

third grade framework → social studies

Reporting Category	Percentage of final assessment	# of items on Part II	# of possible links to Part I	Number of standards to be taught
1	19 %	8-12 items	4	Standard 1: 13 standards****
2	37 %	16-20 items	3	Standard 2: 17 standards** Standard 3: 8 standards*
3	35 %	16-20 items	4	Standard 4: 7 standards* Standard 5: 7 standards** Standard 6: 4 standards* Standard 7: 6 standards
4	9 %	2-6 items	0	Standard 8: 6 standards

Standards Codes:

(C) - Culture

(E) - Economics

(G) - Geography

(H) - History

(P) - Government/Civics/Politics

(TN) - Tennessee Connection

If the standard says:

-text to read ← will be assessed

-text to consider ←not to be assessed

-including ←will be assessed

-suggestions are ←not the be assessed

* denotes possible link to extended response Part I

Reporting Category I: Geography

8-12 items

19 %

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.

- 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 to a finished product.
- *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.

Reporting Category 2: Western Hemisphere

16-20 items

37 %

Standard 2: North America

- *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)
- 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
- 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)

Reporting Category 3: Eastern Hemisphere	16-20 items	35%
Standard 4: Europe		
<ul style="list-style-type: none"> • *3.39 Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music. (C, H) • 3.40 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: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events. • 3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G) • 3.42 Identify major physical features of the continent (G): <ul style="list-style-type: none"> • Mountains - Alps, Gibraltar • Bodies of Water - Arctic Ocean, Mediterranean Sea • 3.43 Identify examples of scarcity in and around specific regions. (E, G) • 3.44 Interpret a chart, graph, or resource map of major imports and exports. (E, G) • 3.45 Compare and contrast a monarchy and a democratic form of government. (P) 		
Standard 5: Africa		
<ul style="list-style-type: none"> • *3.46 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H) • 3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartholomew Diaz lands on Cape of Good Hope, Nelson Mandela, and current events. • 3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G) • 3.49 Identify major physical features of the continent (G): <ul style="list-style-type: none"> • Rivers - Congo, Niger, Nile • Mountains - Kilimanjaro, Mt. Kenya, Atlas Mountains • Desert - Sahara • Bodies of Water - Indian Ocean, Lake Victoria, Southern Ocean • Landforms - Cape of Good Hope • *3.50 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G) 		

- 3.51 Identify examples of scarcity in and around specific regions. (E, G)
- 3.52 Interpret a chart, graph, or resource map of major imports and exports. (E, G)

Standard 6: Australia

- *3.53 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- 3.54 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H, P) Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European Settlement, Australia's Independence, and current events.
- 3.55 Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania. (G)
- 3.56 Interpret a chart, graph, or resource map of major imports and exports. (E, G)

Standard 7: Asia

- 3.57 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- 3.58 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are as follows: Mesopotamia including the creation of the written alphabet; important technologies of China such as bronze casting, silk manufacture, gunpowder and the invention of paper; The Great Wall of China; Marco Polo and trade along the Silk Route; 2004 Indian Ocean Tsunami, and current events.
- 3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)
- 3.60 Identify the Himalayas, Mount Everest, and Mesopotamia. (G)
- 3.61 Interpret a chart, graph, or resource map of major imports and exports. (E, G)
- 3.62 Describe how goods and services are exchanged on local and international levels. (E, G)

Reporting Category 4: Antarctica	2-6 items	9%
Standard 8: Antarctica		
<ul style="list-style-type: none"> • 3.63 Create a multimedia presentation of social studies stories about explorations to Antarctica; add drawings or other visual displays to stories or accounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (C, G) • 3.64 Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. (C, H, P) Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole. • 3.65 Conduct a short research project to examine the Antarctic Treaty. (P) • 3.66 Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met. (G) • 3.67 Read and interpret information about the impact of people on the environment. (G) • 3.68 Identify McMurdo Station. (G) 		