

# Third Grade

rev. 19 September 2008

## PROCESS OBJECTIVES

**1<sup>st</sup> Nine**

### Weeks

1. Identify, locate, and compare and contrast information found in resources such as encyclopedias, visual images, atlases, maps, globes, and computer-based technologies. (1.1)
2. Examine and use children's literature to compare and contrast his or her own community to other United States and global communities. (1.2)

## CONTENT OBJECTIVES

1. Distinguish among map symbols (e.g., legend reference to land, water, roads, and cities) and demonstrate through mental mapping and understanding of relative location, direction, scale, size, and shape. (2.1)
2. Construct simple maps of the seven continents with essential map elements of title, key, directional indicators, date. (2.2)
3. Name and locate basic types of climate across the globe (e.g., arctic, temperate, and tropical) and describe how they affect the way people live, including their food, shelter, transportation and recreation. (4.1)
4. Locate and distinguish among varying landforms and geographic features (e.g., mountains, plateaus, islands, oceans). (4.2)

## PROCESS OBJECTIVES

**2<sup>nd</sup> Nine**

### Weeks

1. Identify, locate, and compare and contrast information found in resources such as encyclopedias, visual images, atlases, maps, globes, and computer-based technologies. (1.1)
2. Examine and use children's literature to compare and contrast his or her own community to other United States and global communities. (1.2)

## CONTENT OBJECTIVES

5. Describe how communities depend upon workers with specialized jobs, giving examples of ways in which they contribute to the exchange of goods and services. (4.3)
6. Describe how people affect and change their environments (e.g., farming, building dams, putting up yard lights). (4.4)
7. Investigate through children's literature (e.g., fables, legends, and historical fiction) the cultural similarities and differences among people in different regions, and how they have changed over time. (3.1)
8. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs). (3.2)

## PROCESS OBJECTIVES

**3<sup>rd</sup> Nine**

### Weeks

1. Identify, locate, and compare and contrast information found in resources such as encyclopedias, visual images, atlases, maps, globes, and computer-based technologies. (1.1)
2. Examine and use children's literature to compare and contrast his or her own community to other United States and global communities. (1.2)

## CONTENT OBJECTIVES

9. Use the equator and prime meridian to identify the four hemispheres. (2.3)
10. Develop skills in locating places across the globe using parallels of latitude and meridians of longitude. (2.4)
11. Examine the purposes of government (e.g., providing essential services and protecting people and property from the actions of others) and identify representative leaders and their roles in the community. (3.3)
12. Examine the rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals. (3.4)

## PROCESS OBJECTIVES

**4<sup>th</sup> Nine**

### Weeks

1. Identify, locate, and compare and contrast information found in resources such as encyclopedias, visual images, atlases, maps, globes, and computer-based technologies. (1.1)
2. Examine and use children's literature to compare and contrast his or her own community to other United States and global communities. (1.2)

## CONTENT OBJECTIVES

13. Describe the difference between goods and services; explaining that, at different times and places, people are both consumers and producers of goods and services. (5.1)
14. Explain that limits on resources (scarcity) require people to make choices about producing and consuming goods/services. (5.2)
15. Compare and contrast the differences among human resources (people at work), natural resources (water, soil, wood, coal, etc.) and capital resources (machines, tools, money, etc.) used to produce goods and services. (5.3)
16. Explain the relationship between saving and spending, and describe the value of setting a financial goal and developing a plan to reach it. (5.4)