

## Department of Teaching and Learning

### Third Grade Social Studies Curriculum Guide

Quarter 1			Quarter 2		
Weeks	Topics	Content	Weeks	Topics	Content
1-9	Maps, Globes and World Geography	<p><u>Standards:</u> 3.10-3.08    <u>SS Weekly:</u> Week 1-9</p> <p>*Analyze maps and globes using common terms, use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in TN and U.S., examine physical features on globes and maps, use different types of maps, graphs, and charts to interpret geographic information, identify and locate major continents and oceans using maps and globes, identify and locate major countries around the world, and identify and locate major physical features of the world</p> <p>*See standard and/or curriculum map for specific lists of terms, physical features, map types, continents, oceans, and countries that students should know.</p>	1-9	U.S. and Tennessee Geography and Indigenous People	<p><u>Standards:</u> 3.09-3.13 and 3.19, 3.20    <u>SS Weekly:</u> Weeks 10-16</p> <p>*Identify and locate the fifty states of the U.S., identify and locate major cities in the U.S., identify major physical features of the U.S. (rivers, mountains, bodies of water, deserts, and landforms), locate cities and physical features in Tennessee, explain how geographic challenges are met with bridges, canals, dams, freshwater supply, irrigation systems, landfills, and tunnels, compare and contrast the geographic locations and customs of the Northeast, Southeast, and Plains North American Indians, and describe the conflicts between American Indian nations, including the competing claims for the control of land.</p> <p>*See standard and/or curriculum map for specific lists of terms, physical features, and cities that students should know</p>
Quarter 3			Quarter 4		
Weeks	Topics	Content	Weeks	Topics	Content
1-9	European Exploration prior to 1585 and Early North American Settlements (1585-1600's)	<p><u>Standards:</u> 3.21-3.28    <u>SS Weekly:</u> Week 17-24</p> <p>*Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci, examine how American Indian cultures changes as a result of contact with European cultures, including: decreased population, spread of disease, increased conflict, loss of territory and increase in trade, describe the failure of the lost colony of Roanoke, explain the significance of the settlements of Massachusetts Bay and Plymouth, examine how the geographic features of the New England, Middle, and Southern Colonies influenced their development, identify the economic, political and religious reasons for found the Thirteen Colonies and the role of indentured servitude and slavery, and identify representative assemblies and town meetings as early democratic practices during the colonial period</p>	1-9	Early North American Settlements (1600's-1700's), Tennessee History and Economics	<p><u>Standards:</u> 3.29-3.31 and 3.14-3.18    <u>SS Weekly:</u> Week 25-32</p> <p>*Explain the cooperation that existed between the colonists and American Indians during the 1600's and 1700's, including: fur trade, military alliances, treaties and cultural exchange, examine how long hunters (ex. Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains, describe life on the Tennessee frontier and reasons why settlers moved west, compare natural resources within the three Grand Divisions of TN, and trace the development of a product from natural resource to a finished product, interpret a chart, graph, or resource map of major imports and exports of Tennessee, describe how scarcity, supply, and demand affect the prices of products, compare and contrast how goods and services are exchanged on local and regional levels, analyze how people interact with their environment to satisfy basic needs and wants including: housing, industry, transportation, and communication</p>