

Grade 3 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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<p>1. Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.</p> <ul style="list-style-type: none"> Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world (Alabama) Using coordinates to locate points on a grid Determining distance between places on a map using a scale Locating physical and cultural regions using labels, symbols, and legends on an Alabama or 	<p>Geography Geographical and Historical Studies: People, Places, and Regions 3.GH.1</p>	<p>Students:</p> <ul style="list-style-type: none"> Locate prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date line, and lines of latitude and longitude on maps and globes. Use labels, symbols and legends to locate physical and cultural regions on an Alabama or world map. Use cardinal and intermediate directions to locate an area in Alabama or the world. Determine distance between places on a map using a scale. Describe use of geospatial technologies such as Global Positioning System (GPS), 	<ul style="list-style-type: none"> physical regions cultural regions geospatial technologies thematic maps megalopolis <p>landlocked</p>	<p>Students know:</p> <ul style="list-style-type: none"> Vocabulary associated with maps and globes. How to use cardinal and intermediate directions to locate an area in Alabama or the world on a map or globe. How to locate physical and cultural regions and geographical features on a map or globe of an area in Alabama or the world. How to locate points on a grid using coordinates. 	<p>Student are able to :</p> <ul style="list-style-type: none"> Use a map or globe to locate specific geographical features. Use cardinal and intermediate directions. Use labels, symbols and legends on a map. Use a map scale to determine distance. Use geospatial technologies. Use geographical terms associated with maps and globes. Locate coordinates on a grid. <p>Interpret thematic maps.</p>	<p>Students understand that:</p> <p>Geographical information can be used to locate an area in Alabama or the world on a map or globe.</p>	<p>Click below to access all ALEX resources aligned to this standard.</p> <p>ALEX Resources</p>
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<p>world map (Alabama)</p> <ul style="list-style-type: none"> Describing the use of geospatial technologies Examples: Global Positioning System (GPS), geographic information system (GIS) Interpreting information on thematic maps Examples: population, vegetation, climate, growing season, irrigation <p>Using vocabulary associated with maps and globes, including <i>megalopolis, landlocked, border, and elevation</i></p>		<p>geographic information system (GIS).</p> <ul style="list-style-type: none"> Interpret population, vegetation, climate, growing season, irrigation on thematic maps. <p>Use vocabulary associated with maps and globes: megalopolis, landlocked, border, elevation.</p>		<ul style="list-style-type: none"> How to use a scale to determine distance. How to use legends, labels, and symbols to locate physical and cultural regions on an Alabama or world map. How to describe the use of geospatial technologies. <p>How to interpret information on thematic maps.</p>			
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<p>2. Locate the continents on a map or globe.</p> <ul style="list-style-type: none"> Using vocabulary associated 	<p>Geography Geographical and Historical Studies: People, Places, and</p>	<p>Students:</p> <ul style="list-style-type: none"> Locate the continents on a map or globe. 	<ul style="list-style-type: none"> geographical features 	<p>Students know:</p> <ul style="list-style-type: none"> How to locate continents 	<p>Students are able to:</p> <ul style="list-style-type: none"> Locate continents on a map or globe. Use vocabulary associated with 	<p>Students understand that:</p> <ul style="list-style-type: none"> Maps and globes can be used to locate major 	<p>Click below to access all ALEX resources aligned to this standard.</p>
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<p>with geographical features of Earth, including <i>hill, plateau, valley, peninsula, island, isthmus, ice cap, and glacier</i></p> <ul style="list-style-type: none"> Locating major mountain ranges, oceans, rivers, and lakes throughout the world (Alabama) 	Regions 3.GH.2	<ul style="list-style-type: none"> Use vocabulary associated with geographical features of Earth correctly. Locate major mountain ranges, oceans, rivers, and lakes throughout the world. 		<p>on a map or globe.</p> <ul style="list-style-type: none"> How to use vocabulary associated with geographical features of Earth. How to locate major mountain ranges, oceans, rivers and lakes throughout the world. 	<p>geographical features of Earth.</p> <ul style="list-style-type: none"> Locate major mountain ranges, oceans, rivers and lakes throughout the world. 	geographical features of Alabama and the world.	<ul style="list-style-type: none"> ALEX Resources
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<p>3. Describe ways the environment is affected by humans in Alabama and the world. (Alabama) Examples: crop rotation, oil spills, landfills, clearing of forests, replacement of cleared lands, restocking of fish in waterways</p> <ul style="list-style-type: none"> Using vocabulary associated with human 	Economics, Geography Geographical and Historical Studies: People, Places, and Regions 3.GH.3	<p>Students:</p> <ul style="list-style-type: none"> Describe ways environment is affected by humans in Alabama and the world. Explain ways crop rotation, clearing of forests and replacement of cleared lands and other human activities has 	<ul style="list-style-type: none"> restocking of fish in waterways irrigation aeration urbanization reforestation migration 	<p>Students know:</p> <ul style="list-style-type: none"> How to correctly use vocabulary associated with human influence on the environment. How to differentiate ways the 	<p>Students are able to:</p> <ul style="list-style-type: none"> Use vocabulary to relate the impact human activity has on the environment of Alabama and the world. 	<p>Students understand that:</p> <ul style="list-style-type: none"> The environment in Alabama and the world is affected by human activity. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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influence on the environment, including irrigation, aeration, urbanization, reforestation, erosion, and migration		affected the environment of Alabama and the world.		environment is affected by humans in Alabama and the world.			
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<p>4. Relate population dispersion to geographic, economic, and historic changes in Alabama and the world. (Alabama)</p> <p>Examples: geographic—flood, hurricane, tsunami economic—crop failure historic—disease, war, migration</p> <ul style="list-style-type: none"> Identifying human and physical criteria used to define regions and boundaries <p>Examples: human—city boundaries, school district lines physical—hemispheres, regions within</p>	<p>Economics, Geography, History</p> <p>Geographical and Historical Studies: People, Places, and Regions</p> <p>3.GH.4</p>	<p>Students:</p> <ul style="list-style-type: none"> Identify ways population dispersion affected geographic, economic, and historic changes in Alabama and the world. Relate ways human criteria (counties, cities, school districts, etc.) and physical criteria (hemispheres, regions within countries, river systems, etc.) are used to define boundaries and regions. 	<ul style="list-style-type: none"> geographic changes economic changes historic changes human criteria economic failure hemisphere county boundaries city boundaries flood hurricane tsunami 	<p>Students know:</p> <ul style="list-style-type: none"> How to use vocabulary associated with population dispersion. How to identify human and physical criteria used to define boundaries and regions. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Relate population dispersion to geographic, economic and historic changes. Discover ways physical and human criteria differ from one another. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Geographic, economic, and historic changes have an impact on population dispersion in Alabama and the world. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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continents or countries							
<p>5. Compare trading patterns between countries and regions.</p> <ul style="list-style-type: none"> Differentiating between producers and consumers Differentiating between imports and exports Examples: imports— coffee, crude oil exports— corn, wheat, automobiles 	<p>Economics, Geography Geographical and Historical Studies: People, Places, and Regions 3.GH.5</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze trading patterns between countries differentiating between producers and consumers, and imports and exports. 	<ul style="list-style-type: none"> trading patterns producers consumers imports exports 	<p>Students know:</p> <ul style="list-style-type: none"> The meaning of trading patterns, producers, consumers, imports, and exports. How to identify trading patterns of countries. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Analyze information. Explain how things are related. Recognize patterns. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are effects of trading patterns between countries and these can differentiate between producers/consumers and imports/exports. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>6. Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</p> <ul style="list-style-type: none"> Identifying examples of cooperation among governmental 	<p>Economics, Geography, History, Civics and Government Geographical and Historical Studies: People, Places, and Regions 3.GH.6</p>	<p>Students:</p> <ul style="list-style-type: none"> Identify economic, geographic, historical and political conflicts and their causes which occur within and between countries and regions. 	<ul style="list-style-type: none"> geographic area governmental agencies United Nations conflict political economic 	<p>Students know:</p> <ul style="list-style-type: none"> How to use a map to locate geographic regions. The role of governmental agencies. The role of the United Nations 	<p>Students are able to:</p> <ul style="list-style-type: none"> Analyze how cooperation and conflict among people contribute to political, economic and cultural conflicts. Locate places on physical and political maps. Identify and summarize 	<p>Students understand that:</p> <ul style="list-style-type: none"> Conflicts occur within and between geographic areas over land, economic competition for scarce resources, opposing political views, boundary disputes, and 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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<p>agencies within and between different geographic areas</p> <p>Examples: American Red Cross, Federal Emergency Management Agency (FEMA), World Health Organization (WHO)</p> <ul style="list-style-type: none"> Locating areas of political conflict on maps and globes Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas 				<p>(UN) and the United States in resolving conflicts.</p> <ul style="list-style-type: none"> Vocabulary : geographic area, governmental agencies including American Red Cross, World Health Organization (WHO) and Emergency Management Agency (FEMA), and United Nation 	<p>information related to cooperation of governmental agencies.</p>	<p>cultural differences.</p>	
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<p>7. Describe the relationship between locations of resources and patterns of</p>	<p>Economics, Geography Geographical and Historical</p>	<p>Students:</p> <ul style="list-style-type: none"> Describe the economic and 	<ul style="list-style-type: none"> mechanization 	<p>Students know:</p> <ul style="list-style-type: none"> How to use topographi 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain the relationship 	<p>Students understand that:</p>	<p>Click below to access all ALEX</p>
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<p>population distribution. Examples: presence of trees for building homes, availability of natural gas supply for heating, availability of water supply for drinking and for irrigating crops</p> <ul style="list-style-type: none"> • Locating major natural resources and deposits throughout the world on topographical maps • Comparing present-day mechanization of labor with the historical use of human labor for harvesting natural resources Example: present-day practices of using machinery versus human labor to mine coal and harvest 	<p>Studies: People, Places, and Regions 3.GH.7</p>	<p>geographical relationship between locations of resources and patterns of population distribution.</p>	<ul style="list-style-type: none"> • population distribution 	<p>cal and population maps.</p> <ul style="list-style-type: none"> • That locations of resources will determine population distribution . • The difference between historical use of human labor and present-day mechanism of labor. • That major energy sources have impacted the twenty-first century. • Vocabulary : resources, patterns, population distribution , topographi 	<p>between locations of resources and patterns of population distribution.</p> <ul style="list-style-type: none"> • Locate natural resources and deposits in the world. • Compare present-day mechanization of labor with historical use of human labor. • Analyze the geographic impact of major energy sources in the twenty-first century. 	<ul style="list-style-type: none"> • Locations of resources and patterns of population distribution are related. 	<p>resources aligned to this standard.</p> <ul style="list-style-type: none"> • ALEX Resources
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<p>cotton and pecans</p> <ul style="list-style-type: none"> Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century 				<p>cal maps, human labor, machinery, energy sources</p>			
<p>8. Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states. (Alabama) Examples: Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate Highway 65 (I-65), Natchez Trace Parkway (Alabama)</p> <ul style="list-style-type: none"> Locating the five geographic regions of Alabama (Alabama) Locating state and national parks on a 	<p>Economics, Geography, Civics and Government Geographical and Historical Studies: People, Places, and Regions 3.GH.8</p>	<p>Students:</p> <ul style="list-style-type: none"> Recognize how land regions, river systems, and interstate highways between Alabama and other states are connected. Locate the five geographic regions and state and national parks of Alabama on a map or globe. 	<ul style="list-style-type: none"> river systems interstate highways five geographic regions state and national parks 	<p>Students know:</p> <ul style="list-style-type: none"> How to apply the concepts of map and globe skills. How to identify the five geographic regions of Alabama. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Use a map or globe to locate land regions, river systems, interstate highways, and state and national parks. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Land regions, river systems, and interstate highways connect Alabama to other states. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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map or globe (Alabama)							
<ul style="list-style-type: none"> 9. Identify ways to prepare for natural disasters. Examples: constructing houses on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing emergency evacuation routes 	Economics, Geography Geographical and Historical Studies: People, Places, and Regions 3.GH.9	Students: <ul style="list-style-type: none"> Investigate and explain ways to prepare for natural disasters. 	<ul style="list-style-type: none"> flood-prone areas earthquake insurance flood insurance hurricane shelters tornado shelters emergency evacuation routes 	Students know: <ul style="list-style-type: none"> Appropriate ways to prepare for natural disasters in order to minimize negative effects. Vocabulary: flood prone areas, earthquake insurance, flood insurance, hurricane shelters, tornado shelters 	Students are able to: <ul style="list-style-type: none"> Establish an emergency plan. 	Students understand that: <ul style="list-style-type: none"> There are appropriate ways to prepare for natural disasters in order to minimize negative effects. 	Click below to access all ALEX resources aligned to this standard. <ul style="list-style-type: none"> ALEX Resources
10. Recognize functions of the Declaration of Independence and the Constitution of the United States. <ul style="list-style-type: none"> Describing the process by which a bill becomes law Explaining the relationship 	History, Civics and Government Geographical and Historical Studies: People, Places, and Regions 3.GH.10	Students: <ul style="list-style-type: none"> Distinguish between the functions of the Declaration of Independence and the Constitution of the United States. 	<ul style="list-style-type: none"> democracy monarchy dictatorship federal executive legislative judicial 	Students know: <ul style="list-style-type: none"> The purpose of the Declaration of Independence and the Constitution of the 	Students are able to: <ul style="list-style-type: none"> Analyze a primary document. 	Students understand that: <ul style="list-style-type: none"> There were specific purposes for the Declaration of Independence and the Constitution of the United States. 	Click below to access all ALEX resources aligned to this standard. <ul style="list-style-type: none"> ALEX Resources

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<p>between the federal government and state governments, including the three branches of government (Alabama)</p> <p>Defining governmental systems, including democracy, monarchy, and dictatorship</p>		<ul style="list-style-type: none"> • Explain the steps in how a bill becomes a law. • Explain the relationships between the federal government and state governments, including the three branches of government in Alabama. 		<p>United States.</p> <ul style="list-style-type: none"> • Steps in which a bill becomes a law. • The relationship between the federal government and state governments, including the three branches of government (Alabama). • The definition of governmental systems, including democracy, monarchy, and dictatorship. • Vocabulary : federal government, state 			
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				<p>government, bill, law, executive branch, judicial branch, legislative branch, democracy, monarchy, and dictatorship</p>			
<p>11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.</p> <ul style="list-style-type: none"> Comparing maps of the past to maps of the present 	<p>Geography, History Geographical and Historical Studies: People, Places, and Regions 3.GH.11</p>	<p>Students:</p> <ul style="list-style-type: none"> Interpret how various primary sources are used to reconstruct the past, including documents, letters, diaries, maps and photographs. Compare maps of the past and present. 	<ul style="list-style-type: none"> primary sources secondary sources 	<p>Students know:</p> <ul style="list-style-type: none"> How to interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs. How to compare maps of the past to maps of the present. How to distinguish 	<p>Students are able to:</p> <ul style="list-style-type: none"> Organize, represent, and interpret data. Analyze primary sources. 	<p>Students understand that:</p> <ul style="list-style-type: none"> Various primary sources may be used to discover, reconstruct, and compare historical events. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

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				between primary and secondary sources.			
<ul style="list-style-type: none"> 12. Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem. 	<p>History Geographical and Historical Studies: People, Places, and Regions 3.GH.12</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze the historical significance of common American symbols to American values and beliefs. 	<ul style="list-style-type: none"> values and beliefs 	<p>Students know:</p> <ul style="list-style-type: none"> American symbols including Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem. The significance of American symbols and how they relate to American values and beliefs. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Use primary sources to identify the intended significance of important American symbols. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There is a connection between symbols of America and associated values and beliefs. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>13. Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama. (Alabama) Examples: prehistoric—</p>	<p>Economics, Geography, History, Civics and Government Geographical and Historical</p>	<p>Students:</p> <ul style="list-style-type: none"> Compare the economic, geographical, historical, and political impact 	<ul style="list-style-type: none"> Paleo Archaic Woodland Mississippian 	<p>Students know:</p> <ul style="list-style-type: none"> The difference between prehistoric and historic 	<p>Students are able to:</p> <ul style="list-style-type: none"> Distinguish between the governments and economics of prehistoric and historic American 	<p>Students understand that:</p> <ul style="list-style-type: none"> The cultures, governments, and economic systems of 	<p>Click below to access all ALEX resources aligned to this standard.</p>

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