

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: 3
Unit Title: Geography	Trimester: 2 (11 - 12 Lessons)

Unit Summary: Students will read and interpret different types of maps. Relative location words and cardinal/intermediate directions will be used to describe the locations of places on a map. Different landforms and waterways will be reviewed in order to discuss why the world is unevenly populated. Physical and human boundaries will be explored in the United States and the state of Minnesota. With guidance, students will create a simple map of the United States in preparation for the GRASPSS where they make a map of Minnesota. Encourage students to make connections across the curriculum. Meaningful integration may be made during modeled, shared, guided and independent reading and writing.

- Program Understandings or Big Ideas:**
- **III. PEOPLE, PLACES AND ENVIRONMENT:** Students will understand that the five themes of geography (location, place, human-environment interactions, movement, and regions) are interrelated and influence history.

Stage 1: Desired Results

Established Goals/Standards	Acquisition ↔ Meaning Making ↔ Transfer	
<p><u>MN Academic Standards in GEOGRAPHY</u> 3.3.1.1.1 Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one’s community, the state of Minnesota, the United States or the world. 3.3.1.1.2 Create and interpret simple maps of places around the world, local to global; incorporate the “TODALS” map basics, as</p>	<h3 style="margin: 0;">Transfer</h3>	
	<p><i>Students will be able to independently use their learning to...</i> create a simple map of Minnesota with TODALS, (title, orientation/compass rose, date, author, legend/key, scale) points, lines, and color to show waterways and land. Explain why major Minnesota cities are located near water.</p>	
	<h3 style="margin: 0;">Meaning Making</h3>	
	<p style="text-align: center; margin: 0;">UNDERSTANDINGS</p> <p style="text-align: center; margin: 0;"><i>Student will understand that...</i></p>	<p style="text-align: center; margin: 0;">ESSENTIAL QUESTIONS</p> <p style="text-align: center; margin: 0;"><i>Students will keep considering:</i></p>

well as points, lines and colored areas to display spatial information.

3.3.3.6.1 Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.

3.3.3.8.1 Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.

What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?

Overarching (Framework)

1. geography influences the development of communities, and the interactions between people and the environment.
2. maps help people learn about our world.

Topical (Unit)

1. people use concepts of location to describe the world around them.
2. maps help people communicate about the world.
3. geography affects where people decide to live.
4. geography affects people’s daily life.
5. people make/use boundaries for many reasons.

For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?

Overarching (Framework)

1. How does the environment influence where people live?
2. How does the environment influence how people live?
3. How are maps and globes helpful?

Topical (Unit)

1. How can I describe the location of place?
2. What can I learn from a map?
3. How do landforms and waterways impact where people live?
4. How do landforms and waterways impact how people live?
5. How are boundaries used?

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?

1. the differences between continents, countries, states, and counties.
2. relative location words (close to, above, bordering, across).
3. cardinal and intermediate direction words.
4. the parts of a map including: TODALS (title, orientation/compass rose, date, author, legend/key, scale), cities, boundaries, bodies of water, and regions.

Students will be able to...

What discrete skills and processes should students be able to use?

1. describe the location of places using relative location words, and cardinal and intermediate directions.
2. interpret simple maps using TODALS.
3. create a simple map using TODALS.
4. use points, lines, and color to display spatial information on a map.
5. explain reasons to live by certain physical features.
6. identify physical and human boundaries.

5. there are different types of maps.
6. people settle in a location based on the geography.
7. human populations are unevenly distributed around the world.
8. human and physical features can be used as boundaries or dividers.

Essential Vocabulary:

- continent
- country
- state
- county
- relative location
- border
- cardinal directions
- intermediate directions
- TODALS
- map title
- orientation (compass rose)
- legend (key)
- scale
- city
- capital
- population
- atlas
- physical map
- political map
- human boundaries
- physical boundaries

To view all vocabulary words for grade 3 social studies, see [“Grade 3 Social Studies Vocabulary”](#) (pink document in front of binder.)

7. explain why people have made or used boundaries.

To access the "Grade 3 Social Studies Vocabulary Cards," *google link here*

[Link to Vocabulary Cards](#)

Common misunderstanding(s):

- The world looks the same wherever you go.
- Continents and countries are the same.
- Countries and states are the same.
- Countries and counties are the same.
- All maps use the same scale.
- All locations are evenly populated.