

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject: Social Studies

Grade: 3

Course Title

Title or Topics (Unit organizing idea)	Social Studies Concepts (Inquiry Questions)	Skills (What students actually do)	State Standards	Content (Vocabulary)	Literacy Connections	Major Assessments	Time Frame
Geography	1. How do we use maps, globes, and Other geographic representations to locate world communities?	<ul style="list-style-type: none"> • Locate world communities on maps and globes (latitude and longitude) • Locate Earth’s continents and oceans in relation to each other and principle parallels and meridians • Describe the spatial relationships of world communities by direction, location, distance, and scale of miles • Recognize that regions represent areas of Earth’s surface with unifying geographic characteristics 	3.1, 3.2	-globe -sphere -map -map key -scale of miles -continent -ocean -compass rose -cardinal and intermediate directions -latitude -longitude -equator -prime meridian -hemisphere	Media Materials: www.marlboroschools.org -Select your school -Go to “Library” tab -Select “Search Library Catalog” icon -Follow the directions Web Sites: www.unitedstreaming.com www.googleearth.com www.ipl.org www.nationalgeographic.com www.culturegrams.com Nonfiction Materials: -World Atlas -Scholastic Success with Maps Grade 3: The NYSTROM Map Champ Atlas - <i>A True Book</i> series by David Peterson (Children’s Press) - <i>A Cultural Resource Guide</i> series (Milliken Publishing Company) - <i>Look What Came From...</i> series (Grolier Publishing)	-Make a globe -Quizzes -Teacher-created assessments -Theme projects	4 weeks

<p>One country for each continent of: Africa South America Europe Asia</p>	<ol style="list-style-type: none"> 1. Where are different world communities located in relation to each other? 2. How do environmental and geographical features influence the lives of people in world communities? 3. In what ways are world communities culturally similar and different? 	<ul style="list-style-type: none"> • Locate world communities in relation to each other and to principal parallels and meridians • Use geographic representations such as aerial photographs and satellite-produced images to locate world communities • Explain how world communities and their lifestyles are influenced by environmental and geographical features • Explain how people in world communities depend on and modify their physical environments in different ways • Define culture and civilization • Explain how and why cultures change over time • Identify the factors that influence where people settle and live and how they differ in world communities • Recognize how people of similar and different cultural groups often live together in world communities • Explain how people in world communities exchange elements of their cultures • Recognize that different events, people, problems, and ideas make up world communities • Describe how people in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions • Recognize how people world communities celebrate their accomplishments, achievements, and contributions 	<p>3.1,3.2</p> <p>2.1, 2.2, 2.3, 2.4</p>	<ul style="list-style-type: none"> -geography -environment -world community -culture -civilization -customs -religion -legends -folktales -biography -autobiography -historical narrative -beliefs -traditions -artifacts -era -timeline -decade -century -millennium -B.C. -A.D. 		<ul style="list-style-type: none"> -Quizzes -Teacher-created assessments -Theme projects -Common Task 	<p>6-8 weeks per continent</p>
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	<p>4. How is a community and its citizens effected by its economy?</p>	<ul style="list-style-type: none"> • Recognize that important issues and historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts and may differ from place to place • Examine how people in world communities learn • Describe how families in world communities, and their beliefs, customs, and traditions are learned from others and may differ from place to place • Compare/contrast the physical, human, and cultural characteristics of different regions and people throughout the world • Display important events and eras of near and distant past on timelines • Recognize that calendar time can be measured in terms of years, decades, centuries, and millenniums, using B.C. and A.D. as reference points <ul style="list-style-type: none"> • Explain the interactions between economic activities and geographic factors • Describe the three fundamental economic questions of how societies organize their economies • Explain how people in world communities must depend on others to meet their needs and wants • Explain how human needs and wants differ within regions based upon resources • Describe how people in world communities locate, develop, and make use of natural resources • Identify the resources important to economic growth in world communities 	<p>4.1</p>	<ul style="list-style-type: none"> -economy -wants -needs -natural resources -scarcity -import -export -dependence -supply and demand 			
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	<p>5. Why are rules and laws necessary and how have they changed over time?</p>	<ul style="list-style-type: none"> • Identify human, capital, and natural resources and how these effect production, distribution, exchange, and consumption of goods and services • Identify how economic decisions are influenced by many factors • Recognize social, political, economic, and cultural similarities and differences • Recognize holidays and festivals celebrated in world communities • Recognize that people in world communities form governments to organize and develop rules and laws to govern community members and provide functions people cannot provide as individuals • Identify types of governments and leadership roles • Explain the process of selecting leaders, solving problems, and making decisions in world communities and how it differs from place to place • Explain why and how rules and laws are created and enforced • Describe why people in world communities might have conflicts over rules, rights, and responsibilities • Consider that world communities plan, organize, and make decisions • Recognize that people in world communities use monuments and memorials to represent symbols of their nations 	<p>5.1, 5.3,</p>	<ul style="list-style-type: none"> -government -forms of government (i.e. democracy, communism, monarchy) -political -laws -festival 			
	<p>6. What do national symbols represent?</p>			<ul style="list-style-type: none"> -symbol -monument -memorial -landmark 			