

**Curriculum Unit Revised as of 12/11/2014**

Name of Course:	3 <sup>rd</sup> Grade Social Studies	Grade Level(s):	3 <sup>rd</sup> Grade
Brief Description (Course Catalog):			
Length of Course (Qtr, Sem or Year):	Year		

**Instructional Units**

Name of Unit/Big Idea:	Geographic Representations	
Brief Description:		
Length of Course (Days/Weeks):	See Individual Units	
Essential Questions:	<p>How do maps aid us? (All)</p> <p>How do we know where we are? (All)</p> <p>What types of places can you be in? (Unit 2)</p>	
Content Standards:	17.A.1b, 17.A.2b	
Common Core State ELA or Math Standards:	RI 3.4, RI 3.5, RI 3.7, SL 3.1, SL 3.4, SL 3.6	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<p>Unit 1 – Physical Features of a Map</p> <p>Vocabulary: globe, cardinal directions, intermediate directions, map grid, map key/legend, map scale, compass rose and map index, atlas.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• How to read different maps</li> <li>• Purpose of different maps</li> <li>• Identify symbols on a map</li> <li>• Absolute location</li> </ul>	<p>Unit 1 – Physical Features of a Map</p> <ul style="list-style-type: none"> <li>• Define what a map, globe, atlas, and digital geographical image are and explain the advantages of each geographic representation. (17.A.1b)</li> <li>• Locate places using absolute location (17.A.2b)</li> <li>• Create maps using on-line resources (computer mapping) (17.A.1b)</li> <li>• Determine the meaning of general academic and domain-specific words and phrases in a text. (RI 3.4)</li> <li>• Use text features and search tools to locate information relevant to a given topic efficiently. (RI 3.5)</li> <li>• Use information gained from illustration and the words in a text to demonstrate understanding of the text. (RI 3.7)</li> <li>• Participate in collaborative conversations with peers and adults in small and larger groups. (SL 3.1)</li> </ul>	<p>Resources:</p> <ul style="list-style-type: none"> <li>• Using on-line computer mapping resources create maps that show settlement or boundary changes over time and explain why those geographic changes may have occurred.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Draw a map to go with a set of written directions to get to a location in a community.</li> </ul>
<p>Unit 2 – Where are we on the map?</p> <p>Vocabulary: address, city/town, county, state, country, continent, hemispheres, equator, world</p> <ul style="list-style-type: none"> <li>• How to read different maps</li> <li>• Purpose of different maps</li> <li>• Absolute location</li> <li>• Relative location</li> </ul>	<p>Unit 2 – Where are we on the map?</p> <ul style="list-style-type: none"> <li>• Locate places using absolute location and relative location. (17.A.2b)</li> <li>• Create maps using on-line resources (computer mapping) (17.A.1b)</li> <li>• Determine the meaning of general academic and domain-specific words and phrases in a text. (RI 3.4)</li> <li>• Use text features and search tools to locate information relevant to a given topic efficiently. (RI 3.5)</li> <li>• Participate in collaborative conversations with peers and adults in small and larger groups. (SL 3.1)</li> </ul>	<p>Resources:</p> <ul style="list-style-type: none"> <li>• Using on-line computer mapping resources create maps that show settlement or boundary changes over time and explain why those geographic changes may have occurred.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Create a Powerpoint presentation using Google Earth images to show relative locations.</li> </ul>

	<ul style="list-style-type: none"> <li>● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL 3.4)</li> <li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL 3.6)</li> </ul>	<ul style="list-style-type: none"> <li>● Label the 7 continents of the world and their locations and oceans</li> </ul>
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Name of Unit/Big Idea:	Ecosystems	
Brief Description:		
Length of Course (Days/Weeks):	See Individual Units	
Essential Questions:	<p>How do maps aid us?</p> <p>How do we know where we are?</p> <p>What types of places can you be in? (Unit 3)</p> <p>How do people interact with different kinds of ecosystems? (Unit 3 &amp; 4)</p> <p>What resources are unique to different ecosystems? (Units 3 &amp; 4)</p> <p>How do places change over time? (Units 3 &amp; 4)</p> <p>How do the actions of people affect the natural environment? (Unit 4)</p> <p>What information do maps tell us about society and societal changes? (Unit 4)</p> <p>Why do maps change over time? (Unit 4)</p>	
Content Standards:	17.A.2a, 17.A.2b, 17.B.2a, 17.B.2b, 17.C.2a, 17.C.2b, 17.C.2c, 17.D.2b	
Common Core State ELA or Math Standards:	RI 3.4, RI 3.5, RI 3.7, W 3.2, W 3.7, SL 3.1, SL 3.4, SL 3.6	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<p>Unit 3 – Comparing ecosystems</p> <p>Vocabulary: Climate, desert, ecosystems, forest, landform, prairie, tundra, rainforest</p> <ul style="list-style-type: none"> <li>● Define ecosystems</li> <li>● Compare and contrast ecosystems</li> </ul>	<p>Unit 3 – Comparing ecosystems</p> <ul style="list-style-type: none"> <li>● Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate and natural hazards. (17.A.2a)</li> <li>● Use maps and other geographic representations and instruments to gather information about people, places, and environments. (17.A.2b)</li> <li>● Describe how physical and human process shape spatial patterns including erosion, agriculture, and settlement. (17.B.2a)</li> <li>● Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood, plain, forest, tundra. (17.B.2b)</li> <li>● Determine the meaning of general academic and domain-specific words and phrases in a text. (RI 3.4)</li> <li>● Use text features and search tools to locate information relevant to a given topic efficiently. (RI 3.5)</li> <li>● Use information gained from illustration and the words in a text to demonstrate understanding of the text. (RI 3.7)</li> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W 3.2)</li> <li>● Conduct short research projects that building knowledge about a topic. (W 3.7)</li> </ul>	<p>Resources:</p> <ul style="list-style-type: none"> <li>● Use a variety of maps and charts and graphs to analyze data about different ecosystems</li> <li>● Brainpop Videos: Erosion &amp; Natural Resources</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Compare and contrast 2 different ecosystems in a compare and contrast project (e.g. compare/contrast essay, Venn Diagram App, Wiki project).</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Participate in collaborative conversations with peers and adults in small and larger groups. (SL 3.1)</li><li>● Follow agreed-upon rules for discussions. (SL 3.1)</li><li>● Build on others' talk in conversations by linking comments to the remarks of others. (SL 3.1)</li><li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL 3.6)</li></ul> |  |
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<p>Unit 4 - Changes in the ecosystems</p> <p>Vocabulary: population, population density, natural resources, settlement, transportation, farming/agriculture, region</p>	<p>Unit 4 – Changes in the ecosystems</p> <ul style="list-style-type: none"> <li>● Describe how physical and human process shape spatial patterns including erosion, agriculture, and settlement. (17.B.2a)</li> <li>● Identify different settlement patterns in the United States and relate them to physical features and resources. (17.D.2b)</li> <li>● Describe how natural events in the physical environment affect human activities. (17.C.2a)</li> <li>● Describe relationships among location of resources, population distribution and economic activities. (17.C.2b)</li> <li>● Explain how human activity affects the environment. (17.C.2c)</li> <li>● Determine the meaning of general academic and domain-specific words and phrases in a text. (RI 3.4)</li> <li>● Use text features and search tools to locate information relevant to a given topic efficiently. (RI 3.5)</li> <li>● Use information gained from illustration and the words in a text to demonstrate understanding of the text. (RI 3.7)</li> <li>● Conduct short research projects that building knowledge about a topic. (W 3.7)</li> <li>● Participate in collaborative conversations with peers and adults in small and larger groups. (SL 3.1)</li> <li>● Follow agreed-upon rules for discussions. (SL 3.1)</li> <li>● Build on others' talk in conversations by linking comments to the remarks of others. (SL 3.1)</li> <li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL 3.6)</li> </ul>	<p>Resources:</p> <ul style="list-style-type: none"> <li>● Use a variety of maps and charts and graphs to analyze data about different ecosystems</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Create a two-frame collage showing how people use the environment to meet their needs and write an explanation of how the student shows respect for the environment.</li> </ul>
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Name of Unit/Big Idea:	Geographic Representations	
Brief Description:		
Length of Course (Days/Weeks):	See Individual Units	
Essential Questions:	What information do maps tell us about society and societal changes? (Unit 5) How do maps aid us? (All) How do we know where we are? (All) Why do maps change over time? (Unit 6)	
Content Standards:	17.A.2a, 17.A.2b, 17.B.2a, 17.C.2b, 17.D.2b	
Common Core State ELA or Math Standards:	RI 3.3, RI 3.4, RI 3.5, RI 3.7, W 3.2, SL 3.1, SL 3.4, SL 3.6	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
Unit 5 – States and regions Vocabulary: region, latitude, longitude, national capital <ul style="list-style-type: none"> <li>• Comparing and contrasting the purpose of different maps.</li> <li>• How to read different maps.</li> <li>• Location of each state in the United States.</li> <li>• Absolute location</li> <li>• Relative location</li> </ul>	Unit 5 – States and regions <ul style="list-style-type: none"> <li>• Compare and contrast characteristics of the different regions in the United States. (17.A.2a)</li> <li>• Use maps and other geographic representations and instruments to gather information about people, places, and environments (17.A.2b)</li> <li>• Determine the meaning of general academic and domain-specific words and phrases in a text. (RI 3.4)</li> <li>• Use text features and search tools to locate information relevant to a given topic efficiently. (RI 3.5)</li> <li>• Use information gained from illustration and the words in a text to demonstrate understanding of the text. (RI 3.7)</li> <li>• Participate in collaborative conversations with peers and adults in small and larger groups. (SL 3.1)</li> <li>• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL 3.6)</li> </ul>	Assessment: <ul style="list-style-type: none"> <li>• Label the states of the United States by region.</li> <li>• Label the states on a map of the United States.</li> </ul>
Unit 6 – Changes in Illinois over time. Vocabulary: boundary, capital, settlement, physical features, population, resources. <ul style="list-style-type: none"> <li>• Comparing and contrasting the purpose of different maps.</li> <li>• How to read different maps.</li> <li>• How to locate a capital city.</li> <li>• Identify symbols on a map.</li> </ul>	Unit 6 – Changes in Illinois over time. <ul style="list-style-type: none"> <li>• Locate places using relative location and absolute location (17.A.2b)</li> <li>• Explain why maps change over time (e.g. settlement patterns) (17.D.2b)</li> <li>• Use maps and other geographic representations and instruments to gather information about people, places, and environments. (17.A.2b)</li> <li>• Describe how physical and human process shape spatial patterns including erosion, agriculture, and settlement. (17.B.2a)</li> <li>• Describe relationships among location of resources, population distribution and economic activities. (17.C.2b)</li> <li>• Identify different settlement patterns in Illinois and relate them to physical features and resources. (17.D.2b)</li> <li>• Describe the relationship between a series of historical events using language that pertains to time, sequence, cause/effect. (RI 3.3)</li> <li>• Determine the meaning of general academic and domain-specific words and phrases in a text. (RI 3.4)</li> <li>• Use text features and search tools to locate information relevant to a given topic efficiently. (RI 3.5)</li> <li>• Use information gained from illustration and the words in a text to demonstrate understanding of the text. (RI 3.7)</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W 3.2)</li> </ul>	Assessment: <ul style="list-style-type: none"> <li>• Draw a picture of the physical and human characteristics of an area in the community as it appears today and what it could look like in the future. Write a statement explaining how and why the changes would improve the area.</li> <li>• Write a description of how a local environment has changed over time and</li> </ul>

	<ul style="list-style-type: none"><li>● Participate in collaborative conversations with peers and adults in small and larger groups. (SL 3.1)</li><li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL 3.6)</li></ul>	why these changes have occurred.
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