

Grade 3

Social Studies Curriculum

Unit 1: Geography and Map Skills

Enduring Understandings:

- Geographic regions have unifying characteristics and can be studied using a variety of tools.
- The location of world communities can be described using geographic tools and vocabulary.

Essential Questions:

- What is geography?
- What makes places similar and different?

NYS Social Studies Framework:

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

- 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.

- 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 principal parallels and meridians.

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

- 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, 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.

Vocabulary:

Continent, ocean, region, country, globe, physical map, political map, resource map, latitude, longitude, compass rose, hemisphere, bodies of water, landforms, natural resources

Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Define vocabulary
- Understand geography terms
- Identify and name the continents and oceans
- Compare and utilize maps and globes
- Read and use different kinds of maps
- Identify different kinds of landforms

Unit 2: United States

Enduring Understandings:

- Life in the United States is impacted by geography.
- The United States depends on itself and others to fulfill its needs and wants.
- The United States has a democratic form of government.
- The United States has many common and diverse cultural elements.

Essential Questions:

- How does geography impact life in the United States?
- What is the economy of the United States?
- What is a democratic government?
- What are the roles of citizens in the United States?
- What is the culture of the United States?

NYS Social Studies Framework:

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 communities or countries varies across different types of governments.

- 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 United States 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.

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

- 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.

3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

- 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.

Vocabulary:

economy, wants, needs, scarcity, abundance, natural resources, interdependence, government, crop, producer, consumer, government, constitution, citizen, democracy, President, Congress, Supreme Court, representatives, flag, seal, culture, diversity, traditions, customs, Statue of Liberty, landmarks, cultural landscapes

Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Define vocabulary
- Read and analyze maps
- Describe the United States economy
- Define and understand a democratic government
- Describe the roles of citizens in the United States
- Understand the unique cultural elements of the United States
- Identify national monuments and landmarks in the United States

Unit 3: Geography of Communities Around the World (Brazil & Kenya)

Enduring Understandings:

- Countries around the world have diverse geographic landscapes.
- Countries around the world depend on themselves and others to fulfill needs and wants.

Essential Questions:

- How does geography shape a community?
- How are world communities similar and different?
- In what ways are communities around the world similar and different to the United States?

NYS Social Studies Framework:

3.2 The location of world communities can be described using geographic tools and vocabulary.

- 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 principal parallels and meridians.

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs

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- 3.3b People make adaptations and modifications to the environment. Advancements in science, 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.

Vocabulary:

Continent, ocean, region, country, hemisphere, bodies of water, landforms, natural resources, equator

Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Define vocabulary
- Read and analyze maps
- Compare the geography of Brazil to that of the United States
- Compare the geography of Kenya to that of the United States

Unit 4: Government and Economy of Communities Around the World (Brazil & Kenya)

Enduring Understandings:

- Countries around the world have different forms of government.
- Countries around the world have varying economies.

Essential Questions:

- How does the government shape a community?
- How are world communities similar and different?
- In what ways are communities around the world similar and different to the United States?

NYS Social Studies Framework:

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 communities or countries varies across different types of governments.

- 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.

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

- 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.

3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

- 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.

Vocabulary:

Democracy, republic, communism, President, leader, dictator, economy, currency, import, export, goods, services, trade, natural resources, agriculture, geography, supply, demand

Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Define vocabulary
- Understand how government and economy are interconnected
- Compare the government and economy of Brazil to that of the United States
- Compare the government and economy of Kenya to that of the United States

Unit 5: Culture of Communities Around the World (Brazil & Kenya)

Enduring Understandings:

- Countries around the world have many common and diverse cultural elements.

Essential Questions:

- How does culture shape a community?
- How are world communities similar and different?
- In what ways are communities around the world similar and different to the United States?

NYS Social Studies Framework:

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

- 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.

- 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.

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

- 3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

Vocabulary:

American flag, stars and stripes, seal, flag, culture, custom, tradition, holiday, tradition, landmark, monument, folktale, legend, history, language, architecture

Knowledge and Skills:

Students will demonstrate increasing awareness and competence in the following areas:

- Define vocabulary
- Compare the culture of Brazil to that of the United States
- Compare the culture of Kenya to that of the United States