

3 | THIRD GRADE SOCIAL STUDIES, PART 1

Geography and Economics

Course Description: Third grade students will gain a foundation in geography, as well as learn world geography, United States geography, and Tennessee geography. In addition, students will learn basic terminology and study the role of economics through the lens of Tennessee. Students will develop skills across the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

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Grades 3-5 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01	<p>Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources
SSP.02	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and reliability
SSP.03	<p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation
SSP.04	<p>Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions

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SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness ● Identify patterns of continuity and change over time, making connections to the present
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> ● Determining relationships among people, resources, and ideas based on geographic location (local, national, global) ● Determining the use of diverse types of maps based on the purpose ● Analyzing the spatial relationships between people, circumstances, and resources ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of the regions change over time

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Geography: Maps and Globes

Overview: Students will develop an understanding of map reading, including learning geographic terms that illustrate physical and political features on maps and globes.

3.01	Analyze maps and globes using common terms, including: <ul style="list-style-type: none"> • Country • Equator • Hemisphere • Latitude • Longitude • North Pole • Prime meridian • Region • South Pole • Time zones 	G
3.02	Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.	G, T
3.03	Examine major physical features on globes and maps, including: <ul style="list-style-type: none"> <li style="width: 25%;">• Basin <li style="width: 25%;">• Desert <li style="width: 25%;">• Ocean <li style="width: 25%;">• Sea <li style="width: 25%;">• Bay <li style="width: 25%;">• Gulf <li style="width: 25%;">• Peninsula <li style="width: 25%;">• Strait <li style="width: 25%;">• Canal <li style="width: 25%;">• Island <li style="width: 25%;">• Plain <li style="width: 25%;">• Stream <li style="width: 25%;">• Canyon <li style="width: 25%;">• Isthmus <li style="width: 25%;">• Plateau <li style="width: 25%;">• Valley <li style="width: 25%;">• Delta <li style="width: 25%;">• Mountain <li style="width: 25%;">• River 	G
3.04	Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.	G
3.05	Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.	G

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World Geography

Overview: Students will utilize their geographic content knowledge to study physical and political world geography.		
3.06	Identify and locate the major continents and oceans using maps and globes: <ul style="list-style-type: none"> • Africa • Antarctica • Asia • Australia • Europe • North America • South America • Arctic Ocean • Atlantic Ocean • Indian Ocean • Pacific Ocean • Southern Ocean 	G
3.07	Identify and locate major countries, including: <ul style="list-style-type: none"> • Brazil • China • Egypt • France • Great Britain • India • Italy • Japan • Russia • Spain 	G
3.08	Identify major physical features of the world, including: <ul style="list-style-type: none"> • Rivers—Amazon, Nile • Mountains and Ranges—Alps, Andes, Himalayas • Deserts— Gobi, Sahara • Bodies of Water—Mediterranean Sea, Straits of Magellan • Landforms—Great Barrier Reef, Niagara Falls 	G

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United States and Tennessee Geography

Overview: Students will utilize their geographic content knowledge to study physical and political geography of the United States and Tennessee.

3.09	Identify and locate the fifty states of the U.S.	G, T
3.10	Identify and locate major cities in the U.S., including: <ul style="list-style-type: none"> • Chicago • Los Angeles • Miami • New York City • Seattle • Washington, D.C. 	G
3.11	Identify major physical features of the U.S., including: <ul style="list-style-type: none"> • Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert— Great Basin • Landforms—Grand Canyon, Great Plains 	G, T
3.12	Locate the following cities and physical features in Tennessee: <ul style="list-style-type: none"> • Cities—Chattanooga, Knoxville, Memphis, Nashville • Rivers—Cumberland, Mississippi, Tennessee • Mountain Range—Great Smoky Mountains 	G, T
3.13	Explain how geographic challenges are met with: <ul style="list-style-type: none"> • Bridges • Canals • Dams • Freshwater supply • Irrigation systems • Landfills • Tunnels 	C, E, G, H

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Economics

Overview: Students will learn about natural resources, goods, and services in relation to Tennessee's economy.

3.14	Compare natural resources within the three grand divisions of Tennessee, and trace the development of a product from natural resource to a finished product.	E, G, T
3.15	Interpret a chart, graph, or resource map of major imports and exports in Tennessee.	E, G, T
3.16	Describe how scarcity, supply, and demand affect the prices of products.	E, T
3.17	Compare and contrast how goods and services are exchanged on local and regional levels.	E, G, T
3.18	Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.	C, E, G, T

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3 | THIRD GRADE SOCIAL STUDIES, PART 2

Early American and Tennessee History

Course Description: Third grade students will study the indigenous people of North America and European exploration. Students will describe early North American and Tennessee settlements and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists. Students will use the Social Studies Practices in coordination with the content standards to evaluate evidence, develop comparative and causal analyses, and interpret primary sources and informational texts in order to construct sound historical arguments and perspectives on which informed decisions can be based.

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Indigenous Peoples through European Exploration (prior to 1585)

Overview: Students will describe the legacy and cultures of major indigenous settlements of Tennessee, the routes of early explorers, and the impact of exploration on the Americas.

3.19	Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.	C, G, H, T
3.20	Describe the conflicts between American Indian nations, including the competing claims for the control of land.	E, G, H, P, T
3.21	Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.	C, E, G, H, P, T
3.22	Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade.	C, E, G, H

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Early North American Settlements (1585-1600s)

Overview: Students will describe early North American and Tennessee settlements and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists.		
3.23	Describe the failure of the lost colony of Roanoke and the theories associated with it.	C, G, H
3.24	Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.	C, E, G, H, P
3.25	Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.	C, E, G, H, P
3.26	Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.	C, G, H, P
3.27	Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.	C, E, G, H, P
3.28	Identify representative assemblies and town meetings as early democratic practices during the colonial period.	H, P
3.29	Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.	C, E, G, H, P, T
3.30	Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.	C, E, G, H, T
3.31	Describe life on the Tennessee frontier and reasons why settlers moved west.	C, E, G, H, P, T

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