

3rd Grade - World Geography and Cultures: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Africa	Africa	Students will analyze primary and secondary sources including timelines to describe important historical events and governments. They will use maps and charts to identify places and physical features, identify available resources, and discuss the economy of the region.	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.46, 3.47, 3.48, 3.49, 3.51, 3.52
Earth's Population	Earth's Population	Students will learn why natural disasters and other factors cause populations to change. They will discuss a variety of ancient civilizations and how they lived. Students will also learn about rivers and their impact on populations.	3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18, 3.19, 3.23, 3.28, 3.33, 3.35, 3.40, 3.43, 3.46, 3.48, 3.49, 3.50, 3.51, 3.57, 3.58, 3.59, 3.66
Communication in Ancient Times	Communication in Ancient Times	Students will learn how communication has taken place and changed throughout history. They will use a timeline to see how communication has changed over time.	3.9, 3.13, 3.16, 3.46, 3.47, 3.48, 3.57, 3.58, 3.59
Ancient Civilizations	Ancient Civilizations	Students will learn about the continents in the Eastern hemisphere and the ancient civilizations that lived there. They will also learn how archaeology and anthropology allow us to learn about life in ancient times.	3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.39, 3.40, 3.41, 3.46, 3.47, 3.48, 3.53, 3.54, 3.57, 3.59, 3.60
Asia	Asia	Students will analyze primary and secondary sources including timelines to describe important historical events and governments. They will use maps and charts to identify places and physical features, identify available resources and discuss the economy of the region.	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.57, 3.58, 3.59, 3.60, 3.61, 3.62
Resources	Resources	Students will learn about resources and how they were used in ancient civilizations. They will also discuss the kinds of resources used today and learn about the choices people must make as they use these resources.	3.8, 3.9, 3.10, 3.11, 3.13, 3.23
Australia	Australia	Students will analyze primary and secondary sources including timelines to describe important historical events and governments. They will use maps and charts to identify places and physical features, identify available resources and discuss the economy of the region.	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.53, 3.54, 3.55, 3.56
Humans and Their Environment	Humans and Their Environment	Students will learn how the natural environment and the human impact on the environment affects individuals and populations. They will discuss urbanization, clear cutting, hurricanes, floods, crop failures, etc. Students will also discuss the concept that change is inevitable and universal.	3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.12, 3.13, 3.14, 3.40
Antarctica	Antarctica	Students will analyze primary and secondary sources including timelines to describe important historical events and governments. They will use maps and charts to identify places and physical features, identify available resources and discuss the economy of the region.	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68

3rd Grade - World Geography and Cultures: Quarter 3 Curriculum Map Scope and Sequence

What Will Third Grade Students Learn This Year?

Third grade students will learn about the major components of world geography and world cultures. Students will develop skills across the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Students will analyze the impact of physical and human geography on cultures in times past and present. They will explore the production, distribution, and consumption of goods and services on a local and global scale. Students will examine our connections to the past and the ways in which local, regional, and national governments and traditions have developed and left their marks on current societies. They will recognize the contributions of famous individuals from various ethnic, racial, religious, and socioeconomic groups to the development of civilizations around the world. Students will understand the role of rules and laws in our daily lives and the basic structure of the United States government, with opportunities to compare different government systems. They will evaluate evidence to develop comparative and causal analyses in order to interpret primary sources and informational text. Third grade students will construct sound historical arguments and perspectives on which informed decisions can be based.

Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is also recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to www.studiesweekly.com and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to www.studiesweekly.com and login with username: **shelby_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1: Africa				
Essential Question(s)	How does Africa's climate impact the way of life for Africans?			
Texts	Required Texts: World Community Studies Weekly			
Vocabulary	savanna, safari, ancient, arid, semi-arid			
Teacher Guided Text Specific & Text Dependent Questions	<p>Safari So Good</p> <ul style="list-style-type: none"> • What are some animals that can be seen in Africa? • What is Africa's climate? • What are some physical features of Africa? • What are some types of foods found in Africa? • What is a dashiki? • How did African music impact American music? <p>Nile Crocodiles</p> <ul style="list-style-type: none"> • Why are the waterways of countries like Botswana dangerous? • What is a zoologist? • What are some facts about crocodiles? 	<p>African Countries</p> <ul style="list-style-type: none"> • What is the Sahara? • Why is the Nile River well known? • How many different languages are spoken in Africa? • How many people live in Africa? • Where is Egypt located in Africa? • What is the capital of Egypt? • What is the official language of Egypt? • What is the most common religion of Egypt? • Why is the Great Pyramid of Giza well known? • What political issues do the people of Egypt face? • What are reserves? • About how many people live in Kenya? • What is the most common religion practiced in Kenya? • What are the two official languages of Kenya? • Where is Kenya located in Africa? • How is culture passed down in Kenya? • Where is Libya located in Africa? 	<p>African Countries (Continued)</p> <ul style="list-style-type: none"> • What is the capital of Libya? • What is the official language of Libya? • What is the most common religion of Libya? • What type of land is found in Libya? • Why does water cost more than gas in Libya? • What is the Great Man-Made River? • Where is South Africa located in Africa? • About how many people live in South Africa? • What types of land are found in South Africa? • How many capitals does South Africa have? • How many official languages are spoken in South Africa? • What is the most common religion of South Africa? • What amazing landform is found in South Africa? 	<p>A Steaming, Hot 'Cup of Joe': Kenyan Coffee</p> <ul style="list-style-type: none"> • Why is coffee big business in Kenya? • How does Kenya's climate and altitude impact the production of coffee beans? <p>A Pyramid of Art</p> <ul style="list-style-type: none"> • How did ancient Egyptians use pyramids? • What happened when scientists started to explore the pyramids of Egypt? • What did they discover? • How have scientists' explorations of pyramids impacted Egypt?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	<p>1) Students will look at the Imports and Exports section of this week's selection and answer document based questions such as: What African countries have similar exports? What are the exports? What African countries have similar imports? What are the imports? What country could import needed resources from Egypt? What countries could import needed resources from Libya? Which country could the United States import coffee from?</p> <p>2) Students will complete a t-chart or Venn diagram to compare and contrast a country in North America and a country in Africa. Students will then use the graphic organizer to write a paragraph to compare and contrast the two countries. Students should include types of land, language, population, religion, culture, imports and exports.</p>			

Assessment	Students will use the week’s texts to complete the prompt: How does Africa’s climate impact the way of life for Africans?
Standards	<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.</p> <p>3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</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>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.46 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>3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartolomeu Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.</p> <p>3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)</p> <p>3.49 Identify major physical features of the continent (G): • Rivers – Congo, Niger, Nile • Mountains – Kilimanjaro, Mt. Kenya, Atlas Mountains • Desert – Sahara • Bodies of Water – Indian Ocean, Lake Victoria, Southern Ocean • Landforms – Cape of Good Hope</p> <p>3.51 Identify examples of scarcity in and around specific regions. (E, G)</p> <p>3.52 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p>

Week 2: Earth's Population				
Essential Question(s)	How does population density affect the environment? What impacts population density?			
Texts	Required Texts: World Community Studies Weekly Supplemental Texts/ Resources: Population Density Chart , Water Pollution for Kids			
Vocabulary	population, culture, reservoir, aqueduct, endangered			
Teacher Guided Text Specific & Text Dependent Questions	<p>Earth's Population</p> <ul style="list-style-type: none"> • What is population density? • What are urban areas? • What are rural areas? • What can cause large changes in population density? What are some examples of those changes? • Why does Antarctica have a population density of zero? • What is the most populated country in the world? • What must all living things do to survive in their habitat? 	<p>Fighting Crowds, Finding Resources</p> <ul style="list-style-type: none"> • What happens when a city becomes overcrowded? • What are the needs of New York City as a result of overcrowding? • What has happened in Barcelona, Spain as a result of thousands of immigrants moving there? • Why has pollution become a great concern for Tucson, Arizona? • Why are plants and animals of the Sonora Desert becoming endangered? 	<p>Ancient Civilizations</p> <ul style="list-style-type: none"> • What is civilization? • What are the different components of culture? • When and why did the Paleo Indians leave the north? • What did the Paleo Indians eat? • Why did ancient Mayans plant cotton? • Why did the ancient Mayans build reservoirs? • What animals did the ancient Mayans refrain from hunting and why? • Why did the ancient people of India build stone walls? • Irrigation is the method in which a controlled amount of water is supplied to plants at regular intervals for agriculture. What were the irrigation systems in the ancient Indus Valley? • What did the people of the Ancient Yellow River Civilization use to develop medicine? • What allowed the people of the Ancient Yellow River civilization to make clothes, opposed to wearing animal skins and leaves? • Where did the ancient Sumerian people live? • What were the advantages of living in areas with rich soils? • What are the ancient Sumerian people known for being the first to do? 	<p>Rivers</p> <ul style="list-style-type: none"> • What is a river? • Where does the water for rivers come from? • Where does the water in rivers end up flowing to? • How do rivers affect people? • What pattern of population can be seen all over the world? • Why is the Nile River important to the people and land of Egypt? • What is the biggest problem for rivers? • What is being done to improve or help rivers? <p>Roman Aqueducts</p> <ul style="list-style-type: none"> • What are aqueducts? • Who were the first people to use the aqueduct system? • What did the invention of the aqueduct make possible?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	1) Students will view and analyze a Population Density Chart to answer document based questions. 2) After watching the video Water Pollution for Kids , students will work in groups to answer the following questions: What are some causes of water pollution? How does water pollution affect living things and their environment? What can be done to reduce water pollution? Students will then work in their groups to create a poster to persuade others not to pollute water.			
Assessment	Students will use the week's texts to complete the prompt: How does population density affect the environment?			

Standards	
	<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.</p> <p>3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</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>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>3.11 Analyze how natural resources have impacted the 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>3.14 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>3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, the Panama Canal, and current events.</p> <p>3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) 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.</p> <p>3.18 Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G)</p> <p>3.19 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>3.23 Identify examples of scarcity in and around specific regions. (E, G)</p> <p>3.28 Discuss the structure and purpose of government. (P)</p> <p>3.33 Identify on a map major countries of the continent (Brazil, Colombia, and Peru, Argentina). (G)</p> <p>3.35 Identify examples of scarcity in and around specific regions. (E, G)</p> <p>3.40 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events.</p> <p>3.43 Identify examples of scarcity in and around specific regions. (E, G) 3.44 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p> <p>3.46 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>3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)</p> <p>3.49 Identify major physical features of the continent (G): • Rivers – Congo, Niger, Nile • Mountains – Kilimanjaro, Mt. Kenya, Atlas Mountains • Desert – Sahara • Bodies of Water – Indian Ocean, Lake Victoria, Southern Ocean • Landforms – Cape of Good Hope</p>

	<p>3.50 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)</p> <p>3.51 Identify examples of scarcity in and around specific regions. (E, G)</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)</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. (C, G, H, P) 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; Marco Polo and trade along the Silk Road; 2004 Indian Ocean Tsunami, and current events.</p> <p>3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)</p> <p>3.66 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. (G)</p>
--	---

Week 3: Communication in Ancient Times

Essential Question(s)	How has communication changed over time?			
Texts	Required Texts: World Community Studies Weekly			
Vocabulary	preserve, change, hieroglyph, paper			
Teacher Guided Text Specific & Text Dependent Questions	<p>Communication in Ancient Times</p> <ul style="list-style-type: none"> • What are some forms of communications we can use today? • After learning to write, what were some things ancient people could do to communicate? • Why are we able to learn about the past? 	<p>Communication in Ancient Times(II)</p> <ul style="list-style-type: none"> • How did the first people communicate with each other? • How did their communication progress over time? • What people lived in Iraq in 3100B.C.? • What type of writing did the people use? • How were pictures used in their writing? • What type of writing did the Egyptians create? • How does our way of writing today differ from the way ancient Egyptians wrote? • What was the problem with the writing of the ancient people of the Indus Valley? • How do archeologists know that the ancient people of the Shang Dynasty used pictures to write? • How did the Shang Dynasty people keep track of their money and possessions? 	<p>The Telephone</p> <ul style="list-style-type: none"> • Who was Alexander Graham Bell? • What experience caused Bell to think about the possibility of transmitting multiple messages over the same wire at the same time? • What invention was Bell working to improve? • What did Bell and Watson do in 1875 that changed communication around the world? <p>Change Affects Everyone</p> <ul style="list-style-type: none"> • What are some examples of things that change over time? • What has to happen when new inventions arise? • Why can change be difficult for people? • Why do we need to learn to adapt to change? 	<p>Sharing Public Space: Vitus Bering and Russian Colonies in Alaska</p> <ul style="list-style-type: none"> • Who was Vitus Bering? • What was the purpose of Bering's expedition? • Who sent Bering on the expedition? • What is now called the Bering Strait? • Bering was the first European to arrive in what continent? • Where is Kayak Island located? • Who are the native people of Aleutian Islands? • What happened as a result of Russian settlement in Alaska?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	<p>1) Students will use this week's reading selection to create a visual timeline of forms of communication. Students must label the forms of communication with the name of the inventor and the approximate year of the invention. Teachers may show a communication timeline as an example.</p> <p>2) Students will write a letter to a friend to describe a form of communication of the ancient times. Students will support their writing with evidence from this week's selection.</p>			
Assessment	Students will use the week's texts to complete the prompt: How has communication changed over time?			
Standards	<p>3.9, 3.13, 3.16, 3.46, 3.47, 3.48, 3.57, 3.58, 3.59</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</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.
- 3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) 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.
- 3.46 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)
- 3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartolomeu Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.
- 3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)
- 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)
- 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. (C, G, H, P) 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; Marco Polo and trade along the Silk Road; 2004 Indian Ocean Tsunami, and current events.
- 3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)

Essential Question(s)	How have ancient civilizations impacted the way we live today?			
Texts	Required Texts: World Community Studies Weekly			
Vocabulary	hieroglyph, aborigine, cuneiform, continent, pharaoh, necropolis, archeology, anthropology			
Teacher Guided Text Specific & Text Dependent Questions	<p>The Eastern Hemisphere</p> <ul style="list-style-type: none"> • What continents make up the eastern hemisphere of the world? • How much of the world's population live in Asia? • What continent is next to Asia? • What do people call the land mass of Europe and Asia? • What are some countries in Asia? • Asia is home to the highest and lowest places on earth. What is the highest place on earth? What is the lowest place on earth? • Where did ideas of art and government come from? • Where did the explorers of the New World come from? • What are some countries in Europe? • Why could Africa be thought of as a rainbow? • What are some countries of Africa? • What countries make up Australia? • What is the huge flatland in the middle of Australia called? 	<p>Pharaoh's Statue Discovered While Searching for Cleopatra</p> <p>Who was Cleopatra?</p> <ul style="list-style-type: none"> • What were ancient temples made of? • When was the Ptolemaic Period? • Who was Ptolemy IV? • What is a pharaoh? • What is a necropolis? 	<p>Where Are the Ancient Civilizations Today?</p> <ul style="list-style-type: none"> • Where did most people of ancient Asia live? • What did the ancient people of Asia use for everyday activities? • What form of writing did the ancient Asians use? • What was the original name of Iran? • What is a major export of Iran? • How much of the world's population lives in China? • What inventions or ideas have come from China? • What was one of the earliest civilizations in the world? • What is one of the oldest kind of writing in the world? • What are some other inventions that came from Africa? • Who were the first people to live in Australia? • How long ago did they live in Australia? • When and why did Australia become noticed? • What are the main ways Greek people make money today? • What is the European Union and its purpose? 	<p>The Loom</p> <ul style="list-style-type: none"> • When were looms invented? • What was the purpose of looms? • What served as a status symbol of wealth? • Where is the oldest known depiction of a loom located? • How do looms of the past compare and contrast with modern looms? <p>How Do We Know What Ancient Civilizations Were Like?</p> <ul style="list-style-type: none"> • What two areas of science allow us to know what ancient civilization was like? • What does an anthropologist do? • What does an archeologist do? • What do people have to do to become an archeologist or an anthropologist?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	<ol style="list-style-type: none"> 1) Students will write to compare and contrast two continents of the eastern hemisphere. 2) Students will write to express how life would be different without the inventions of the ancient civilizations? 			
Assessment	Students will use the week's texts to complete the prompt: How have ancient civilizations impacted the way people live today?			
Standards	3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.39, 3.40, 3.41, 3.46, 3.47, 3.48, 3.53, 3.54, 3.57, 3.59, 3.60 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.			

	<p>3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</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>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G)</p> <p>3.46 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>3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartolomeu Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.</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)</p> <p>3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)</p> <p>3.60 Identify the Himalayas, Mount Everest, and Mesopotamia. (G)</p>
--	---

Week 5: Asia	
Essential Question(s)	Why is Asia important to the development and growth of the world?

Texts	Required Texts: World Community Studies Weekly			
Vocabulary	population, monsoon, land area, civilization, technology			
Teacher Guided Text Specific & Text Dependent Questions	<p>New Technologies Find Ancient Lost City</p> <ul style="list-style-type: none"> • What did scientists use to find the city of Mahendraparvata? • Where was the city found? • What was the LIDAR technology able to show? How did the LIDAR help scientists? • How long ago did people live in the city of Mahendraparvata? 	<p>Countries of Asia</p> <ul style="list-style-type: none"> • Where is Israel located in Asia? • Why do plants and animals not live in the Dead Sea? • What is the capital of Israel? • What people make up most Israel's population? • What political issues still exist for the Israelis today? • What are the official languages of Israel? • What type of currency is found in Israel? • About how many people live in China? • What invention came from China? • What political system does China have? • What is the capital of China? • What is the currency of China? • Why does Japan have the nickname "Land of the Rising Sun?" • What type of government does Japan have? • What is the role and purpose of Japan's emperor? 	<p>Countries of Asia (Continued)</p> <ul style="list-style-type: none"> • What land feature can mostly be found in Japan? • What natural disasters must Japanese citizen be prepared to face? • What is the official language of Japan? • What is the currency of Japan? • Where is India located? • About how many people live in India? • What is monsoon season? • What is the capital of India? • What are the official languages of India? • What are popular sports of India? • What animals can be found in India? • How does the treatment of cows in India differ from the treatment of cows in the United States? 	<p>Trade Markets</p> <ul style="list-style-type: none"> • What is a souk? • What things can be found at a souk? • What services are available at a souk? • Why is Shanghai, China important to the world? • What are cargo containers? • What impacts the final cost of goods? • Why is Shanghai a successful port? <p>Mesopotamia</p> <ul style="list-style-type: none"> • Where is ancient Mesopotamia located? • Why is Mesopotamia called a "cradle of civilization?" • How did the Tigris and Euphrates rivers affect the people of Mesopotamia? • What did the people of Mesopotamia begin? • What is the modern location of ancient Mesopotamia?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	After reading and analyzing the imports and exports of Asia section of this week's selection, students will answer document based questions such as: What Asian countries share common exports? What are the common exports? What Asian countries share common imports? What are the common imports? What country could India import resources from to meet their importing needs and what would be the resources? Which countries import resources that they export? What are those resources?			
Assessment	Students will use evidence from this week's texts to complete the prompt: Why is Asia important to the development and growth of the world?			
Standards	<p>3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.57, 3.58, 3.59, 3.60, 3.61, 3.62</p> <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.</p> <p>3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</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>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</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)</p> <p>3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)</p> <p>3.61 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p> <p>3.62 Describe how goods and services are exchanged on local and international levels. (E, G)</p>
--	--

Week 6: Resources	
Essential Question(s)	How do resources influence the economy?
Texts	Required Texts: World Community Studies Weekly
Vocabulary	resource, irrigation, nomads, adobe, capital, conserve, economy

<p>Teacher Guided Text Specific & Text Dependent Questions</p>	<p>Ancient Civilization and the Resources They Used</p> <ul style="list-style-type: none"> • What are resources? • Why is the location of a resource important? • What are nomads? • What did nomads do to get food? • What did nomads use for clothes? • Why was water an important resource during the age of the nomads? • What is irrigation? • What resource was used in ancient Egypt to build homes? 	<p>Boom to Bust and Back Again</p> <ul style="list-style-type: none"> • When was the most recent economic recession? • What was the “boom and bust”? • Describe what happened during the economic “bust” in the 1890s. • Describe what happened during the recent economic “bust” in the 2000s. 	<p>Economy</p> <ul style="list-style-type: none"> • What makes up an economy? • What are the three types of resources of the world? • What are the four steps to using resources? • How do the locations of resources influence the surrounding communities? 	<p>The Crayon</p> <ul style="list-style-type: none"> • How many crayons were in the first box of Crayola crayons? • Describe the crayons that were in use prior to the debut of Crayola crayons in 1903. • What did the creators of Crayola crayons make before they made crayons?
<p>Suggested Protocols and Resources</p>	<p>Final Word: Pg. 12</p>	<p>Write, Pair, Share: Pg. 35</p>	<p>Infer the Topic: Pg. 17</p>	<p>Back to Back, Face to Face: Pg. 5</p>
<p>Extension Activities</p>	<p>1) Students will create a Venn diagram to compare and contrast the “Boom and Bust” and the “Great Recession.”</p> <p>2) Students will select a resource and create a flow chart to explain/detail the four steps of using the resource.</p> <p>3) Students will refer to the Trees to Paper section of this week’s selection to complete a flow chart to describe/explain the process of making paper. Students may add pictures to their flow chart.</p> <p>4) Students will refer to the Mapping and Charting section of this week’s selection to categorize resources as natural, human, or capital.</p>			
<p>Assessment</p>	<p>Students will use the week’s texts to complete the prompt: How do resources influence the economy?</p>			
<p>Standards</p>	<p>3.8, 3.9, 3.10, 3.11, 3.13, 3.23</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</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 economy of each region and their connections to global trade.</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>3.23 Identify examples of scarcity in and around specific regions. (E, G)</p>			

Week 7: Australia				
Essential Question(s)	How is life in Australia for people, animals, and plants?			
Texts	Required Texts: World Community Studies Weekly			
Vocabulary	coast, outback, territory, Aborigine, convict			
Teacher Guided Text Specific & Text Dependent Questions	<p>Fantastic Fairy Bread</p> <ul style="list-style-type: none"> • Who settled in Australia? • When did Australia become an independent nation? • How many states and territories make up Australia? • What is Australia’s capital? • What language is spoken in Australia? • Why is Australia referred to as the “Land Down Under”? • How does the weather of the United States during different seasons contrast to the weather during different seasons in Australia? • What is the climate of Australia? • Why are there not a lot of people living in the middle of Australia? • What is a traditional Australian food served at children’s parties? 	<p>Australia’s States and Territories</p> <ul style="list-style-type: none"> • What ocean is near South Australia? • What is the capital of South Australia? • What are opals? • What animals can be found in South Australia? • What bodies of water are near Queensland? • Why is Queensland considered a peninsula? • What is Queensland best known for? • Describe the Great Barrier Reef. • What land features are in Queensland? • How is Tasmania different from the other states/territories of Australia? • Where is Tasmania located? • What is the capital of Tasmania? • What plants and animals can be found on Tasmania? 	<p>Australia’s States and Territories (Continued)</p> <ul style="list-style-type: none"> • What is the climate of Tasmania? • Tasmania is the Australian state that is closest to what other continent? • Is New Zealand a part of Australia? Why or why not? • Where is the state of Victoria located? • What is the capital of Victoria? • What are some things tourist may do in Victoria? • What is the capital of New South Wales? • Who were the first people to live in New South Wales? • What people live in New South Wales today? • What might tourists do when visiting New South Wales? 	<p>Dreamtime Stories</p> <ul style="list-style-type: none"> • How do aboriginal people define “Dreamtime”? • How did aboriginal people pass down stories about plants, animals, and the land? <p>Australia’s Unique Animals</p> <ul style="list-style-type: none"> • What type of animals live in Australia? • What is a mammal? • What is a marsupial? • Describe a reptile. • Describe monotremes. • How many types of monotremes are in the world? • What animals are not natives of Australia?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	<ol style="list-style-type: none"> 1) Students will create a flow chart or timeline to describe/detail the change of people who have lived in Australia. 2) Students will compare the Dreamtime of Tiddalick to an American Folktale. 3) Students will identify and label the oceans, the Great Barrier Reef, Ayers Rock, Tasmania, and New Zealand on a blank map of Australia. 4) After reading and analyzing the Imports and Exports of Australia chart, students will answer document based questions such as: Based on the chart, what can you determine about certain animals of Australia? Why do you think Australia trades with New Zealand? Based on the chart, what may be some wants of the people of Australia? 			
Assessment	Students will write a letter to a friend to describe life in Australia. Students should be sure to include the people, animals, climate, history and physical features of Australia.			
Standards	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.53, 3.54, 3.55, 3.56			

- | | |
|--|---|
| | <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.</p> <p>3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</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>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>3.53 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>3.54 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H, P) Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European Settlement, Australia's Independence, and current events.</p> <p>3.55 Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania. (G)</p> <p>3.56 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p> |
|--|---|

Week 8: Humans and Their Environment				
Essential Question(s)	How does change impact our lives?			
Texts	Required Texts: World Community Studies Weekly			
Vocabulary	inevitable, universal, climate, extinct, weather			
Teacher Guided Text Specific & Text Dependent Questions	<p>Changes to Your Environment</p> <ul style="list-style-type: none"> • What does the word “inevitable” mean? • What does the word “universal” mean? • What changes in the past have positively impacted present time? 	<p>How Clean is Our Water?</p> <ul style="list-style-type: none"> • What is EPA and its purpose? • What are states required to submit to the EPA every two years? • Why do states have to make the submission? • What are the two ratings water samples could receive from the EPA? • What are estuaries? • What is the issue with the United States’ estuaries? • What can people do to improve our water? 	<p>Humans and Their Environment</p> <ul style="list-style-type: none"> • How do people impact the environment? • What causes global warming? • What is urbanization? • What do trees and plants do for the earth? • What are the causes and effects of having fewer plants and trees? • What important role does the Amazon rainforest have? • What are the negative impacts of clear cutting the Amazon rainforest? • What is the definition of the word “deforestation?” • How are weather and climate different? • What are the effects of greenhouse gases? • How can people help stop global warming? 	<p>The First Car</p> <ul style="list-style-type: none"> • Who invented the first car? • How does the first car invented differ from the cars of today? • Why has Benz been called a genius?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Back to Back, Face to Face: Pg. 5
Extension Activities	<ol style="list-style-type: none"> 1) Students will work in groups to complete a t-chart of positive and negative changes throughout history. 2) Students will create a cause and affect chart to represent the causes and effects of global warming. 3) Students will select a product that has changed over time such as a telephone, computer, bike, or boat. Students will then work in groups to research and record the changes of the product over time. Students will create a timeline with dates, pictures, and inventors to present to their classmates. 			
Assessment	Students will use the week’s texts to complete the prompt: How does change impact our lives?			
Standards	<p>3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.12, 3.13, 3.14, 3.40</p> <p>3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</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>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details</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>3.40 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events.</p>
--	--

Week 9: Antarctica				
Essential Question(s)	Why is it difficult for people to live in Antarctica?			
Texts	Required Texts: World Community Studies Weekly			
Vocabulary	treaty, extreme, dogsled, station			
Teacher Guided Text Specific & Text Dependent Questions	<p>Adventures in Antarctica</p> <ul style="list-style-type: none"> • What animals can be found in Antarctica? • Where is Antarctica located? • When do historians think the first people arrived in Antarctica? • How is Antarctica different from the other continents when it comes to having natives? Why? • What forms of transportation do people use to get to Antarctica? <p>Tourists in Antarctica?</p> <ul style="list-style-type: none"> • What must tourists get permission to do when visiting Antarctica? • What activities can tourists do when visiting Antarctica? • How do the seasons differ in the United States and Antarctica? • How often is the sunlight present in Antarctica? 	<p>Enduring Explorers of the Antarctica</p> <ul style="list-style-type: none"> • Who was James Cook? • What did early explorers of Antarctica try to use to cross the continent? • Why did early explorers have to turn back and stop trying to explore Antarctica? • What did Sir James Clark Ross discover? • What is Mount Erebus? • Where was Sir James Clark Ross from? • Who was Roald Amundsen? • What did Amundsen use to explore 800 miles of Antarctica? • Where was Roald Amundsen from? • Who was Captain Robert Falcon Scott? • Why was Scott and his crew disappointed when they explored the South Pole? • What country was Scott from? • Why would some people consider Sir Ernest Henry Shackleton to be a persistent person? • How many explorations did Admiral Richard Evelyn Byrd lead? • What did Byrd help establish in Antarctica? • What did Byrd do to record his adventures as an explorer of Antarctica? 	<p>Physical Feature of Antarctica</p> <ul style="list-style-type: none"> • What is the magnetic South Pole? • How many countries make up Antarctica? • What are the large regions of Antarctica called? • What land features can be found in Antarctica? <p>Living in Antarctica Today</p> <ul style="list-style-type: none"> • What are the scientific research centers of Antarctica called? • Why is it difficult for people to live in Antarctica? • When do scientists and tourists often visit Antarctica? • When does the sun not rise in Antarctica? • What do scientists study when they are in Antarctica? • Why is there a lack of fresh fruit and vegetables to eat in Antarctica? 	<p>Famous Animals of Antarctica/ The Antarctic Treaty</p> <ul style="list-style-type: none"> • Why do you think there are no native animals of Antarctica? • What animals visit Antarctica often? • What are the two common penguins in Antarctica? How do the two types of penguins differ? • What other animals visit Antarctica and the Antarctic waters? • What is the Antarctic Treaty? • Why was there a need for the Antarctic Treaty?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17	Final Word: Pg. 12
Extension Activities	Students will write to express how things may be if the Antarctic Treaty did not exist.			
Assessment	Students will use the week's texts to answer the following prompt: How does Antarctica's climate affect life on the continent?			
Standards	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68 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. 3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.			

	<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>3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details</p> <p>3.63 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>3.64 Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. (C, H, P) Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole.</p> <p>3.65 Conduct a short research project to examine the Antarctic Treaty. (P)</p> <p>3.66 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. (G)</p> <p>3.67 Read and interpret information about the impact of people on the environment. (G)</p> <p>3.68 Identify McMurdo Station. (G)</p>
--	--