97 Unit 3, Ch. 5 - Map and Globe Skills – Read a Landform Map, pp. 152-153 Map and Globe Skills – Find Intermediate Directions, pp. 166-167 Unit 3, Ch. 6 - Map and Globe Skills – Use a Map Grid, pp. 178-179 Chart and Graph Skills – Compare Bar Graphs, pp. 186-187 Examine Primary Sources – Many Kinds of Maps, pp. 192-193 Unit 4, Ch. 8 - Map and Globe Skills – Use a Population Map, pp. 258-259 Unit 5, Ch. 9 - Map and Globe Skills – Compare History Maps, pp. 330-331 Unit 5, Ch. 10 – Map and Globe Skills – Follow Routes on a Map, pp. 350-351 Unit 6, Ch. 11 - Map and Globe Skills – Use Latitude and Longitude, pp. 412-413 Unit 1 RSTP – pp. 12-13, pp. 14-15 Unit 3 RSTP – pp. 44-45, pp. 54-55</p>			

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Quarter 1	Locate and compare places on maps, charts, globes, graphs, and other geographical tools. Identify landmarks on maps	SS.B.1.2.2.1 knows how regions around the world are constructed according to physical criteria and human criteria. Tech Standard 3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity. LA.A.2.2.7 recognizes the use of comparison and contrast in a text.	Unit 3, Ch. 5 - Lesson 2 – What People Add to Places, pp. 154-158 Unit 3, Ch. 6 - Lesson 1 – The World in Geographers' Terms, pp. 172-177 Unit 3, RSTP – pp. 42-43, pp. 52-53,			
	Find populated areas by looking on a political world map and locating specific cities Describe the differences in regions by using topographical maps.	SS.B.1.2.3.1 locates and describes the physical and cultural features of major world political regions. Tech Standard 3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity.				
	Identify reason for dress, food and travel of a particular region/culture	SS.B.1.2.5.1 knows different ways people view and relate to places and regions throughout the world. Tech Standard 3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity. LA.A.2.2.5 reads and organizes information for a variety of purposes.				
	Identify areas where food / merchandise can be easily obtained. Explain why different crops can/cannot grow in specific areas.	SS.B.2.2.1.1 understands reasons certain areas of the world are more densely populated than others. Tech Standard 3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity. LA.A 2.2.5. reads and organizes information for a variety of purposes.	Unit 4, Ch. 8 - Map and Globe Skills – Use a Population Map, pp. 258-259			

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Quarter 1	Describe how physical environments impede/enhance human activities.	<p>SS.B.2.2.2.1 understands ways the physical environment supports and constrains human activities throughout the world.</p> <p>Tech Standard 3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity.</p> <p>LA.A 2.2.5 reads and organizes information for a variety of purposes.</p>	Unit 3, Ch. 5 - Lesson 3 – People and Their Environments, pp. 160-165			
	List ways that the Earth has changed because of humans.	<p>SS.B.2.2.3.1 understands ways human activity has affected the physical environment in various places and times throughout the world.</p> <p>Tech Standard 3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity.</p>	Unit 3, Ch. 5 - Lesson 2 – What People Add to Places, pp. 154-158 Lesson 3 – People and Their Environments, pp. 160-165 Unit 3, RSTP – pp. 48-49			
	Explain the 3 branches of state government. Key terms: legislative, executive, judicial, veto, governor	<p>SS.C.1.2.1.1 understands the functions of government under the framework of the Florida Constitution.</p> <p>Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p>	Unit 2, Ch. 3, pp. 93-95			
	Identify the 3 branches of the state government and name the governor of the state.	<p>Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p>	Unit 2, Ch. 3 p. 92			
	Explain that the government of the United States protects the rights of the people.	<p>SS.C.1.2.1.3 understands the functions of government under the framework of the United States Constitution.</p> <p>Tech Standard 6-1 students use technology resources for solving problems and making informed decisions.</p> <p>LA.A 2.2.5 reads and organizes information for a variety of purposes.</p> <p>SS.C.1.2.1.4 understands the branches of federal government and their main roles.</p>	Unit 2, Ch. 4 pp.102-109 Unit 2, Ch. 4 pp.102-109			

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		Tech Standard 6-1 students use technology resources for solving problems and making informed decisions				
Quarter 1	Explain that the government of the United States protects the rights of the people. (continued)	LA.A 2.2.5 reads and organizes information for a variety of purposes. SS.C.1.2.2.1 understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government. LA.A 2.2.5 reads and organizes information for a variety of purposes. SS.C.1.2.2.2 understands ways all three branches of government promote the common good and protect individual rights.	Unit 2, Ch. 4 pp.90-95 Unit 2, Ch. 3 p. 91			
	Knows possible consequences of the absence of government, rules, and laws	SS.C.1.2.2.3 understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of the United States government. Tech Standard 6-1 Students use technology resources for solving problems and making informed decisions.	Unit 2 RSTP – pp. 32-33			
	List how all 3 branches of government promotes the common good and protect individual rights.	SS.C.1.2.2.4 understands ways all three branches of government promote the common good and protect individual rights. Tech Standard 5-1 Students use technology to locate, evaluate, and collect information from a variety of sources.	Unit 2 RSTP – pp. 32-33			
	Identify the names of local and state government elected officials	SS.C.1.2.3.1 knows the names of his or her representatives at the local and state level (for example, mayor, governor, city council members, state legislative representatives). Tech Standard 5-1 Students use technology to locate, evaluate, and collect information from a variety of sources.				
	Identify the names of the US congressman, senators, president and vice president.	SS.C.1.2.3.2 knows the names of his or her representatives at the national level (for example, president, members of Congress).				

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		Tech Standard 5-1 Students use technology to locate, evaluate, and collect information from a variety of sources.				
Quarter 1	List the benefits of citizens due to the laws and government of the country.	SS.C.1.2.4.1 understands the benefits of the development of government (for example, in ancient civilizations). Tech Standard 6-1 Students use technology resources for solving problems and making informed decisions.				
	List the function of Florida government and what it does; (roads, schools, make laws, protect citizens, send representatives to congress)	SS.C.1.2.5.1 knows basic things Florida government does in one's school, community, state, and nation. Tech Standard 6-1 Students use technology resources for solving problems and making informed decisions. SS.C.1.2.5.2 knows basic things the United States government does in one's school, community, state, and nation. SS.C.2.2.1.1 understands ways citizens participated in the democracies of ancient civilizations.				
	List the benefits from participation of citizens in community service and civic and political activities.	SS.C.2.2.2.1 understands ways personal responsibility (for example, taking advantage of the opportunity to be educated) and civic responsibility (for example, obeying the law and respecting the rights of others) are important. Tech Standard 6-1 Students use technology resources for solving problems and making informed decisions. SS.C.2.2.3.1 knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (for example, privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, serving on juries). SS.C.2.2.4.1 knows examples of the extension of the privileges and responsibilities of citizenship.	Unit 2, Ch. 4 - Lesson 2 – Citizens Have Rights and Responsibilities, pp. 110-113 Unit 2 RSTP – pp. 24-25			

Grade 03						
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Quarter 1	List the benefits from participation of citizens in community service and civic and political activities. (continued)	<p>SS.C.2.2.5.1 knows what constitutes personal, political, and economic rights and why they are important (for example, right to vote, assemble, lobby, own property and business).</p> <p>SS.C.2.2.5.2 knows examples of contemporary issues regarding rights (for example, freedom from discrimination in housing, employment).</p>				
End of Quarter 1						

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QTR	Content	SSS Grade Level Expectations (District Additions)	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
Quarter 2	Identify individuals' influence on history (Confucius, Aristotle, Alexander the Great, e.g.)	<p>SS.A.1.2.1.1 understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).</p> <p>Tech. Standard II- Students understand the ethical, cultural, and societal issues related to technology.</p> <p>LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.</p>	Unit 2, Ch. 3 - Lesson 1 – Leaders in the Community, pp. 74-77 Unit 2, Ch. 4 - Lesson 3 – Models of American Citizenship, pp. 116-121 Unit 4, Ch. 7 - Lesson 2 – Real American Heroes, pp. 220-227 Unit 5, Ch. 10 – Lesson 2 – Changing Times, pp. 344-349 Unit 1 RSTP – p. 5, pp. 8-19			
	Identify sources that could be used to learn about events in history Key Terms: Primary and Secondary sources	<p>SS.A.1.2.2.1 knows sources of information about ancient history (for example, books, magazines, documents at the school and community library, Internet sites about ancient history).</p> <p>Tech. Standard 5 - students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>LA.A.1.2.1 uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.</p>	Unit 1, Ch. 2 - Lesson 3 – Every Community Has a Story, pp. 48-53 Examine Primary Sources – A History Museum, pp. 56-57 Unit 3, Ch. 6 - Examine Primary Sources – Many Kinds of Maps, pp. 192-193 Unit 4, Ch. 8 - Examine Primary Sources – Cultural Objects, pp. 272-273 Unit 5, Ch. 10 – Examine Primary Sources – A Time Capsule, pp. 356-357 Unit 4 RSTP – pp. 74-75			
	Match the scientific technological achievement to the society in which it was invented or used	<p>SS.A.2.2.1.1 knows significant scientific and technological achievements of various societies (for example, bow and arrow, pottery, Egyptian pyramids).</p> <p>Tech. Standard 2- Students understand the ethical, cultural, and societal issues related to technology</p>	Unit 5, Ch. 9 p. 309 Egyptians Pyramids and mummies; Unit 5, Ch. 10 p. 342 Mayan pyramids			
	Identify various modes of transportation in each ancient culture	<p>SS.A.2.2.2.1 understands selected developments in transportation prior to the Renaissance (for example, Roman roads, trade routes by camel caravan linking Asia and Africa, developments in marine vessels).</p> <p>Tech. Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p>	Unit 5, Ch. 10 – Lesson 3 – Toward the Present Day, pp. 352-355; Unit 5 Ch.9 pg. 300 wheeled carts; Unit 5, Ch. 9 pg. 326- Roman roads			

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QTR	Content	SSS Grade Level Expectations (District Additions)	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
Quarter 2	Compare methods of writing in ancient times (pictographs, cuneiform, Greek alphabet, Roman Alphabet, e.g.)	SS.A.2.2.2.2 understands the origins and changes in methods of writing prior to the Renaissance (for example, pictographs, cuneiform, hieroglyphics, alphabets). Tech. Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.	Unit 4, Ch. 8 pg. 261-chinese character; Unit 5, Chapter 9 pp 310-hieroglyphics;Unit 5, Chapter 9 pg. 301 cuneiform, Unit 5 chapter 9, pg 322, Greek Alphabet			
	Create a flow chart showing the development of transportation prior to the Renaissance.	SS.A.2.2.2.3 understands ways changes in transportation and communication affected the lives of people prior to the Renaissance. Tech. Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.	Unit 5, Ch. 9 p. 300 Wheeled cart, ; p, 301 cuneiform; p. 319, Greek wooden ships; pg. 327 Roman Roads; p. 342 caravans.			
	Describe family lives in ancient civilizations (roles of men, women and children, e.g.)	SS.A.2.2.3.1 knows aspects of family life found in many eras (for example, in prehistory, ancient civilizations). Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources. LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	Unit 5, Ch. 9 - Lesson 2 – The First Communities, pp. 294-297			
	compare the family life of agrarian setting to that of an urban setting	SS.A.2.2.3.2 knows aspects of family life found in pastoral, agrarian, and urban settings. Tech Standard 3- Students use technology tools to enhance learning, increase productivity, and promote creativity.	Unit 5, Ch. 9 p. 328 Family Life in Ancient Rome.; p. 317 Family life in Ancient China; p. 310 Family Life in Ancient Egypt.			
	Compare the different governments of a monarchy versus that of a republic. Key terms: monarchy, republic	SS.A.2.2.4.1 understands the emergence throughout history of different laws and systems of government (for example, monarchy, republic). Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources. LA.A.2.2.7 recognizes the use of comparison and contrast in a text.	Unit 5, Ch. 10 – Lesson 4 – Governments Then and Now, pp. 358-361Unit 5 RSTP - p. 92			

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Quarter 2	Identify the works of art from early civilizations and comparing ancient and modern achievements in architecture	<p>SS.A.2.2.5.1 knows selected cultural and intellectual achievements of various early and ancient civilizations.</p> <p>Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>LA.A.2.2.7 recognizes the use of comparison and contrast in a text.</p>	Unit 5, Ch. 9 p. 295 bow and arrow; p.299 298-299 farming; p. 302 ziggurat, p. 304 Hammurabi's Code; p. 311, papyrus, p. 316 Chinese inventions; p. 316 Silk Road;			
	Describing the world explorations that occurred due to trade/listing trade items that caused explorations to others regions of the world.	<p>SS.A.2.2.6.1 knows how trade led to exploration in other regions of the world (for example, the explorations of Marco Polo and the Vikings).</p> <p>Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p>	Unit 5, Ch. 10-Lesson 2-Changing times, pp 344-349; Unit 6, Ch. 11 Lesson 5 -The World marketplace, pp.406-411			
	Identify a significant person in the field of communication or technology and describe the person's significance during his or her time period and the continuing effects that contribution has made on our society	<p>SS.A.3.2.1.1 knows selected significant people and the impact of their achievements in world in the fields of communication and</p> <p>Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>LA.E.2.2.1 recognizes cause-and-effect relationships in literary texts.</p> <p>SS.A.3.2.1.2 understands ways these devices impacted society.</p>	Unit 6, Ch. 11 - Lesson 2 – Inventions Lead to New Products, pp. 386-391; Unit 6 RSTP - pp 110-111, pp.116-117			
End of Quarter 2						

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QTR	Content	SSS Grade Level Expectations (District Additions)	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
Quarter 3	Show on a timeline the economic and social changes that contributed to the rise of cities in the Middle Ages.	<p>SS.A.2.2.7.1 understands selected ways developments in the Middle Ages contributed to modern life (for example, the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, the rise of universities).</p> <p>Tech Standard 3 Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and producing other creative works.</p> <p>LA.A.2.2.5 reads and organizes information for a variety of purposes.</p>	Unit 5, Ch. 10 – Lesson 1 – The Middle Ages, pp. 336-343			
	Explain the significance of a specific development in the humanities since the Renaissance (opera, ballet, architecture, e.g.)	<p>SS.A.3.2.2.1 knows selected developments in the humanities since the Renaissance.</p> <p>Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>LA.E.2.2.1 recognizes cause-and-effect relationships in literary texts.</p>	Unit 4, Ch. 8 - Reading Skills – Determine Point of View in Pictures, pp. 266-267			
	Identify the different kinds of governments, (democracy, dictatorship, and communism e.g.)	<p>SS.A.3.2.3.1 understands types of laws and government systems that have developed since the Renaissance (for example, the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).</p> <p>Tech Standard 5- Students use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>LA.A.2.2.5 reads and organizes information for a variety of purposes</p>	Unit 5, Ch. 10 pp.360-361- communism			

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End of Quarter 3	List consequences of explorations that occurred during the Age of Discovery. Identify the explorer's route and the lands "discovered" or explored and describing how this changed the lives of the people and their land	<p>SS.A.3.2.4.1 knows selected consequences of explorations that occurred during the Age of Discovery (for example, colonization around the world).</p> <p>LA.E.2.2.1 recognizes cause-and-effect relationships in literary texts.</p> <p>SS.A.4.2.4.2 knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).</p>	Unit 5, Ch. 10 – Lesson 2 – Changing Times, pp. 344-349			
End of Quarter 3						

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QTR	Content	SSS Grade Level Expectations (District Additions)	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
Quarter 4		SS.A.4.2.3.1 understands reasons Americans and those who led them went to war to win independence from England.				
		SS.A.4.2.3.2 knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution (for example, the French and Indian War, the Stamp Act, the Boston Tea Party).				
		SS.A.4.2.3.3 knows selected aspects of the major military campaigns of the Revolutionary War .				
		SS.A.4.2.3.4 knows reasons why the colonies were able to defeat the British.				
		SS.A.4.2.4.1 knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, the Bill of Rights).				
		SS.A.5.2.3.1 knows the political causes and outcomes of World War I (for example, isolationism, League of Nations).				
		SS.A.5.2.5.1 understands the social and economic impact of the Great Depression on American society (for example, business failures, unemployment, home foreclosures, breadlines).				
		SS.A.5.2.6.1 understands selected events that led to the involvement of the United States in World War II (for example, German aggression in Eastern Europe, the bombing of Pearl Harbor).				
	SS.A.5.2.6.2 understands selected causes, key events, people, and effects of World War II (for example, major battles such as the D-Day invasion, the dropping of the atomic bombs on Japan, reasons for the Allied victory, the Holocaust).					

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Quarter 4		SS.A.5.2.7.1 knows selected economic, political, and social transformations which have taken place in the United States since World War II (for example, Civil Rights movement, role of women, Hispanic immigration, impact of new technologies, exploration of space).				
		SS.A.5.2.8.1 knows selected political and military aspects of United States foreign relations since World War II (for example, Cold War attempts to contain communism such as in Berlin, Korea, Latin America, and Vietnam; nuclear weapons and the arms race; attempts to secure peace in the Middle East).				
		SS.A.6.2.1.1 understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons).				
		SS.A.6.2.1.2 knows contributions of immigrants to Florida's history, including Hispanics.				
		SS.A.6.2.2.1 knows selected physical features of Florida (for example, bodies of water, climate, elevation).				
		SS.A.6.2.2.2 understands ways geographic features influenced the exploration, colonization, and expansion of Florida.				
		SS.A.6.2.3.1 knows people and events related to the early exploration of Florida.				
		SS.A.6.2.3.2 knows significant events in the colonial period of Florida.				
		SS.A.6.2.3.3 knows key events leading to Florida becoming a state.				
		SS.A.6.2.3.4 knows causes, key events, and effects of the Civil War and Reconstruction in Florida.				

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Quarter 4		SS.A.6.2.3.5 understands selected aspects of migration and immigration to Florida after the Civil War (for example, reasons, obstacles, important contributions).				
		SS.A.6.2.3.6 understands some ways industrialization and urbanization have affected Florida (for example, the growth of railroads and highways, the development of large population centers, tourism).				
		SS.A.6.2.3.7 understands ways Florida changed during the 1920's and 1930's and understands ways everyday life was impacted in Florida by the Great Depression (for example, economic boom and bust).				
		SS.A.6.2.3.8 knows selected economic, political, and social transformations that have taken place in Florida since World War II (for example, civil rights movement, space program).				
		SS.A.6.2.3.9 understands the contributions of selected significant men and women, including African Americans and Hispanics, on the development of Florida (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).				
		SS.A.6.2.4.1 understands the unique and diverse cultural make-up of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African-American).				
		SS.A.6.2.5.1 knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.				
		SS.A.6.2.6.1 understands selected aspects of the cultural, social, and political features of Native American tribes in the history of Florida.				

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Quarter 4	List examples from world history that represent effective decision making. Recognize the decisions that were made after considering the costs, benefits, and alternative choices.	<p>SS.D.1.2.1.1 knows examples from world history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.</p> <p>Tech Standard 6-1 Students use technology resources for solving problems and making informed decisions.</p> <p>LA.A 2.2.5 reads and organizes information for a variety of purposes.</p>	Unit 4, Ch. 8 - Citizenship Skills – Make a Thoughtful Decision, p. 251 Unit 6, Ch. 12 - Citizenship Skills – Make an Economic Choice, pp. 434-435			
	Name decisions made in periods of world history based upon scarcity of resources.	<p>SS.D.1.2.2.1 knows situations in world history when scarcity impacted decisions.</p> <p>Tech Standard 6-2 Students employ technology in the development of strategies for solving problems in the real world.</p> <p>SS.D.1.2.3.1 understands the basic concept of credit.</p> <p>SS.D.1.2.4.1 understands that any consumer has certain rights (for example, an individual, a household, a government).</p> <p>SS.D.1.2.5.1 knows the concept of earning income.</p> <p>SS.D.1.2.5.2 knows the basic concept of a budget.</p> <p>SS.D.1.2.5.3 creates a simple budget including income and expenses.</p> <p>SS.D.1.2.5.4 knows different ways that money can increase in value through savings and investment (for example, banks savings accounts, stocks, bonds, real estate, other valuable goods).</p>	Unit 6, Ch. 11 - Lesson 4 – Free Enterprise, pp. 402-405			

Describe how economic specialization affects the cost of items.	SS.D.2.2.1.1 understands the rise of economic specialization (for example, in ancient civilizations and in Medieval cities).	Unit 6, Ch. 11 - Lesson 3 – How a Business Works, pp. 394-399 Unit 6 RSTP – p. 112				
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QTR	Content	SSS Grade Level Expectations (District Additions)	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
Quarter 4		Tech Standard 5-2 Students use technology tools to process data and report results.				
	Describe the role of money in a variety of civilizations	SS.D.2.2.2.1 understands the role that money played in the development of ancient civilizations. Tech Standard 3-1 Students use technology tools to enhance learning, increase productivity, and promote creativity. LA.A.2.2.5 reads and organizes information for a variety of purposes.				
	Describe the functions of a bank.	SS.D.2.2.3.1 understands basic services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses. Tech Standard 5-2 Students use technology tools to process data and report results.				
	Tech Standard 5-2 Students use technology tools to process data and report results.	SS.D.2.2.4.1 knows ways governments have provided goods and services in selected periods in world history (for example, palaces, temples, tombs, and other public buildings in the ancient world). Tech Standard 5-2 Students use technology tools to process data and report results. LA.A.2.2.5 reads and organizes information for a variety of purposes.	Unit 2, Ch. 3 – Lesson 3 – Community Governments Provide Services, pp. 90-95 Unit 2 RSTP – p. 26			
End of Quarter 4						