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| **Grade:** 3rd **Unit:** 1 **Time Frame:** September – mid November  **Essential Question:** Why does geography matter? | |
| **Focus Questions:** (What is my child thinking about?) | |
| * How do geographers look at the world? * How do geographers use tools to interpret maps? * How do physical features and climate affect human settlement? * How do communities adapt to and modify environments to meet their needs? * What is culture? | |
| **Student Outcomes:** (What can my child do after this unit is over?) | |
| * Identify the continents and oceans using globes and maps. * Use map features such as title, legend or key, compass orientation, author, date, grid, and scale to interpret political, physical, vegetation, and resource maps. * Use cardinal and intermediate directions and principal parallels to locate communities or resources relative to the United States and other selected world communities. * Examine how communities adapt to and/or modify their environment to meet their needs. * Develop a working definition of culture by examining a variety of cultures as well as their own. | |
| **Performance Tasks:** (End-of-Unit task) | **Formative Assessment:** |
| Students create a physical map of their own made up country to select the best location for human settlement  Students use compass orientation to explain where features are located. Students describe the physical features and explain how humans can use the natural resources available to support their settlement.  Students label where we are on the map. They label their planet, continent, country, state, and town. | * Students use the compass rose to locate places * on a map. * Students read riddles and use the compass rose   to find where they are in the world.   * Students look at menus from around the world to see how different cultures use different ingredients in their food. * Students label the seven continents and five oceans. |
| **Extension Activities** | |
| • Research: Major natural resources or man-made structures on a continent. What is used for and/or why was it built?  • Informational Writing: Students conduct an interview with a family member. They write about their family’s culture and may include recipes.  • Opinion Writing: Bring in a family artifact. Describe how the artifact represents your culture and why it is important to you.  • Opinion Writing: Why does New York State make a great home for residents?  • Map Making: Create a map of your own state. Where would the major city be? Add in landforms.  • Book Making: Create an informational book. Choose a continent to write about. Sections can include: natural resources, landforms, location, population, countries…. | |