

# **Grade Level Expectations for the Sunshine State Standards**

## **Social Studies Third Grade**



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Department  
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**Sunshine State Standards  
Grade Level Expectations  
Social Studies  
Third Grade**

The third grade student:

*Time, Continuity, and Change [History]*

- understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).
- knows sources of information about ancient history (for example, books, magazines, documents at the school and community library, Internet sites about ancient history).
- reads and interprets a single timeline identifying the order of events (for example, in ancient times).
- knows significant scientific and technological achievements of various societies (for example, bow and arrow, pottery, Egyptian pyramids).
- 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).
- understands the origins and changes in methods of writing prior to the Renaissance (for example, pictographs, cuneiform, hieroglyphics, alphabets).
- understands ways changes in transportation and communication affected the lives of people prior to the Renaissance.
- knows aspects of family life found in many eras (for example, in prehistory, ancient civilizations).
- knows aspects of family life found in pastoral, agrarian, and urban settings.
- understands the emergence throughout history of different laws and systems of government (for example, monarchy, republic).
- knows selected cultural and intellectual achievements of various early and ancient civilizations.
- knows how trade led to exploration in other regions of the world (for example, the explorations of Marco Polo and the Vikings).
- 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).
- knows selected significant people and the impact of their achievements in world in the fields of communication and technology since the Renaissance.
- understands ways these devices impacted society.

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- knows selected developments in the humanities since the Renaissance.
- 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).
- knows selected consequences of explorations that occurred during the Age of Discovery (for example, colonization around the world).

*People, Places, and Environments [Geography]*

- 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).
- knows how regions around the world are constructed according to physical criteria and human criteria.
- locates and describes the physical and cultural features of major world political regions.
- knows different ways people view and relate to places and regions throughout the world.
- understands reasons certain areas of the world are more densely populated than others.
- understands ways the physical environment supports and constrains human activities throughout the world.
- understands ways human activity has affected the physical environment in various places and times throughout the world.

*Government and the Citizen [Civics and Government]*

- understands the benefits of the development of government (for example, in ancient civilizations).
- ways citizens participated in the democracies of ancient civilizations.
- 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.

*Production, Distribution, and Consumption [Economics]*

- 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.
- knows situations in world history when scarcity impacted decisions.

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- understands the rise of economic specialization (for example, in ancient civilizations and in Medieval cities).
- understands the role that money played in the development of ancient civilizations.
- 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).



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