



**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

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. [3.1.G]
- 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):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating: \_\_\_\_\_

2 - Meets Criterion for Standard


90%-100% (merit)

1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)

0 - Does Not Meet Criterion for Standard


69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

<p>2. Locate the continents on a map or globe. [3.2.G]</p> <ul style="list-style-type: none"><li>• Using vocabulary associated with geographical features of Earth including <i>hill, plateau, valley, peninsula, island, isthmus, ice cap, and glacier</i></li><li>• Locating major mountain ranges, oceans, rivers, and lakes throughout the world </li></ul>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 90%-100% (merit)</p> <p>1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)</p> <p>0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

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*

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

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

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


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

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

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

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

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating: \_\_\_\_\_

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
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

<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. [3.6.E.G.H.CG]</p> <ul style="list-style-type: none"><li>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)</li><li>Locating areas of political conflict on maps and globes</li><li>Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas</li></ul>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
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
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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


<p>7. Describe the relationship between locations of resources and patterns of population distribution. <b>[3.7.E.G]</b></p> <p>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"><li>• Locating major natural resources and deposits throughout the world on topographical maps</li><li>• 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</li><li>• Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century</li></ul>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
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

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

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 

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

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

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90%-100% (merit)

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

**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

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

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
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
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

**10. Recognize functions of the Declaration of Independence and the Constitution of the United States. [3.10.H.CG]**

- 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

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

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

- 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


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

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

**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]**

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

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

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
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 3 (STANDARDS)**

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

<p><b>13.</b> Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama  <b>[3.13.E.G.H.CG]</b></p> <p>Examples: prehistoric—Paleo-Indian, Archaic, Woodland, Mississippian historic—Choctaw, Chickasaw, Cherokee, Creek </p> <ul style="list-style-type: none"><li>• Identifying roles of archaeologists and paleontologists</li></ul>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
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