

2021 - 2022, Third Grade, Social Studies, Quarter 1

<p>Big Ideas/Key Concepts: Geography: Maps and Globes Students will develop an understanding of map reading, including learning geographic terms that illustrate physical and political features on maps and globes.</p>	
<p>3.WCE.SS.1 Teachers will honor the U.S. Constitution and recognize its significance and purpose. Federal Mandate 36 U.S. Code § 106 Freedom Week TCA § 49-6-1014</p>	<p>I can honor the Constitution and identify its purpose.</p>
<p>Standards</p>	<p>Student Friendly “I Can” Statements</p>
<p>3.01 Analyze maps and globes using common terms, including:</p> <ul style="list-style-type: none"> • Country • North Pole • South Pole • Equator • Prime Meridian • Hemisphere • Region • Latitude • Longitude • Time zones <p>3.02 Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.</p>	<p>I can define and apply knowledge of the following vocabulary related to maps and globes, including:</p> <ul style="list-style-type: none"> • Country • North Pole • South Pole • Equator • Prime Meridian • Hemisphere • Region • Latitude • Longitude • Time zones <p>I can use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.</p>

3.03 Examine major physical features on globes and maps, including:

- Basin
- Bay
- Canal
- Canyon
- Delta
- Desert
- Gulf
- Island
- Isthmus
- Mountain
- Ocean
- Peninsula
- Plain
- Plateau
- River
- Sea
- Strait
- Stream
- Valley

3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.

I can locate, label, and describe major physical features on globes and maps, including:

- Basin
- Bay
- Canal
- Canyon
- Delta
- Desert
- Gulf
- Island
- Isthmus
- Mountain
- Ocean
- Peninsula
- Plain
- Plateau
- River
- Sea
- Strait
- Stream
- Valley

I can identify and label the major political features on globes and maps to include boundaries, borders, cities, highways, railroads, and roads.

<p>3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.</p>	<p>I can explain the differences between political, physical, population, resource, and climate maps, and can describe the information presented on each type of map.</p> <p>I can describe the information presented on different types of maps, graphs, and charts.</p>
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<p>Big Ideas/Key Concepts: World Geography Students will utilize their geographic content knowledge to study physical and political world geography.</p>	
<p>Standards</p>	<p>Student Friendly “I Can” Statements</p>
<p>3.06 Identify and locate the major continents and oceans using maps and globes:</p> <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 	<p>I can identify, locate, and label the major continents and oceans using maps and globes:</p> <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

3.07 Identify and locate major countries, including:

- Brazil
- China
- Egypt
- France
- Great Britain
- India
- Italy
- Japan
- Russia
- Spain

3.08 Identify major physical features of the world, including:

- 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 Fall

I can identify, locate, and label major countries on a map, including:

- Brazil
- China
- Egypt
- France
- Great Britain
- India
- Italy
- Japan
- Russia
- Spain

I can find and label the major physical features of the world on a map, including:

- 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

Big Ideas/Key Concepts: United States and Tennessee Geography

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

Standards	Student Friendly "I Can" Statements
<p>3.09 Identify and locate the fifty states of the U.S.</p> <p>3.10 Identify and locate major cities in the U.S., including:</p> <ul style="list-style-type: none">• Chicago• Los Angeles• Miami• New York City• Seattle• Washington, D.C. <p>3.11 Identify major physical features of the U.S., including:</p> <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	<p>I can identify, locate, and label all the states in the Midwest, Northeast, and Southeast regions. (<i>Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin; Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont; Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia</i>)</p> <p>I can identify, locate, and label the major cities in the Midwest, Northeast, and Southeast regions, including:</p> <ul style="list-style-type: none">• Chicago• New York City• Miami• Washington, D.C. <p>I can identify, locate, and label the major physical features of the Midwest, Northeast, and Southeast regions, including:</p> <ul style="list-style-type: none">• Rivers—Mississippi and Ohio• Mountains—Appalachian• Bodies of Water—Great Lakes and Gulf of Mexico• Landform—Great Plains

3.12 Locate the following cities and physical features in Tennessee:

- Cities—Chattanooga, Knoxville, Memphis, Nashville
- Rivers—Cumberland, Mississippi, Tennessee
- Mountain Range—Great Smoky Mountains

I can name, locate, and label these Tennessee cities on a map:
Chattanooga, Knoxville, Memphis, and Nashville.

I can name, locate, and label these physical features of Tennessee:

- Rivers—Cumberland, Mississippi, Tennessee
- Mountain Range—Great Smoky Mountains

2021 - 2022, Third Grade, Social Studies, Quarter 2

Big Ideas/Key Concepts: United States and Tennessee Geography Students will utilize their geographic content knowledge to study physical and political geography of the United States and Tennessee.	
Standards	Student Friendly "I Can" Statements
<p>3.09 Identify and locate the fifty states of the U.S.</p>	<p>I can identify, locate, and label all the states in the Southwest and West regions. (<i>Arizona, New Mexico, Oklahoma, Texas; Alaska, California, Hawaii, Oregon, Washington; Colorado, Idaho, Montana, Nevada, Utah, Wyoming</i>)</p>
<p>3.10 Identify and locate major cities in the U.S., including:</p> <ul style="list-style-type: none"> ● Chicago ● Los Angeles ● Miami ● New York City ● Seattle ● Washington, D.C. 	<p>I can identify, locate, and label the following major cities in the Southwest and West regions, including:</p> <ul style="list-style-type: none"> ● Seattle ● Los Angeles
<p>3.11 Identify major physical features of the U.S., including:</p> <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 	<p>I can identify, locate, and label the major physical features of the Southwest and West regions, including:</p> <ul style="list-style-type: none"> ● Rivers—Colorado and Rio Grande ● Mountains—Alaska Range and Rockies ● Desert—Great Basin ● Landform—Grand Canyon

<p>3.13 Explain how geographic challenges are met with:</p> <ul style="list-style-type: none"> • Bridges • Canals • Dams • Freshwater supply • Irrigation systems • Landfills • Tunnels 	<p>I can describe how bridges, canals, dams, and tunnels are used to solve problems presented by geographic features.</p> <p>I can explain the reasons why freshwater supply, irrigation systems, and landfills are necessary.</p>
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<p>Big Ideas/Key Concepts: Economics Students will learn about natural resources, goods, and services in relation to Tennessee’s economy.</p>	
Standards	Student Friendly “I Can” Statements
<p>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.</p> <p>3.15 Interpret a chart, graph, or resource map of major imports and exports in Tennessee.</p> <p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p>	<p>I can distinguish between the three Grand Divisions of Tennessee.</p> <p>I can compare the natural resources in the three Grand Divisions of Tennessee.</p> <p>I can outline or create a flowchart to illustrate the development of a product in Tennessee from natural resource to finished product.</p> <p>I can identify the major imports and exports of Tennessee by reading charts, graphs, and resource maps.</p> <p>I can define scarcity, supply, and demand.</p> <p>I can tell how price is affected by scarcity, supply, and demand.</p>

<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>I can compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>I can describe how people interact with their environment to meet basic needs and wants.</p> <p>I can describe how types of houses, jobs, transportation, and communication are reflective of a person’s environment, needs, and wants.</p>
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2021 - 2022, Third Grade, Social Studies, Quarter 3

Big Ideas/Key Concepts: Indigenous Peoples through European Exploration (prior to 1585) 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.	
Standards	Student Friendly "I Can" Statements
<p>3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.</p> <p>3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land.</p> <p>3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.</p> <p>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.</p>	<p>I can compare and contrast the customs, including housing and clothing, of Northeast, Southeast, and Plains North American Indians.</p> <p>I can compare and contrast the geographic locations of Northeast, Southeast, and Plains North American Indians.</p> <p>I can describe the conflicts between American Indian groups that resulted over control of land.</p> <p>I can identify and label the routes of early explorers on a U.S. or world map, including Christopher Columbus, Ferdinand Magellan, Amerigo Vespucci, and Hernando de Soto.</p> <p>I can describe the impacts of the following early explorers: Christopher Columbus, Ferdinand Magellan, Amerigo Vespucci, and Hernando de Soto.</p> <p>I can explain how European exploration changed the life and culture of American Indians, including decreased population, spread of diseases (including smallpox), increased conflict, and loss of land.</p> <p>I can describe the Columbian Exchange and its effects, including the increases in trade.</p>

Big Ideas/Key Concepts: Early North American Settlements (1585-1600s)

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.

Standards	Student Friendly “I Can” Statements
<p>3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.</p> <p>3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.</p>	<p>I can describe the failure of the lost colony of Roanoke.</p> <p>I can write an opinion piece with evidence that supports a theory associated with the failure of Roanoke.</p> <p>I can summarize the importance of the Jamestown settlement.</p> <p>I can demonstrate how Jamestown led to the founding of the U.S.</p>

2021 - 2022, Third Grade, Social Studies, Quarter 4

Big Ideas/Key Concepts: Early North American Settlements (1585-1600s) 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.	
Standards	Student Friendly "I Can" Statements
<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.</p>	<p>I can explain the important roles that the Massachusetts Bay Colony and Plymouth Colony played in settling the U.S.</p>
<p>3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.</p>	<p>I can create a graphic organizer to list the geographic features that influenced the development of the New England, Middle, and Southern Colonies.</p> <p>I can identify and locate the Thirteen Colonies on a map.</p>
<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.</p>	<p>I can list the reasons for founding the Thirteen Colonies, including economic, political, and religious reasons.</p> <p>I can explain the differences between indentured servitude and slavery and describe each role.</p>
<p>3.28 Identify representative assemblies and town meetings as early democratic practices during the colonial period.</p>	<p>I can identify and describe examples of democracy during the colonial period, including representative assemblies and town meetings.</p> <p>I can read a copy of the primary document, The Mayflower Compact, and work with my class to identify evidence of early democratic practices stated in the document.</p>

<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.</p> <p>3.30 Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.</p> <p>3.31 Describe life on the Tennessee frontier and reasons why settlers moved west.</p>	<p>I can use multiple sources to describe the ways that colonists and American Indians worked together during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.</p> <p>I can show the cause and effect between the journeys of long hunters Daniel Boone and William Bean and the new interest in moving west of the Appalachian Mountains.</p> <p>I can write to summarize life on the Tennessee frontier and describe reasons why settlers moved west.</p>
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