

1 <sup>st</sup> Nine Weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
1 <sup>st</sup> Nine Weeks	Geography	<p>3.6 Identify and locate the major continents and oceans using maps and globes:</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Antarctica</li> <li>• Asia</li> <li>• Australia</li> <li>• Europe</li> <li>• North America</li> <li>• South America</li> <li>• Arctic Ocean</li> <li>• Atlantic Ocean</li> <li>• Indian Ocean</li> <li>• Pacific Ocean</li> <li>• Southern Ocean</li> </ul>	I can identify and locate the major continents and oceans using maps and globes.	<p>Gallopade-Ch. 5 pgs. 5-15 (Teacher Toolbox)</p> <p>Gallopade-Ch. 5 pgs. 33-36</p> <p>Extra Resource: <a href="http://www.brainpop.com">www.brainpop.com</a> (map skills)</p>
1 <sup>st</sup> Nine Weeks	Geography	<p>3.3 Examine major physical features on globes and maps, including:</p> <ul style="list-style-type: none"> <li>• Basin</li> <li>• Bay</li> <li>• Canal</li> <li>• Canyon</li> <li>• Delta</li> <li>• Desert</li> <li>• Gulf</li> <li>• Island</li> <li>• Isthmus</li> <li>• Mountain</li> <li>• Ocean</li> <li>• Peninsula</li> </ul>	I can examine major physical features on globes and maps	<p>Gallopade-Ch. 3-Physical Features of Vocab. Maps Teacher Toolbox (pgs. 37-45) pgs. 19-22 (student book)</p> <p><a href="http://www.brainpop.com">www.brainpop.com</a> (landforms)</p> <p>Gallopade-Ch. 3 Study Guide-goes with pgs. 51-52 (Teacher Toolbox) ExperTrack Checkpoint #03</p>

		<ul style="list-style-type: none"> <li>• Plain</li> <li>• Plateau</li> <li>• River</li> <li>• Sea</li> <li>• Strait</li> <li>• Stream</li> <li>• Valley</li> </ul>		
1 <sup>st</sup> Nine Weeks	Geography	3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.	I can examine major political features on globes and maps	Gallopade-Ch. 3 pages 25-27 (student edition) Teacher Toolbox pg.52-Study Guide for boundaries, cities, railroads, and roads.
1 <sup>st</sup> Nine Weeks	Geography	3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.	I can use different types of maps.	Gallopade-Ch. 4 Teacher Toolbox pg. 54-64 “Types of Maps”  Student Book-pgs. 24-27
1 <sup>st</sup> Nine Weeks	Geography	3.02 Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.	I can use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.	Gallopade-Ch. 1-2 pgs. 6-18 (student edition)  Gallopade-Ch. 1-2 pgs. 7-35 (Teacher Toolbox)

**3<sup>rd</sup> Grade Social Studies Scope and Sequence**

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1 <sup>st</sup> Nine Weeks	Geography	3.7 Identify and locate major countries, including: <ul style="list-style-type: none"><li>• Brazil</li><li>• China</li></ul>	I can identify and locate major countries of the world.	Gallopade-Ch. 6-Types of Maps-pgs. 37-41 (Student Book)  Gallopade-Teacher Toolbox- Ch. 6-pgs. 17-25
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		<ul style="list-style-type: none"> <li>• Egypt</li> <li>• France</li> <li>• Great Britain</li> <li>• India</li> <li>• Italy</li> <li>• Japan</li> <li>• Russia</li> <li>• Spain</li> </ul>		These are Unit 2 Resources
1 <sup>st</sup> Nine Weeks	Geography	<p>3.8 Identify major physical features of the world, including:</p> <ul style="list-style-type: none"> <li>• Rivers-Amazon, Nile</li> <li>• Mountains and Ranges- Alps, Andes, Himalayas</li> <li>• Deserts- Gobi, Sahara</li> <li>• Bodies of Water- Mediterranean Sea, Straights of Magellan</li> <li>• Landforms- Great Barrier Reef, Niagara Falls</li> </ul>	I can identify major physical features of the world	Ch. 6 same as above (Unit 2) *These are Unit 2 Resources
2 <sup>nd</sup> Nine Weeks				
2 <sup>nd</sup> Nine Weeks	Geography	<p>3.11 Identify major physical features of the U.S., including:</p> <ul style="list-style-type: none"> <li>• Rivers: Colorado, Mississippi, Ohio, Rio Grande</li> <li>• Mountains: Alaska Range, Appalachian, Rockies</li> <li>• Bodies of Water: Great Lakes, Gulf of Mexico</li> </ul>	I can identify major physical features of the U.S.	<p>Gallopade-Ch. 7 : Unit 3 pgs. 42-51 (student book)</p> <p>Gallopade-Ch. 7: Unit 3 pgs. 5-17 (Teacher Toolbox)</p>

		<ul style="list-style-type: none"> <li>• Desert: Great Basin</li> <li>• Landforms: Grand Canyon, Great Plains</li> </ul>		
2 <sup>nd</sup> Nine Weeks	Geography	<p>3.13 Explain how geographic challenges are met with:</p> <ul style="list-style-type: none"> <li>• Bridges</li> <li>• Canals</li> <li>• Dams</li> <li>• Freshwater supply</li> <li>• Irrigation systems</li> <li>• Landfills</li> <li>• Tunnels</li> </ul>	I can explain how geographic challenges are met.	<p>Gallopade-Ch. 9 pgs. 29-44 (Teacher Toolbox)</p> <p>This chapter also includes writing prompts and a mini-spelling bee.</p> <p>Gallopade-Ch. 9 Student pages-55-57</p>
2 <sup>nd</sup> Nine Weeks	Geography	3.09 Identify and locate the fifty states of the U.S.	I can identify and locate the fifty states	<p>Gallopade-Ch. 8 pgs. 21-28 (Teacher Toolbox)</p> <p>Gallopade-Ch. 8 pgs. 42-51 (student pages)</p>
2 <sup>nd</sup> Nine Weeks	Geography	<p>3.10 Identify and locate major cities in the U.S., including:</p> <ul style="list-style-type: none"> <li>• Chicago</li> <li>• Los Angeles</li> <li>• Miami</li> <li>• New York City</li> <li>• Seattle</li> <li>• Washington, D.C.</li> </ul>	I can identify and locate major cities in the U.S.	<p>Gallopade-Ch. 7 pgs. 42-51 (student edition)</p> <p>Gallopade-Ch. 7 pgs. 5-17 (Teacher Toolbox)</p>
2 <sup>nd</sup> Nine Weeks	Geography	<p>3.12 Locate the following cities and physical features in Tennessee:</p> <ul style="list-style-type: none"> <li>• Cities: Chattanooga, Knoxville, Memphis, Nashville</li> <li>• Rivers: Cumberland, Mississippi,</li> <li>• Tennessee</li> <li>• Mountain Range: Great Smoky Mountains</li> </ul>	I can locate major cities and physical features in Tennessee.	<p>Gallopade-Ch. 8 pgs. 52-54 (student edition)</p> <p>Gallopade-Ch. 8 pgs. 20-27 (Teacher Toolbox)</p>

2 <sup>nd</sup> Nine Weeks	Economics	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.	I can compare natural resources within the three grand divisions of Tennessee, and trace the development of a product from natural resource to a finished product.	Unit 4: Economics Gallopade-Ch. 10 pages 5-15 (Teacher Toolbox)  Gallopade-Ch. 10 pages 58-67 (student pages)
2 <sup>nd</sup> Nine Weeks	Economics	3.15 Interpret a chart, graph, or resource map of major imports and exports in Tennessee.	I can interpret a chart, graph, or resource map of major imports and exports in Tennessee.	Gallopade-Ch. 11 pages 68-71 (student edition) Gallopade-Ch. 11 pages 17-31 (Teacher Toolbox)  Gallopade-Ch. 12 pages 72-76 (student edition)  Gallopade-Ch. 12 pages 34-39 (Teacher Toolbox)
2 <sup>nd</sup> Nine Weeks	Economics	3.16 Describe how scarcity, supply, and demand affect the prices of products.	I can describe how scarcity, supply, and demand affect the prices of products.	Gallopade-Ch. 13-Correlates with 3.16 and 3.17 Gallopade-Pages 77-81 (student edition)  Gallopade-Ch. 13- pages 41-56 (Teacher Toolbox)
2 <sup>nd</sup> Nine Weeks	Economics	3.17 Compare and contrast how goods and services are exchanged on local and regional levels.	I can compare and contrast how goods and services are exchanged on local and regional levels.	See above for 3.16

2 <sup>nd</sup> Nine Weeks	Economics	3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.	I can analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.	Gallopade-Ch. 12 pages 72-76 (student edition)  Gallopade-Ch. 12 pages 33-39 (Teacher Toolbox)
3 <sup>rd</sup> Nine Weeks				
3 <sup>rd</sup> Nine Weeks	Indigenous Peoples through European Exploration	3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.	I can compare and contrast the geographic locations and customs of the Northeast, Southeast, and Plains North American Indians.	Gallopade – Chapter 13 and 14  Teacher Toolbox resources
3 <sup>rd</sup> Nine Weeks	Indigenous Peoples through European Exploration	3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land.	I can describe the conflicts between American Indian nations, including the competing claims for the control of land.	Gallopade Chapter 14 All pages  Teacher toolbox resources

3 <sup>rd</sup> Nine Weeks	Indigenous Peoples through European Exploration	3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.	I can identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.	Gallopade – Chapter 15 Pgs. 101-102 (student edition)  Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Indigenous Peoples through European Exploration	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.	I can 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.	Gallopade Chapter 16 Pgs. 107 – 111 (student edition) Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.	I can describe the failure of the lost colony of Roanoke and the theories associated with it.	Gallopade Chapter 17 Pgs. 115 -116 (student edition)  Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.	I can explain the significance of the settlement of Jamestown and the	Gallopade Chapter 17 Pg.118 (student edition) Teacher toolbox resources



			role it played in the founding of the U.S.	
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.	I can explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.	Gallopade Chapter 17 Pgs. 119-120 (student edition) Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.	I can examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development	Gallopade Chapter 18 Pgs. 123-124 (student edition) Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	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.	I can identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.	Gallopade Chapter 19 Pgs. 137-143 (student edition ) Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	3.28 Identify representative assemblies and town meetings as early democratic practices during the colonial period.	I can identify representative assemblies and town meetings as early	Gallopade Chapter 18 All pages Teacher toolbox resources

			democratic practices during the colonial period.	
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	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.	I can explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.	Gallopade Chapter 19 All pages  Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	3.30 Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.	I can examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.	Gallopade Chapter 20 Pgs. 144-147  Teacher toolbox resources
3 <sup>rd</sup> Nine Weeks	Early North American Settlements	3.31 Describe life on the Tennessee frontier and reasons why settlers moved west.	I can describe life on the Tennessee frontier and reasons why settlers moved west.	Gallopade Chapter 20 Pgs. 148-149 Readworks.org Supplemental passages
<b>4<sup>th</sup> Nine Weeks</b>				
4 <sup>th</sup> Nine Weeks	Social Studies Practices (On-Going skills)	SSP.01 Gather information from a variety of primary and secondary sources, including:	I can gather information from a	On-going throughout the year

		<ul style="list-style-type: none"> <li>●Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)</li> <li>●Graphic representations (e.g., maps, timelines, charts, artwork)</li> <li>●Artifacts</li> <li>●Media and technology sources</li> </ul>	variety of primary and secondary sources.	On-going throughout the year
4 <sup>th</sup> Nine Weeks	Social Studies Practices (On-Going skills)	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> <li>●Summarize significant ideas and relevant information</li> <li>●Distinguish between fact and opinion</li> <li>●Draw inferences and conclusions</li> <li>●Recognize author’s purpose, point of view, and reliability</li> </ul>	I can critically examine a primary or secondary source.	On-going throughout the year
4 <sup>th</sup> Nine Weeks	Social Studies Practices (On-Going skills)	<p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> <li>●Compare and contrast multiple sources</li> <li>●Recognize differences between multiple accounts</li> <li>●Frame appropriate questions for further investigation</li> </ul>	I can organize data from a variety of sources.	On-going throughout the year
4 <sup>th</sup> Nine Weeks	Social Studies Practices (On-Going skills)	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> <li>●Demonstrate and defend an understanding of ideas</li> <li>●Compare and contrast viewpoints</li> </ul>	I can construct and communicate arguments.	On-going throughout the year

		<ul style="list-style-type: none"> <li>●Illustrate cause and effect</li> <li>●Predict likely outcomes</li> <li>●Devise new outcomes or solutions</li> </ul>		
4 <sup>th</sup> Nine Weeks	Social Studies Practices (On-Going skills)	<p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>●Recognizing how and why historical accounts change over time</li> <li>●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</li> <li>●Identify patterns of continuity and change over time, making connections to the present</li> </ul>	I can develop historical awareness.	On-going throughout the year
4 <sup>th</sup> Nine Weeks	Social Studies Practices (On-Going skills)	<p>SSP.06 Develop geographic awareness by:</p> <ul style="list-style-type: none"> <li>●Determining relationships among people, resources, and ideas based on geographic location (local, national, global)</li> <li>●Determining the use of diverse types of maps based on the purpose</li> <li>●Analyzing the spatial relationships between people, circumstances, and resources</li> <li>●Analyzing interaction between humans and the physical environment</li> <li>●Examining how geographic regions and perceptions of the regions change over time</li> </ul>	I can develop geographic awareness.	On-going throughout the year

4<sup>th</sup> Nine Weeks : Review previously taught standards/learning targets.