

3rd Grade Curriculum Map

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	NOTES
Map Skills/Introduction to World Geography October	-globe and map skills -oceans/continents -compass -identifying where we live (town, state, country, continent) -landforms -human adaptations	-Identify hemispheres, continents, and countries on world maps and globes -Identify geographic features (oceans, rivers, mountains, etc) -Structural features of maps (title, legend or key, compass orientation, author, date, and grid) -Scale (continent vs. country, country vs. city) -Locating places using cardinal and intermediate directions -Identifying world communities on globes and maps -Identifying places relative to the Equator and Prime Meridian -Identify physical features and climate that affect settlement and population growth -Identify how communities use human and natural resources to meet needs in different ways	-Identify differences between a globe and map -Examine a variety of maps and identify structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale -Examine the locations of selected world communities in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions -Examine geographic factors of selected world communities, including physical features and climate -Explore actions being taken to protect the environment in the selected world communities and in their own community	Essential Question: Why does geography matter?
	STANDARDS: 3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools. <ul style="list-style-type: none"> 3.1a- Earth is comprised of water and large land masses that can be divided into distinct regions. 3.1b- Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale. 3.2 The location of world communities can be described using geographic tools and vocabulary. <ul style="list-style-type: none"> 3.2a- World communities can be located on globes and maps. 3.2b- World communities can be located in relation to each other and to principle parallels and meridians. 3.3 Geographic features often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs. <ul style="list-style-type: none"> 3.3a- Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents. 3.3b- People make adaptations and modifications to the environment. Advancements in science and technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment. 			
World Communities/ Cultures December	-community/culture -all countries/civilizations have culture -basic needs of all human beings (food, clothing, shelter) -Christmas Around the World	-Identify all that people do, create, value, and believe within a culture -Identify how cultures develop and change over time -Identify traditions that are passed down from generation to generation in a variety of ways -Identify beliefs, religions, traditions	-class work -homework -hands-on project(s) -quizzes/tests -teacher observations -student/group discussions -written responses -KWL chart	Essential Question: What is community/culture? What elements exist in all cultures (The Cultural Universals: Politics, Geography, Economics, Cultural Arts, Beliefs, Social Aspects)
	STANDARDS: 3.4 Each community or culture has a unique history including heroic figures, traditions, and holidays. <ul style="list-style-type: none"> 3.4a- People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next. 3.4b- Arts, music, dance, and literature develop through a community's history. 3.5 Communities share cultural similarities and differences across the world. <ul style="list-style-type: none"> 3.5a- The structure and activities of families and schools share similarities and differences across world communities. 3.5b- Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals. 			
China Unit February	-Settlements/population -National symbols (flag, anthem) -Legacy of traditional culture(art, music, etc.) -Sports -Food, clothing, homes -Gender roles -Schools -Language -Religious beliefs -Holidays/festivals -Myths/Legends -Key events/people in history -Contributions to China -Contributions from China -government (types/branches of) -process for selecting leaders -Role of citizen -Capital -Human rights -Resources -Economics	-Identify geographic location and features -Identify all the different aspects of culture (food, clothing, religion, etc.) -Identify important events/people in the China's history -Identify Cultural exchanges to and from China -Identify China's government -Identify rights and responsibilities -Explore meeting needs and wants -Identify economic systems (goods, services, agriculture, manufacturing, tourism, etc.)	-class work -homework -hands-on project(s) -quizzes/tests -teacher observations -student/group discussions -written responses -KWL chart	Essential Question: How do culture, geography and history shape a community? How are world communities the same? How are they different?
	STANDARDS: 3.6 Communities from around the world interact with other people and communities exchange cultural ideas and practices. <ul style="list-style-type: none"> 3.6a- Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time. 3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these			

	<p>communities or countries varies across different types of governments.</p> <ul style="list-style-type: none"> 3.7a- The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the US government. 3.7b- The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world. 3.7c- Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws. 3.7d- The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others. <p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p> <ul style="list-style-type: none"> 3.8a- Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly. 3.8b- Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people. 3.8c- When faced with prejudice and discrimination, people can take steps to support social action and change. <p>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for the economy.</p> <ul style="list-style-type: none"> 3.9a- World communities use human and natural resources in different ways. 3.9b- People in communities have various ways of meeting their basic needs and earning a living. <p>3.10 Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced?</p> <ul style="list-style-type: none"> 3.10a- Communities around the world produce goods and provide services. 3.10b- World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade. 			
<p>India Unit</p> <p>April</p>	<ul style="list-style-type: none"> -Settlements/population -National symbols (flag, anthem) -Legacy of traditional culture(art, music, etc.) -Sports -Food, clothing, homes -Gender roles -Schools -Language -Religious beliefs -Holidays/festivals -Myths/Legends -Key events/people in history -Contributions to India -Contributions from India -government (types/branches of) -process for selecting leaders -Role of citizen -Capital -Human rights -Resources -Economics 	<ul style="list-style-type: none"> -Identify geographic location and features -Identify all the different aspects of culture (food, clothing, religion, etc.) -Identify important events/people in the India's history -Identify Cultural exchanges to and from India -Identify India's government -Identify rights and responsibilities -Explore meeting needs and wants -Identify economic systems (goods, services, agriculture, manufacturing, tourism, etc.) 	<ul style="list-style-type: none"> -class work -homework -hands-on project(s) -quizzes/tests -teacher observations -student/group discussions -written responses -KWL chart 	<p>Essential Question:</p> <p>How do culture, geography and history shape a community? How are world communities the same? How are they different?</p>
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<p>Africa Unit</p> <p>June</p>	<ul style="list-style-type: none"> -Settlements/population -National symbols (flag, anthem) -Legacy of traditional culture(art, music, etc.) -Sports -Food, clothing, homes -Gender roles -Schools -Language -Religious beliefs -Holidays/festivals -Myths/Legends -Key events/people in history -Contributions to Africa -Contributions from Africa -government (types/branches of) -process for selecting leaders -Role of citizen -Capital -Human rights -Resources -Economics 	<ul style="list-style-type: none"> -Identify geographic location and features -Identify all the different aspects of culture (food, clothing, religion, etc.) -Identify important events/people in the Africa's history -Identify Cultural exchanges to and from Africa -Identify Africa's government -Identify rights and responsibilities -Explore meeting needs and wants -Identify economic systems (goods, services, agriculture, manufacturing, tourism, etc.) 	<ul style="list-style-type: none"> -class work -homework -hands-on project(s) -quizzes/tests -teacher observations -student/group discussions -written responses -KWL chart 	<p>Essential Question:</p> <p>How do culture, geography and history shape a community? How are world communities the same? How are they different?</p>
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