Social Studies Standards for Grade 3 - Geographical and Historical Studies: People, Places, and Regions - Students will:

   - Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world
   - 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 world map
   - 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
   - Using vocabulary associated with maps and globes, including megalopolis, landlocked, border, and elevation

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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Portions of the standard that are missing or not well developed in the instructional material
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2. Locate the continents on a map or globe. [3.2.G]
   - Using vocabulary associated with geographical features of Earth including *hill, plateau, valley, peninsula, island, isthmus, ice cap, and glacier*
   - Locating major mountain ranges, oceans, rivers, and lakes throughout the world

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3. Describe ways the environment is affected by humans in Alabama and the world. [3.3.E.G]
   Examples: crop rotation, oil spills, landfills, clearing of forests, replacement of cleared
   lands, restocking of fish in waterways
   • Using vocabulary associated with human influence on the environment, including
     *irrigation*, *aeration*, *urbanization*, *reforestation*, *erosion*, and *migration*

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4. Relate population dispersion to geographic, economic, and historic changes in Alabama and the world. [3.4.E.G.H]
   Examples: geographic—flood, hurricane, tsunami
   economic—crop failure
   historic—disease, war, migration
   • Identifying human and physical criteria used to define regions and boundaries
     Examples: human—city boundaries, school district lines
     physical—hemispheres, regions within continents or countries

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5. Compare trading patterns between countries and regions. [3.5.E.G.]
   - Differentiating between producers and consumers
   - Differentiating between imports and exports
     Examples: imports—coffee, crude oil
     exports—corn, wheat, automobiles

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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. [3.6.E.G.H.CG]
   - Identifying examples of cooperation among governmental agencies within and between different geographic areas
     Examples: American Red Cross, Federal Emergency Management Agency (FEMA), World Health Organization (WHO)
   - 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

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7. Describe the relationship between locations of resources and patterns of population distribution. [3.7.E.G]

Examples: presence of trees for building homes, availability of natural gas supply for heating, availability of water supply for drinking and for irrigating crops

- 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 cotton and pecans
- Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century

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8. Identify geographic links of land regions, river systems, and interstate highways between
   Alabama and other states. [3.8.E.G.CG]
   Examples: Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate
   Highway 65 (I-65), Natchez Trace Parkway
   • Locating the five geographic regions of Alabama
   • Locating state and national parks on a map or globe

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9. Identify ways to prepare for natural disasters. [3.9.E.G]

   Examples: constructing houses on stilts in flood-prone areas, buying earthquake and
   flood insurance, providing hurricane or tornado shelters, establishing emergency
   evacuation routes

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   - Describing the process by which a bill becomes law
   - Explaining the relationship between the federal government and state governments, including the three branches of government
   - Defining governmental systems, including democracy, monarchy, and dictatorship

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11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs. [3.11.G.H]
   • Comparing maps of the past to maps of the present

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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. [3.12.H]

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   Examples: prehistoric—Paleo-Indian, Archaic, Woodland, Mississippian
   historic—Choctaw, Chickasaw, Cherokee, Creek
   - Identifying roles of archaeologists and paleontologists

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