

## Correlation of Social Studies Standards, Grade 3

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. **The bolded portions of the revised (2019) standards show specific areas of new content.** This delineation within the standards will allow teachers to use a targeted approach when preparing materials and lessons. Teachers should focus on acquiring materials and lessons for the parts of the standard that are bolded as they may need further preparation to teach these topics; materials aligned to the un-bolded portions of the standards may only need refinement. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
3.01	Analyze maps and globes using common terms, including: • Country • North Pole • Equator • <b>Prime meridian</b> • Hemisphere • Region • Latitude • South Pole • Longitude • Time zones	G	3.02	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.
			3.21	Locate the states that comprise the regions of the United States. (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	Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
3.03	Examine major physical features on globes and maps, including: • Basin • Bay • Canal • Canyon • Delta • Desert • Gulf • Island • Isthmus • Mountain • <b>Ocean</b> • Peninsula • Plain • Plateau • River • Sea • Strait • Stream • Valley	G	3.02	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.
			3.04	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.
3.04	Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.	G	3.04	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.
3.05	Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.	G	3.06	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.
3.06	Identify and locate the major continents and oceans using maps and globes: • Africa • Antarctica • Asia • Australia • Europe • North America • South America • Atlantic Ocean • Arctic Ocean • Indian Ocean • Pacific Ocean • Southern Ocean	G	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.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
3.07	Identify and locate major countries, including: • Brazil • China • Egypt • France • Great Britain • India • Italy • Japan • Russia • Spain	G	3.33	Identify on a map major countries of the continent (Brazil, Colombia, and Peru, Argentina). (G)
			3.41	Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G)
			3.48	Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)
			3.59	Identify the major countries of the continent (China, India, Israel, and Japan). (G)
3.08	Identify major physical features of the world, including: • Rivers—Amazon, Nile • Mountains and Ranges—Alps, Andes, Himalayas • Deserts— <b>Gobi</b> , Sahara • Bodies of Water—Mediterranean Sea, Straits of Magellan • Landforms—Great Barrier Reef, Niagara Falls	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, Caribbean Islands
			3.34	Identify major physical features of the continent (G): • Rivers - Amazon • Mountains - Andes • Bodies of Water - Straits of Magellan, Lake Titicaca • Landforms - Galapagos Islands
			3.42	Identify major physical features of the continent (G): • Mountains – Alps, Gibraltar • Bodies of Water - Arctic Ocean, Mediterranean Sea
			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

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				Victoria, Southern Ocean • Landforms – Cape of Good Hope
			3.55	Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania. (G)
			3.60	Identify the Himalayas, Mount Everest, and Mesopotamia. (G)
3.09	Identify and locate the fifty states of the U.S.	G, T	3.18	Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G)
			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.
3.10	Locate and identify the major cities in the U.S., including: Chicago, Los Angeles, Miami, New York City, Seattle, Washington, D.C.	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)
3.11	Identify major physical features of the U.S., including: • 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, <b>Great Plains</b>	G, T	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, Caribbean Islands

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
3.12	Locate the following cities and physical features in Tennessee: • Cities— <b>Chattanooga</b> , Knoxville, Memphis, Nashville • Rivers—Cumberland, Mississippi, Tennessee • Mountain Range— <b>Great Smoky Mountains</b>	G, T	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, Caribbean Islands
			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)
3.13	Explain how geographic challenges are met with:• Bridges • Canals • Dams • Freshwater supply • Irrigation systems • Landfills • Tunnels	C, E, G, H	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.
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	3.10	Trace the development of a product from its natural resource state to a finished product.
3.15	Interpret a chart, graph, or resource map of major imports and exports in Tennessee.	E, G, T	3.24, 3.36, 3.44, 3.52, 3.56, 3.61	Interpret a chart, graph, or resource map of major imports and exports. (E, G)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
			3.27	Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)
3.16	Describe how scarcity, supply, and demand affect the prices of products.	E, T	3.25	Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)
			3.35, 3.43, 3.51	Identify examples of scarcity in and around specific regions. (E, G)
			3.37	Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)
3.17	Compare and contrast how goods and services are exchanged on local and regional levels.	E, G, T	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)
			3.62	Describe how goods and services are exchanged on local and international levels. (E, G)
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	3.08	Interpret digital sources and informational text to describe how humans interact with their environment.
			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.

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			3.50	Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)
			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)
3.19	<b>Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.</b>	C, G, H, T	NEW	From Grade 4 (4.02)
3.20	<b>Describe the conflicts between American Indian nations, including the competing claims for the control of land.</b>	E, G, H, P, T	NEW	From Grade 4 (4.11)
3.21	Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, <b>Hernando de Soto, Ferdinand Magellan</b> , and Amerigo Vespucci.	C, E, G, H, P, T	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.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
			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, and current events.
			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.
3.22	<b>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.</b>	C, E, G, H	NEW	From Grade 4 (4.05)
3.23	Describe the failure of the lost colony of <b>Roanoke</b> and the theories associated with it.	C, G, 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.

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3.24	Explain the significance of the settlement of <b>Jamestown</b> and the role it played in the founding of the U.S.	C, E, G, H, P	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.
3.25	Explain the significance of the settlements of <b>Massachusetts Bay</b> and <b>Plymouth</b> and the role they played in the settling of our country.	C, E, G, H, P	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.
3.26	<b>Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.</b>	C, G, H, P	NEW	From Grade 4 (4.13)
3.27	Identify the <b>economic, political, and religious reasons</b> for founding the Thirteen Colonies and the role of <b>indentured servitude</b> and <b>slavery</b> in their settlement.	C, E, G, H, P	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.

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3.28	<b>Identify representative assemblies and town meetings as early democratic practices during the colonial period.</b>	H, P	NEW	From Grade 4 (4.16)
3.29	<b>Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.</b>	C, E, G, H, P, T	NEW	From Grade 4 (4.1)
3.30	Examine how <b>long hunters</b> (e.g., Daniel Boone and <b>William Bean</b> ) created interest in land west of the Appalachian Mountains.	C, E, G, H, T	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.
3.31	<b>Describe life on the Tennessee frontier and reasons why settlers moved west.</b>	C, E, G, H, P, T	NEW	From Grade 4 (4.2)