

Campbell County Schools
Social Studies Standards 2014/2015

Third Grade

World Geography and Cultures

Course Description: *Third grade students will learn about the major components of world geography and world cultures. Students will develop skills across the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Students will analyze the impact of physical and human geography on cultures in times past and present. They will explore the production, distribution, and consumption of goods and services on a local and global scale. Students will examine our connections to the past and the ways in which local, regional, and national governments and traditions have developed and left their marks on current societies. They will recognize the contributions of famous individuals from various ethnic, racial, religious, and socioeconomic groups to the development of civilizations around the world. Students will understand the role of rules and laws in our daily lives and the basic structure of the United States government, with opportunities to compare different government systems. They will evaluate evidence to develop comparative and causal analyses in order to interpret primary sources and informational text. Third grade students will construct sound historical arguments and perspectives on which informed decisions can be based.*

Content Strand Code	Content Strand	Definition
C	Culture	Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.
E	Economics	Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.
G	Geography	Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

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H	History	History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
P	Government, Civics, and Politics	Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.
TN	Tennessee Connection	Tennessee has a unique story and provides a more intimate view of the past in our present lives. As students connect with their own state's history and geography they will gain a greater perspective of the impact and significance of national history, movements, decisions, and ideas.

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 and 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.

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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 a 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.

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, 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, and the 50 states of the U.S. (G)

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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

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)

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, Panama Canal, and current events.

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3.33 Identify on a map major countries of the continent (Brazil, Colombia, Cuba, 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 - Caribbean Islands, 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)

Europe

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):

- 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)

Africa

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)

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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):

- 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)

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)

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

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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)

Antarctica

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)

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PROCESS STANDARDS

To be used with ALL grades

Acquiring Information: Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to

- Read to gain literal meaning
- use chapter and section headings, and topic sentences to select main ideas
- detect cause and effect relationships
- distinguish between fact and opinion to recognize propaganda
- recognize author bias
- use picture clues and picture captions to aid comprehension
- read from a variety of sources
- use maps, graphs, globes, media and technology sources
- discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies.

Analysis of Data and Problem Solving: Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to:

- identify relevant factual material
- classify information by source, chronology, and importance
- critically examine data from a variety of sources
- detect bias in data presented in a variety of forms
- compare and contrast data
- note cause/effect relationship and draw inferences from a variety of data
- predict likely outcomes and recognize cases in which more than one interpretation of data is valid
- reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- use available data to devise new situation and outcomes
- demonstrate an understanding of the data through written, visual, or oral methods
- extract significant ideas from supporting details,
- combine critical concepts in a statement of conclusion based on information
- determine whether information is pertinent to the topic
- test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

Communication: Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural

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communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- transmit ideas through speeches
- demonstrate conflicting ideas through debate
- summarize judgments through essays
- demonstrate ideas through dramatizations
- transmit ideas through discussions
- demonstrate emotions through the creation of visuals
- demonstrate beliefs through multimedia projects
- recognize beliefs through simulation and role play.

Historical Awareness: Historical Awareness, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- prepare and analyze maps, charts, and graphs
- construct and analyze timelines
- utilize community resources such as field trips, guest speakers, and museums
- incorporate the use of technological resources
- utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork