

Family-Friendly Guides to the SC Social Studies Standards for 3rd Grade: World Geography

The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina's standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina's children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

How to Read this Document:

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student's Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

Summary of the course:

In grade three, students will explore the spatial distribution of Earth's physical and human features and how these features interact to make Earth their home. Earth's natural features and resources have both presented opportunities and constraints for how and where people have lived on Earth, in turn influencing the development of different cultural expressions. A geographic and skills-based study of the physical and human characteristics of places will bridge the skills practiced in the primary grades to the subsequent content and thinking skills of later grades.

Family Friendly Guide for 3rd Grade Social Studies
World Geography

Content Exploration

| Standard | Summary |
|---|--|
| 1: Map Skills and Earth's Features | Students will explore how global citizenship begins with the initial understanding of Earth's major features and how geographic information is used to learn about those features. |
| 2: Environment and People | Students will explore Earth's diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Students will also explore how Earth's physical systems influenced human migration and lifestyles and led to the creation of a diverse world. |
| 3: Environment and People | Students will explore how Earth's physical environment can have profound effects on its inhabitants and how geographic information about physical systems can be used to create a related safety plan in the event of a natural disaster. |
| 4: Culture and Economy | Students will explore how the spatial distribution of Earth's physical features and natural resources influences the development of various cultures and livelihoods. |
| 5: North America | Students will explore how Earth has been continuously explored for its resources, a process that has resulted in cultural contact with both positive and negative consequences. They will also explore how culture groups across various world regions continue to interact through economic, social, political, and environmentally driven migration. |

Skills Focus

Skills are necessary across the social studies for the student’s understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

| Skills | Grade 3: Contemporary World Geography | Grade 7: Geography of World Regions | Human Geography |
|---|--|---|---|
| Mapping | Identify, use, interpret, and construct large-scale maps. | Identify, use, interpret, and construct regional-scale maps. | Identify, use, interpret, and construct local through global scale maps. |
| Models and Representation | Identify, use, interpret, and construct basic geographic models and other visual representations. | Identify, use, interpret, and construct geographic models and other visual representations at the regional scale . | Identify, use, interpret, and construct geographic models and other visual representations from local to global scales . |
| Gather Evidence and Communicate Findings | Identify, use, and interpret different forms of evidence, including primary and secondary sources. | Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional scale . | Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales . |
| Conditions, Connections, and Regions | Identify and compare the development of conditions, connections, and regions. | Identify, compare, and evaluate the development of conditions, connections, and regions. | Identify, compare, and evaluate the development of complex conditions, connections, and regions. |
| Scale | Identify spatial hierarchies. | Identify and compare spatial hierarchies. | Identify, compare, and interpret spatial hierarchies. |
| Distribution and Patterns | Identify spatial distributions, patterns, and associations. | Identify and analyze spatial distributions, patterns, and associations. | Identify, analyze, and explain spatial distributions, patterns, and associations. |

Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

| Theme Name | Theme Description |
|----------------------------------|---|
| Places and Regions | The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions. |
| Environment and Resources | The ER theme encourages the study of Earth's physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships. |
| Human Systems | The HS theme encourages the study of various human activities and characteristics across Earth's surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially. |
| Applied Geography | The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future. |

Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

Possible Questions for Inquiry for your 3rd Grade Student:

- Where are human and physical characteristics of the world and how do we locate them?
- Are there relationships between physical and political features?
- How can one use physical and human features to find the shortest route from one town to another town?
- Assuming the role of a weather scientist, how can you plot the path of a recent hurricane and show its impact on South Carolina?
- Does living in a particular hemisphere make people alike?
- Where are physical features distributed around the world?
- How do people interact with the physical environment in different places?
- What relationship can you make between a location's climate and human activities there?
- How do human and physical systems lead to creating a diverse world?
- What are relationships between Earth's environmental hazards and human activities?
- What are the natural hazards facing people in various locations?
- How is evidence used to draw conclusions about patterns of natural disasters around the world?
- How are disaster safety plans developed?
- What natural hazard poses a threat to your community and what steps can you take to prepare for it?
- How do cultural characteristics differ around the world?
- How does the distribution of Earth's resources impact the economies of various regions around the world?
- How do economies and agriculture differ around the world?
- How does geographic location influence culture?
- How do the physical characteristics of South Carolina's landform regions impact the cultural characteristics and livelihoods of the people who live there?
- How and why do humans explore and migrate across Earth?
- What are the motivations for exploring Earth and how did exploration patterns impact different regions around the world?
- What are the economic, social, and political motivations behind human migration?
- How do geographic representations help identify migration patterns?

Additional Resources:

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
 - The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>

- [South Carolina Social Studies Instructional Guides](#)
 - The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>

- [South Carolina ETV](#)
 - The site may also be found by visiting: <https://www.scetv.org/>

- [South Carolina Remote Learning](#)
 - These are websites that are identified by grade level and content range for your student.
 - The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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