

Social Studies - Third Grade → First Quarter 2015-2016

Week 1	Beginning of School: Developing Classroom Culture/Climate
Reporting Category I: Geography	
Weeks 2-6	Standard I: Geography
	In order for students to understand that geography influences the development of a region as well as the interactions between people and the environment, the geography content standards have been structured to be taught as an independent unit. Students will then utilize their geographic content knowledge apply the skills within their study of the continents.
	<ul style="list-style-type: none"> • 3.1 Process and report information identifying, locating, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific, and Southern using maps, globes, and other technologies. • 3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait. • 3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world. • 3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads. • 3.5 Explain the difference between relative and absolute location. • 3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart. • *3.7 Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts). • *3.8 Interpret digital sources and informational text to describe how humans interact with their environment. • 3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details. • 3.10 Trace the development of a product from its natural resource state

	<p>to a finished product.</p> <ul style="list-style-type: none"> • *3.11 Analyze how natural resources have impacted the economy of each region and their connections to global trade. • 3.12 Discuss how unique weather forces impact the geography and population of region or continent (hurricanes, earthquakes, floods, tornadoes, drought). • *3.13 Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.
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Reporting Category 2: Western Hemisphere

Standard 2: North America

<p>Weeks 7-9 (will continue Q2 Weeks 1-7)</p>	<ul style="list-style-type: none"> • *3.14 Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H) • 3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, the Panama Canal, and current events. • 3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama. • *3.17 Compare and contrast a primary source and secondary source of the same event or topic. (C, H) • 3.18 Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G) • 3.19 Compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous United States, using a globe to refine understanding of the location of the two states. (G) • 3.20 Identify on a map major cities of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.). (G, TN)
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- 3.21 Locate the states that comprise the regions of the United States. (G)
- 3.22 Identify major physical features on a map (G, TN):
 - Rivers - Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee
 - Mountains - Alaska Range, Appalachian, Cascade, Rockies
 - Bodies of Water - Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific
 - Deserts - Death Valley, Great Basin
 - Landforms - Grand Canyon, Caribbean Islands
- 3.23 Identify examples of scarcity in and around specific regions. (E, G)
- 3.24 Interpret a chart, graph, or resource map of major imports and exports. (E, G)
- 3.25 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)
- 3.26 Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange. (C, E, G, TN)
- 3.27 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)
- 3.28 Discuss the structure and purpose of government. (P)
- 3.29 Compare and contrast the national governments of Canada, Mexico, and the United States. (P)
- 3.30 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. (P, TN)

Standard 3: South America

- 3.31 Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- 3.32 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Inca Culture, Amerigo Vespucci, and current events.
- 3.33 Identify on a map major countries of the continent (Brazil, Colombia, and Peru, Argentina). (G)
- 3.34 Identify major physical features of the continent (G):
 - Rivers - Amazon
 - Mountains - Andes
 - Bodies of Water - Straits of Magellan, Lake Titicaca
 - Landforms - Galapagos Islands

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| | <ul style="list-style-type: none">• 3.35 Identify examples of scarcity in and around specific regions. (E, G)• 3.36 Interpret a chart, graph, or resource map of major imports and exports. (E, G)• 3.37 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)• *3.38 Summarize the differences between a dictatorship and democratic forms of government. (P) |
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