

Reporting Category 1: Geography		%	# of items
		19%	8-12
<p>Standard 1: Geography—In order for students to understand that geography influences the development of a region as well as the interactions between people and the environment, the geography content standards have been structured to be taught as an independent unit. Students will then utilize their geographic content knowledge and apply the skills within their study of the continents.</p>		<p>Duration: Weeks 1-2</p>	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>Ongoing Geography Standards</p>	<p>Guiding Questions:</p> <p>What are the major physical components of the world, and how are they represented on a map?</p> <p>How does a product go from a natural resource to a finished product?</p> <p>How do environments and regions differ around the world and what weather forces contributed to these differences?</p> <p>How do human interactions to meet basic needs affect the environment?</p> <p>Vocabulary: approximate distances in miles isthmus</p>	<p>Administer a CFA as a pre-test</p> <p>Start a geography Notebook or Journal to write/draw each lesson: Ongoing Notebook/Journal.</p> <p>Color and label a blank world map with the names of the continents and oceans.</p> <ul style="list-style-type: none"> • Draw the equator and prime meridian and fold on those lines. • Label Time zones, and isthmus/canals; • Label the hemispheres and the north and south poles. • Include a compass rose. <p>Look at a map of the community and write out directions from one point of interest to another.</p> <p>Choose 2 continents to compare and contrast.</p>	<p>ReadWorks</p> <ul style="list-style-type: none"> • “Maps” • “Not Just for When You’re Lost” • “Our World” • “Mountains and Oceans – The World’s Oceans” • “When Things Go Wrong” • “Weather – Meteorology and Weather” <p>Websites for Resources:</p> <ul style="list-style-type: none"> • www.maps101.com • www.googlemaps.com • www.scholastic.com • www.timeforkids.com • http://tntel.tnsos.org/ • www.education.nationalgeographic.com • http://www.mapsofworld.com/ • http://interactivesites.weebly.com/maps--direction.html • http://www.ikeepbookmarks.com/browse.asp?account=465234 • http://www.econedlink.org/interactives/EconEdLink-interactive-tool-

<p>3.1 Process and report information identifying, locating, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific, and Southern using maps, globes, and other technologies. <u>I can locate the major continents and oceans on a map.</u></p> <p><u>I can compare and contrast the major continents and oceans of the world.</u></p> <p>3.2 Interpret maps and globes using common terms,</p>	<p>cardinal directions compass rose country elevation equator geography global Warming hemisphere hemisphere landforms latitude legend (map key) longitude mountain north pole region south pole strait time zones</p>	<p>Incorporate graphic organizer. POW TIDE format for writing a paragraph.</p> <p>Mid way through instruction administer a CFA.</p> <p>Landform art: In their Geography journal have them partition their paper into 4 to 8 squares. Have students label each square with the names of a landform or a body of water. Then have them create an illustration that depicts that landform and write a caption that describes each landform.</p> <p>Chose a product and trace it from its natural resource state to a finished product.</p> <p>Summarize the ways in which human activities can affect ecosystems.</p> <p>Administer a summative assessment at the end of the unit.</p>	<p>player.php?lid=400&filename=em400_mappingexports.swf</p> <ul style="list-style-type: none"> • http://geography.pppst.com/mapskills.html • http://www.eduplace.com/graphicorganizer/ • www.ssyoutube.com/watch?v=KxQ0WLIDxvU • http://ssyoutube.com/watch?v=IQ2V-VgCJgl • http://www.mrsjonesroom.com/songs/continents.html • http://www.teachers.net/gazette/DEC02/continents.html • http://www.learninggamesforkids.com/us-state-games.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Video: Exploring Communities and Geography • Video: Understanding Longitude • Video: Maps Skills: Understanding Latitude (2nd Ed.) • Video: The Continents <p>Books for Resources:</p> <ul style="list-style-type: none"> • Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009) Unit 2. • U.S. Landforms by Dana Meachen Rau • Looking at Maps and Globes by Rebecca Olien. • Go to your school library and check out books for extra resources.
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<p>including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</p> <p><u>I can interpret maps and globes.</u></p> <p>3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <p><u>I can use map features to locate major cities and countries.</u></p> <p>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts,</p>			
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<p>deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p><u>I can examine important features on a globe or map.</u></p> <p>3.5 Explain the difference between relative and absolute location. <u>I can explain the difference between relative and absolute location.</u></p> <p>3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic</p>			
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<p>information from a graph or chart. <u>I can interpret geographic information from a graph or chart.</u></p> <p>3.7 Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts). <u>I can explain the importance of geographic information.</u></p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment. <u>I can interpret digital sources and informational texts to describe</u></p>			
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<p><u>how humans interact with their environment.</u></p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details. <u>I can study primary and secondary sources such as maps, photographs, texts, and artifacts.</u></p> <p>3.10 Trace the development of a product from its natural resource state to a finished product.</p> <p>3.11 Analyze how natural resources have impacted the</p>			
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<p>economy of each region and their connections to global trade.</p> <p>3.12 Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).</p> <p>3.13 Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.</p> <p><u>I can summarize</u></p>			
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<p><u>how people interact with their environment to satisfy basic needs.</u></p> <p><u>I can summarize how geographic challenges are resolved.</u></p> <p><u>Integrate</u> <u>TNSS:</u></p> <p>3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.RIT.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p>			
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Reporting Category 2: Western Hemisphere		%	# of items
		37%	16-20
Standard 2: North America		Duration: Weeks 3-8	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>Continue Ongoing Geography Standards</p> <p>3.1 Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H)</p> <p><u>I can describe the history and culture of North America from sources read.</u></p> <p>3.1 Use information gained from timelines, primary sources,</p>	<p><u>Guiding Questions:</u></p> <p>Why is culture such a valued component to human existence?</p> <p>Why are primary and secondary sources important components to history and learning?</p> <p>What can we learn about our world by studying and comparing formal regions?</p> <p>How do environments and regions differ around the world?</p> <p>What is the purpose of a physical map?</p> <p>How do people make a living? How do they use their money? What is a budget and why is it important?</p>	<p>Administer CFA as a pre-test</p> <p>Color and label a blank North America map and cut and paste this into your geography notebook. Make sure to include all of the cities, physical features and regions included in the standards.</p> <p>Ongoing Notebook/Journal.</p> <p>Research the major components of history and culture including language, clothing, food, art, beliefs, customs, and music of North America.</p> <p>Identify major imports and exports of North American countries.</p> <p>Make a Venn diagram that compares two cultural groups and the components of their culture. POW TIDE format for writing a paragraph.</p> <p>Student can draw an original representation of culture within</p>	<p>ReadWorks – North America</p> <ul style="list-style-type: none"> • “North America – The Continent of North America” • “Mountains and Oceans – The Rocky Mountains” • “World Wonders” • “Native Americans – Who Discovered America?” • “Vikings and European Explorers – Christopher Columbus” • “Aztecs, Incas, and Mayans – The Mayans” • “A Very Messy Tea Party” • “Colonization and the Revolutionary War – Introduction to the Revolutionary War” <p>ReadWorks –Government</p> <ul style="list-style-type: none"> ▪ “U.S. Presidents – Thomas Jefferson” ▪ “U.S. Presidents – James Madison” ▪ “American Government – Branches of Government: A Closer Look” ▪ “American Government – Get Out the Vote” ▪ “American Government – The Branches of Government” ▪ “American Government – The Bill of Rights: Part 1 and Part 2”

<p>media, and informational text to identify major historical events and patterns in North America. Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, and current events. (C, G, H, P)</p> <p><u>I can identify historical events about North America from numerous sources.</u></p> <p>3.1 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists,</p>	<p>Why are import and export important in terms of economics?</p> <p>What is the relationship between producers and consumers and how do they depend on each other?</p> <p>How are products made, sold, and transported around the world?</p> <p>Why do people have governments, and how does our government work?</p> <p>What is the Constitution? What influence does this document have on decisions made by governments today?</p> <p>How can the story of another American, past or present, influence your life?</p> <p><u>Vocabulary:</u> agriculture assembly line</p>	<p>their environment, then exchange their art piece with another student to analyze their artwork. Write a descriptive piece to describe that individual's culture.</p> <p>Administer CFA mid-way through instruction.</p> <p>Have each student bring in an item to barter with a classmate.</p> <p>Create a cause and effect chart to show how supply and demand affects price.</p> <p>Make a list of five things the government should do. Choose one thing and prepare a speech that explains why it is important. Choose a medium that enhances your oral presentation that describes the duties of the three branches of government in Tennessee.</p> <p>Research and compare how Supreme Court justices are chosen.</p> <p>Have students do a compare and contrast writing on the culture of each Grand Division</p>	<ul style="list-style-type: none"> ▪ <i>“U.S. Presidents – Abraham Lincoln”</i> ▪ <i>“American Government – Preamble to the United States Constitution”</i> <p>Websites for Resources:</p> <ul style="list-style-type: none"> • http://www.50states.com/ • www.tnhistoryforkids.org • http://www.usconstitution.net/constkidsK.html • http://continents.mrdonn.org/northamerica.html • https://www.flocabulary.com/3-branches-of-government/ • http://www.enchantedlearning.com/usa/cities/ • http://www.mapsofworld.com/usa/usa-capital-and-major-cities-map.html • http://www.scholastic.com/teachers/top-teaching/2010/03/region-tour • TN History PowerPoint • http://www.ikeepbookmarks.com/browse.asp?account=465234&clientWidth=0 • http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=400&filename=em400_mappingexports.swf • http://www.eduplace.com/graphicorganizer/ • http://www.mrsjonesroom.com/songs/continents.html • http://www.teachers.net/gazette/DEC02/continents.html • http://www.learninggamesforkids.com/geography_games/north_america/sc_which
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<p>writers, and political figures. Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama. (C, G, H, P, TN) <u>I can use timelines and</u></p>	<p>barter boycott capital resources Civil Rights Congress Constitution consumer culture customs desegregation diversity ethnic group finished product goods and services government government service human resources human rights import and export industry landforms laws manufacturing natural resource needs physical map population President primary sources producer rural scarcity secondary sources shelter</p>	<p>Have each student to choose one historic figure. Create a paper doll for their historical figure and write a short speech about the figures life to present to class.</p> <p>Administer as summative assessment at the end of the unit.</p>	<p>word usa states.html</p> <ul style="list-style-type: none"> • http://www.learninggamesforkids.com/geography_games/north-america.html • http://www.songsforteaching.com/geography_songs.htm • http://www.beaconlearningcenter.com/weblessons/businessbuddies/eco002.htm <p>Website Resources on Historical People:</p> <ul style="list-style-type: none"> • http://www.libertyskids.com/archives/who_gwashington.html • http://www.ducksters.com/biography/uspresidents/georgewashington.php • http://www.tnhistoryforkids.org/people/nancy_ward • https://www.noahwebsterhouse.org/discover/kids-corner/ • http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php • http://www.ducksters.com/biography/women_leaders/harriet_tubman.php • http://kids.nationalgeographic.com/kids/stories/peopleplaces/harriettubman/ • http://www.ducksters.com/biography/uspresidents/barackobama.php • http://www.timeforkids.com/news/meet-barack-obama/44386 • http://www.learninggamesforkids.com/social_us_presidents.html
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<p><u>historical passages to summarize the history of a region.</u></p> <p>3.1 Compare and contrast a primary source and secondary source of the same event or topic. (C, H) 7</p> <p><u>I can compare and contrast information on the same event of topic using primary and secondary sources.</u></p> <p>3.1 Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S. (G) 8</p> <p><u>I can locate Canada, Mexico, Central</u></p>	<p>suburban supply and demand Supreme Court taxes Three Grand Divisions of Tennessee trade tradition urban wants</p>		<ul style="list-style-type: none"> • http://www.learninggamesforkids.com/social_studies_games/inventors.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Video: North America • Video: Branches of Government • Video: The U.S. Constitution: How its organized <p>Books for Resources:</p> <ul style="list-style-type: none"> • The Constitution by Geoffrey M. Horn • The Constitution by Christine Taylor-Butler. • Go to your school library and check out books for extra resources.
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<p><u>America and the 50 states of the U.S. on a map.</u></p> <p>3.1 9 Compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous United States, using a globe to refine understanding of the location of the two states. (G)</p> <p>3.2 0 Identify on a map major cities of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New</p>			
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<p>York, Seattle, and Washington D.C.). (G, TN) <u>I can identify major North American cities on a map.</u></p> <p>3.2 1 Locate the states that comprise the regions of the United States. (G) <u>I can identify which states are apart of which regions.</u></p> <p>3.2 2 Identify major physical features on a map: Rivers— Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee; Mountains— Alaska Range, Appalachian, Cascade,</p>			
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<p>Rockies; Bodies of Water— Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific; Deserts—Death Valley, Great Basin; Landforms— Grand Canyon. (G, TN)</p> <p><u>I can identify major physical features on a map.</u></p> <p>3.2 Identify 3 examples of scarcity in and around specific regions. (E, G)</p> <p><u>I can identify examples of scarcity.</u></p> <p>3.2 Interpret a chart, 4 graph, or resource map of major imports</p>			
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<p>and exports. (E, G) <u>I can interpret a chart, graph or resource map of major imports and exports.</u></p> <p>3.2 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E) <u>I can identify supply and demand.</u></p> <p>3.2 Describe how goods and services are exchanged on local, regional, and international levels including transportation methods, and bartering, and monetary</p>			
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<p>exchange. (C, E, G, TN) <u>I can identify how goods and services are exchanged.</u></p> <p>3.2 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)</p> <p>3.28 Discuss the structure and purpose of government. (P) <u>I can explain the building blocks of our government.</u> <u>I can explain the purpose of our government.</u></p> <p>3.29 Compare and contrast the national governments of Canada,</p>			
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<p>Mexico, and the United States. (P.)</p> <p><u>I can compare and contrast the national governments of Canada, Mexico and the United States.</u></p> <p>3.30 Describe the Constitution of the United States and the Tennessee State constitution, principle and practice. (P, TN)</p> <p><u>I can tell the importance of the Constitution of the United States and the Tennessee State Constitution.</u></p> <p><u>Integrate TNSS:</u></p> <p>3.RIT.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>			
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Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>3.RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) 3.W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information c clearly.</p> <p>3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>			

Standard 3: South America		Duration: Weeks 9-14	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>Continue Ongoing Geography Standards</p> <p>3.3 1 Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H) <u>I can use resources to create a project about the history and culture of south America.</u></p> <p>3.3 2 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventions, artists, writers,</p>	<p><u>Guiding Questions:</u></p> <p>Why are Christopher Columbus and Amerigo Vespucci important people in South American history?</p> <p>What are the characteristics of culture with South American natives?</p> <p>What similarities or differences are there between North American culture and South American culture?</p> <p>What is the Panama Canal and how does it benefit travelers today?</p> <p>How does the climate in a region affect the supply of a natural resource?</p> <p>How can the scarcity of resources influence the citizens of a specific region?</p> <p>Why is the government increasing the prices of certain</p>	<p>Administer a CFA pre-test.</p> <p>Color and label a blank South America map and cut and paste this into your Geography Notebook. Make sure to include all of the cities, physical features and regions included in the standards. Ongoing Notebook/Journal.</p> <p>Research the major components of history and culture including language, clothing, food, art, beliefs, customs, and music of South America.</p> <p>Identify major imports and exports of South American countries.</p> <p>Write a persuasive or informative piece on the Rio de Janeiro carnival. Utilize a POW Mnemonic.</p> <p>Students will write a letter in which they are trying to</p>	<p>Websites for Resources:</p> <ul style="list-style-type: none"> • http://www.mapsofworld.com/south-america/ • http://www.sheppardsoftware.com/South_America_Geography.htm • http://www.pancanal.com/eng/photo/camera-java.html • http://www.ilike2learn.com/ • http://education.nationalgeographic.com/education/encyclopedia/south-america-physical-geography/?ar_a=1 • http://www.biography.com/people/amerigo-vespucci-9517978#awesm=~oB5hN4nd2aawxF • http://www.econedlink.org/interactives/EconEdLink-interactive-toolplayer.php?lid=400&filename=em400_mappingexports.swf • http://www.ikeepbookmarks.com/browse.asp?account=465234&clientWidth=0 • http://www.eduplace.com/graphicorganizer/ • http://www.learninggamesforkids.com/geography_games/south-america.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Video: South America <p>Books for Resources:</p> <ul style="list-style-type: none"> • Houghton Mifflin Social Studies

<p>and political figures. Suggestions are as follows: Inca Culture, Amerigo Vespucci, Panama Canal, and current events. (C, G, H, P)</p> <p><u>I can use timelines and historical passages to summarize the history of a region.</u></p> <p>3.3 Identify on a map major countries of the continent (Brazil, Colombia, Cuba, Peru, and Argentina). (G)</p> <p><u>I can identify the major countries of South America on a map.</u></p> <p>3.3 Identify major physical features of the continent: Rivers—Amazon; Mountains—Andes; Bodies of</p>	<p>food items?</p> <p>What is the difference between dictatorship and democracy?</p> <p><u>Vocabulary:</u> Christopher Columbus Amerigo Vespucci Panama Canal colonization Cuban Revolution democracy dictatorship Inca empire merchant mestizo</p> <p>Review Academic Vocabulary from North America Rio de Janeiro slavery importation</p>	<p>inform an audience of the scarcity of resources in South America and how they can persuade them to help solve it.</p> <p>Administer a CFA mid-way through instruction.</p> <p>Have students write a persuasive piece on which form of government they would prefer to lead or be a part of and have them explain their selection.</p> <p>Have students brainstorm words to describe freedom. Then have them create a poem about freedom. (Have them reference dictatorship and democracy within the poem to show true understanding of the terms.)</p> <p>Administer Summative Assessment at the end of the unit.</p>	<p>Tennessee: Many Regions, One World (2009)</p> <ul style="list-style-type: none"> Go to your school library and check out books for extra resources.
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<p>Water—Straits of Magellan, Lake Titicaca; Landforms— Caribbean Islands, Galápagos Islands. (G) <u>I can identify major physical features of South America.</u></p> <p>3.3 5 Identify examples of scarcity in and around specific regions. (E, G) <u>I can identify examples of scarcity in specific regions of South America.</u></p> <p>3.3 6 Interpret a chart, graph, or resource map of major imports and exports. (E, G) <u>I can interpret a map of major imports and exports of South America.</u></p>			
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<p>3.3 7 Define supply and demand and describe how changes in supply and demand affect prices of specific products. <u>I can define supply and demand.</u></p> <p><u>I can describe how changes in supply and demand affect prices of specific products.</u></p> <p>3.3 8 Summarize the differences between a dictatorship and democratic forms of government. (P) <u>I can summarize the differences between a dictatorship and democratic government.</u></p> <p><u>Integrate TNSS:</u> 3.RIT.3 Describe the</p>			
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<p>relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3. RIT.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topics or subject area.</p> <p>3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>3. W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3. W.8. Recall information from experiences or gather information from print and</p>			
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<p>digital sources; take brief notes on sources and sort.</p>			
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Reporting Category 2: Eastern Hemisphere		%	# of items
		35%	16-20
Standard 4: Europe		Duration: Weeks 15-19	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>Continue Ongoing Geography Standards</p> <p>3.3 Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music. (C, H)</p> <p>9</p> <p>3.4 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. Suggestions are as follows: Olympics in Ancient Greece, Roman Empire,</p>	<p>Guiding Questions:</p> <p>How do cultures change over time and how do they spread?</p> <p>What are the basic human needs of all cultures, and how do they differ across cultures?</p> <p>What is a cultural celebration?</p> <p>What cultural and religious holidays are celebrated in the major countries of Europe? (France, Italy, Germany, Russia, Spain, and the United Kingdom)</p> <p>Vocabulary: ancestors Arctic Ocean Black Sea cultures ethnic Euro</p>	<p>Administer a CFA pre-test.</p> <p>Color and label a blank Europe map and cut and paste this into your Geography Notebook. Make sure to include all of the cities, physical features and regions included in the standards. Ongoing Notebook/Journal.</p> <p>Research the major components of history and culture including language, clothing, food, art, beliefs, customs, and music of Europe.</p> <p>Identify major imports and exports of European countries.</p> <p>Administer a CFA md-way through instruction.</p> <p>Compare and contrast a monarchy and a democratic</p>	<p>Websites for Resources:</p> <ul style="list-style-type: none"> • http://continents.mrdonn.org/europe.html • http://kids.nationalgeographic.com/kids/places/find/ • http://www.worldatlas.com/webimage/countrys/eumaps.htm • http://www.mapsofworld.com/europe/ • http://www.ikeepbookmarks.com/browse.asp?account=465234&clientWidth=0 • http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=400&filename=em400_mappingexports.swf • http://www.eduplace.com/graphicorganizer/ • http://www.learninggamesforkids.com/geography_games/europe.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Video: Europe <p>Books for Resources:</p> <ul style="list-style-type: none"> • Houghton Mifflin Social Studies Tennessee: Many Regions, One World (2009) • Go to your school library and check out books for extra resources.

<p>monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events. (C, G, H, P)</p> <p>3.4 1 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G) <u>I can identify the major countries of Europe.</u></p> <p>3.4 2 Identify major physical features of the continent: Mountains—Alps, Gibraltar; Bodies of Water—Arctic Ocean, Mediterranean Sea. (G) <u>I can identify major physical features of Europe.</u></p>	<p>geysers King monarchy Nobility parliament Queen Royalty traditions Vatican City</p>	<p>form of government. Utilize a POW mnemonic.</p> <p>Christmas Around the World: Have students research Christmas traditions of the major countries of Europe and identify traditions that were brought to The New World by these cultures.</p> <p>Administer Summative Assessment at the end of the unit.</p>	
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<p>3.4 3 Identify examples of scarcity in and around specific regions. (E, G) <u>I can identify examples of scarcity in specific regions of Europe.</u></p> <p>3.4 4 Interpret a chart, graph, or resource map of major imports and exports. (E, G) <u>I can identify the major imports and exports of Europe on a chart, graph or resource map.</u></p> <p>3.45 Compare and contrast a monarchy and democratic form of government. (P). <u>I can compare and contrast a monarchy and a democracy.</u></p> <p><u>Integrate</u> <u>TNSS:</u> <u>3.W.7</u> Conduct short research projects that build knowledge about a topic.</p>			
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<p>3. RIT.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3. RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.</p> <p>3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>3. W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.W.8 Recall information from experiences or gather information from print and</p>			
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digital sources; take brief notes on sources and sort.			
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Standard 5: Africa		Duration: Weeks 20-23	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>Continue Ongoing Geography Standards</p> <p>3.4 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)</p> <p><u>I can describe the major components of the African culture.</u></p> <p>3.4 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent</p>	<p><u>Guiding Questions:</u></p> <p>How does migration play a key role in the cultural geography of Africa?</p> <p>How have historical events affected the cultures and nations of Africa?</p> <p>What cultural and religious holidays do we celebrate in Africa?</p> <p>What factors led to the development of different governments across Africa?</p> <p><u>Vocabulary:</u> artifact clan delta droughts folktales inhabitants Ivory Coast kilometers landlock country malaria migrate savanna</p>	<p>Administer a CFA pre-test.</p> <p>Color and label a blank Africa map and cut and paste this into your geography notebook. Make sure to include all of the cities, physical features and regions included in the standards.</p> <p>Ongoing Notebook/Journal.</p> <p>Research the major components of history and culture including language, clothing, food, art, beliefs, customs, and music of Africa.</p> <p>Identify major imports and exports of African countries.</p> <p>Choose a graphic organizer and compare and contrast American culture to African culture.</p> <p>Administer a CFA mid-way through instruction.</p> <p>Research Nelson Mandela’s Nobel Peace Prize in 1993.</p>	<p>ReadWorks</p> <ul style="list-style-type: none"> • “Mali and African Empires – Africa” • “A Rally Against Poverty” <p>Websites for Resources:</p> <ul style="list-style-type: none"> • http://www.yourchildlearns.com/africa_map.htm • http://continents.mrdonn.org/africa.html • http://education.nationalgeographic.com/education/encyclopedia/africa-human-geography/?ara=1 • http://www.timeforkids.com/news/news-on-mandela-1918-2013/97361 • http://www.ikeepbookmarks.com/browse.asp?account=465234&clientWidth=0 • http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=400&filename=em400_mappingexports.swf • http://www.eduplace.com/graphicorganizer/ • http://www.learninggamesforkids.com/geography_games/africa.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Video: Nelson Mandela Part 1 • Video: Nelson Mandela Part 2 • Video: Famous Explorers

<p>sentences using information gained from timelines, primary sources and informational text. Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartholomew Diaz lands on Cape of Good Hope, Nelson Mandela, and current events. (C, G, H, P)</p> <p><u>I can use timelines, primary sources, and informational texts to describe the major components of the African culture.</u></p> <p>3.4 Identify major 8 countries of the</p>		<p>Create an "I Have, Who Has?" game using the physical features of African and their location.</p> <p>Students create a persuasive writing piece in which they are to imagine they live in Africa. They are only allowed two natural resources to live.</p> <p>Students can create a poem that provides a solution to water scarcity in Africa.</p> <p>Administer Summative Assessment at the end of the unit.</p>	<p>Books for Resources:</p> <ul style="list-style-type: none"> • Go to your school library and check out books for extra resources.
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<p>continent (Egypt, Kenya, Libya, and South Africa). (G) <u>I can identify Egypt, Kenya, Libya and South Africa on a map.</u></p> <p>3.4 Identify major physical features of the continent: 9 Rivers—Congo, Niger, Nile; Mountains—Kilimanjaro, Mt. Kenya, Atlas Mountains; Deserts—Sahara; Bodies of Water— Indian Ocean, Lake Victoria, Southern Ocean; Landforms—Cape of Good Hope. (G) <u>I can identify major physical features of Africa.</u></p>			
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<p>3.5 0</p> <p>Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)</p> <p><u>I can give examples of ways people depend on the land and its natural resources to meet their basic needs.</u></p>			
<p>3.5 1</p> <p>Identify examples of scarcity in and around specific regions. (E, G)</p> <p><u>I can identify examples of scarcity and its impact on interdependence within and among regions of Africa.</u></p>			
<p>3.5 2</p> <p>Interpret a chart, graph, or</p>			

<p>resource map of major imports and exports. (E, G)</p> <p><u>I can identify the major imports and exports of Africa on a chart, graph or resource map.</u></p> <p><u>Integrate</u></p> <p><u>TNSS:</u></p> <p>3. W.7 Conduct short research projects that build knowledge about a topic.</p> <p>3. RIT.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3. RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.</p>			
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<p>3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>3. W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort</p>			
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Standard 6: Australia		Duration: Weeks 24-25	
Standards	Guiding Questions/ Vocabulary	Activities/Assessments	Instructional Resources
<p>Continue Ongoing Geography Standards</p> <p>3.5 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)</p> <p><u>I can describe the major components of the Australian culture.</u></p> <p>3.5 Use information gained from</p>	<p><u>Guiding Questions:</u></p> <p>Who were the first people of Australia? What was their impact on the continent?</p> <p>What happened when the English landed on the Australian continent?</p> <p>How does the settlement of Australia compare with the settlement of the United States of America?</p> <p><u>Vocabulary:</u> Aborigine bush Commonwealth constitutional monarchy copper coral gold Great Barrier Reef marsupials natural gas Outback</p>	<p>Administer a CFA pre-test.</p> <p>Color and label a blank Australia map and cut and paste this into your geography notebook. Make sure to include all of the cities, physical features and regions included in the standards.</p> <p>Ongoing Notebook/Journal.</p> <p>Research the major components of history and culture including language, clothing, food, art, beliefs, customs, and music of Australia.</p> <p>Identify major imports and exports of Australia.</p> <p>Create a timeline depicting the history of Australia (http://www.tiki-toki.com/ - excellent timeline website)</p> <p>Administer a CFA mid-way through instruction.</p> <p>Create a travel brochure with one of the following destinations:</p>	<p>Websites for Resources:</p> <ul style="list-style-type: none"> • http://www.australianlandmarks.com.au/lists/australian-landforms-top-10-list • http://australia.mrdonn.org/powerpoints.html • http://www.worldatlas.com/webimage/contintrys/oceania/australia/auland.htm • http://www.ikeepbookmarks.com/browse.asp?account=465234&clientWidth=0 • http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=400&filename=em400_mappingexports.swf • http://www.eduplace.com/graphicorganizer/ • http://www.learninggamesforkids.com/geography_games/antarctica.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Uluru Medicine • Great Barrier Reef <p>Books for Resources:</p> <ul style="list-style-type: none"> • Go to your school library and check out books for extra resources.

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<p>timelines, primary sources and informational text to identify major historical people, events and patterns. Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European Settlement, Australia's Independence, and current events. (C, G, H, P)</p> <p><u>I can use timelines, primary sources, and informationa</u> <u>I texts to describe the major</u></p>	<p>parliamentary system stations wallabies</p>	<p>Great Barrier Reef, New Zealand, Ayers Rock or Tasmania.</p> <p>Research Australian customs and holidays. How do they compare to those in the United States? Compare the culture of Australia with that of the United States.</p> <p>Administer Summative Assessment at the end of the unit.</p>	
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<p><u>components of the Australian culture.</u></p> <p>3.5 Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania. (G) <u>I can identify the Great Barrier Reef, New Zealand, Ayers rock and Tasmania on a map.</u></p> <p>3.5 Interpret a chart, graph, or resource map of major imports and exports. (E, G) <u>I can identify the major imports and exports of Australia on a chart, graph, or resource map.</u></p>			
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<p><u>Integrate</u> <u>TNSS:</u> 3. RIT.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3. RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3. W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p>			
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Standard 7: Asia		Duration: Weeks 26-28	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>Continue Ongoing Geography Standards</p> <p>3.57 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H) <u>I can describe the major components of Asian culture.</u></p> <p>3.58 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. Suggestions are as follows: Mesopotamia, including the creation of the written alphabet; important technologies of China such as bronze casting, silk manufacture, gunpowder and the invention of paper; The Great Wall of China;</p>	<p><u>Guiding Questions:</u></p> <p>How have historical events affected the cultures and nations of Asia?</p> <p>How does Asia meet the challenges of modern living?</p> <p>How do these diverse cultures interact and affect each other?</p> <p>What is the relationship between governments and individuals?</p> <p>What are some major import and exports from this area?</p> <p>How goods and services are exchanged on local and international levels?</p> <p><u>Vocabulary:</u> Bronze Canyon</p>	<p>Administer a CFA pre-test.</p> <p>Color and label a blank Asia map and cut and paste this into your geography notebook. Make sure to include all of the cities, physical features and regions included in the standards. Ongoing Notebook/Journal.</p> <p>Research the major components of history and culture including language, clothing, food, art, beliefs, customs, and music of Asia.</p> <p>Identify major imports and exports of Asian countries.</p> <p>Administer a CFA mid-way through instruction.</p> <p>Describe the typical Chinese dragon used in ceremonies. What significance does the dragon have in Chinese culture?</p> <p>Make a timeline of the Ottoman Empire, the Mogul Empire, or the Ming Dynasty</p>	<p>ReadWorks</p> <ul style="list-style-type: none"> • “Mountains and Oceans – Mount Everest” • “Japan – Introduction to Japan” • “China Today – Chinese Culture” • “China Today – Government in China” • “Ancient China – Journal Day 4” • “The Party’s Over” • “Great Wall, Great Jump” <p>Websites for Resources:</p> <ul style="list-style-type: none"> • http://continents.mrdonn.org/asia.htm • http://www.ducksters.com/geography/.php • http://www.ikeepbookmarks.com/browse.asp?account=465234&clientWidth=0 • http://www.econedlink.org/interactive/onEdLink-interactive-tool-player.php?lid=400&filename=em400_pingexports.swf • http://www.eduplace.com/graphicorga/r/ • http://www.learninggamesforkids.com/graphy_games/asia.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Video: Asia • Video: Word Power-Asia

<p>Marco Polo and trade along the Silk Road 2004 Indian Ocean Tsunami, and current events. (C, G, H, P)</p> <p><u>I can use timelines, primary sources, and informational texts to describe the major components of the Asian culture.</u></p> <p>3.59 Identify the major countries of the continent (China, India, Israel and Japan). (G).</p> <p><u>I can China, India, Israel and Japan on a map.</u></p> <p>3.60 Identify the Himalayas, Mount Everest, and Mesopotamia. (G).</p> <p><u>I can identify the Himalayans, Mount Everest and Mesopotamia.</u></p> <p>3.61 Interpret a chart, graph, or resource map of major imports and exports. (E, G).</p> <p><u>I can identify the major imports and exports of Asia on a chart, map, or resource map.</u></p>	<p>capitalism Casting Coast Cyclone Great Wall of China Himalayas Karma Mesopotamia Mosque Mount Everest Oasis Pagoda Silk Tsunami</p>	<p>Administer a summative assessment at the end of the unit.</p>	<p>Books for Resources:</p> <ul style="list-style-type: none"> • Go to your school library and check out books for extra resources.
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<p>3.62 Describe how goods and services are exchanged on local and international levels. (E, G).</p> <p><u>I can describe how goods and services are exchanged locally and internationally</u></p> <p><u>Integrate</u> <u>TNSS</u></p> <p>3. RIT.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3. RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly</p>			
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Reporting Category 4: Antarctica		%	# of items
		9%	2-6
Standard 2: Antarctica		Duration: Weeks 29-31	
Standards	Guiding Questions/Vocabulary	Activities/Assessments	Instructional Resources
<p>Continue Ongoing Geography Standards</p> <p>3.6 Create a multimedia presentation of social studies stories about explorations to Antarctica; add drawings or other visual displays to stories or accounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. (C, G)</p> <p><u>I can create a digital presentation telling about exploration to Antarctica.</u></p>	<p><u>Guiding Questions:</u></p> <p>What is the Antarctic Treaty?</p> <p>Why are there only temporary residents found on Antarctica? Explain the impact the physical environment and its natural resources have on how basic needs are met.</p> <p><u>Vocabulary:</u> adaptations alpine arctic colony coral reef equator eucalyptus immigrant island koala</p>	<p>Administer a CFA pre-test.</p> <p>Color and label a blank Antarctica map and cut and paste this into your geography notebook. Make sure to include all skills included in the standards. Ongoing Notebook/Journal.</p> <p>Research the major components of history and culture of Antarctica.</p> <p>Identify major imports and exports of Antarctica.</p> <p>Have student pretend to be a scientist from the McMurdo Station and discover something very important to the world.</p> <p>Research the Antarctic Treaty and prove or disprove its importance to other countries</p> <p>Administer a CFA mid-way through instruction.</p>	<p>ReadWorks</p> <ul style="list-style-type: none"> • “Who Owns the Arctic?” <p>Websites for Resources:</p> <ul style="list-style-type: none"> • http://continents.mrdonn.org/antarctica.html • http://faculty.umf.maine.edu/gretchen.legler/public/www/antarcticawebsite/coolf.htm • http://www.timeforkids.com/minisite/antarctica • http://www.enchantedlearning.com/explorers/antarctica.shtml • http://www.timeforkids.com/news/life-mcmurdo/140131 • http://www.coolantarctica.com/Community/mcmurdo/mcmurdo_base_antarctica.htm • http://newswatch.nationalgeographic.com/2013/02/11/landing-on-thin-ice-arriving-in-mcmurdo-station-antarctica/ • http://www.usap.gov/usapgov/theAntarcticTreaty/index.cfm?m=2 • http://classroom.antarctica.gov.au/international/antarctic-treaty • http://www.ikeepbookmarks.com/br

<p>3.6 4</p> <p>Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole. (C, H, P)</p> <p><u>I can use timelines and historical passages to summarize the history of Antarctica, events, inventions and people.</u></p>	<p>Matilda opera plateau polar ranch reef strait tundra</p>	<p>Prepare a research paper on an animal and extinction issues due to global warming.</p> <p>Compare and contrast life styles of Americans and people from Antarctica.</p> <p>Compare and contrast the climate of today with the climate of the past Discuss global warming and effects on people.</p> <p>Administer a summative assessment at the end of the unit.</p>	<p>owse.asp?account=465234&clientWidth=0</p> <ul style="list-style-type: none"> • http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=400&filename=em400_mappingexports.swf • http://www.eduplace.com/graphicorganizer/ • http://www.learninggamesforkids.com/geography_games/antarctica.html <p>Learn 360 Resources:</p> <ul style="list-style-type: none"> • Video: Antarctica • Video: McMurdo Sound Station, Antarctica <p>Books for Resources:</p> <ul style="list-style-type: none"> • Go to your school library and check out books for extra resources.
<p>3.6 5</p> <p>Conduct a short research project to examine the Antarctic Treaty. (P)</p>			

<p><u>I can conduct a short research project to determine the purpose of the Antarctic Treaty.</u></p> <p>3.6 Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met. 6 (G)</p> <p><u>I can give a reason and defend why people can only live in Antarctica for a short period of time.</u></p> <p><u>I can explain how the harsh</u></p>			
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<p><u>climate and the lack of natural resources make it difficult for basic human needs to be met.</u></p> <p>3.6 Read and interpret information about the impact of people on the environment. (G) 7 <u>I can analyze the way people impact the environment in Antarctica.</u></p> <p>3.6 Identify 8 McMurdo Station. (G) <u>I can identify the purpose of the McMurdo Station in Antarctica.</u></p> <p><u>Integrate TNSS:</u> 3. RIT.3 Describe the relationship</p>			
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<p>between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3. RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of</p>			
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<p>the text (e.g., where, when, why, and how key events occur)</p> <p>3. W.2 Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3. W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort.</p>			
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