

Map: **SS-Grade 3** Grade Level: **3**

District: **Island Trees**

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	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 1	Where in the world is Japan?	<b>The Location of a World Community-Map Skills</b>	Locate Japan on a world map		SS3-K1-1B	
		Japan's location	Locate islands that make up Japan		SS3-K1-1C	
	What is the significance of the Japanese flag?	Islands that make up Japan			SS3-K1-1A	
		<b>Symbolism</b>		Understand the symbols on the Japanese flag and interpret its symbolism	SS4-K1-1E	
	What Japanese traditions are important to its culture?	Japan's flag			SS5-K1-1A	
		<b>Traditions/Culture/Civilizations</b>		Compare and contrast Japanese and American family life	SS2-K1-1A	
	How do people in Japan communicate?	Family Life			SS2-K2-1A	
		Celebrations			SS2-K3-1A	
	How does farming and industry affect Japan's economic state?	<b>Communication</b>		Describe the clothing of the Japanese people	SS2-K4-1B	
		Numbers		Explain the symbolism of the crest on the kimono		
	How does Japan's educational system work?	Words				
	What factors led to the formation of modern day Japan?	<b>Economic Decision Making-Needs and Wants</b>		Explore Japanese cultures in the home		
		Japan's industrial centers		Count in Japanese from 1 to 10		
	How have some people shaped the history of Japan?	currency		Learn Japanese words		
	<b>Education</b>		Determine what products are traded between Japan and U.S.			
How can literature help us to better understand the history and culture of Japan?	Schools					
	<b>History-Human Migration</b>					
How are individuals in Japan affected by the structure of government and its decisions?	<b>Important People/Places</b>		Compare yen to U.S. dollar			
	<b>Literature</b>		Diagram main differences between schools in Japan and U.S.			
How do I teach fact and opinion about Japanese food using the book <u>Japan</u> ?	Japan during World War II		Describe the historical elements of why people immigrated to America			
	Haiku Poetry					
	<b>Government-Rules and Laws</b>		Recognize the contributions of individuals/groups of the development of Japan			

			<p>Describe the places of interest in Japan</p> <p>Demonstrates how the bombing of Hiroshima affected its people</p> <p>Understand and utilize the format of Haiku poetry</p> <p>Discuss the Japanese government</p> <p><b>Vocabulary</b></p> <p>Ancestors</p> <p>Chan</p> <p>Consumer</p> <p>Crane</p> <p>Emperor festival</p> <p>Futon</p> <p>Haiku</p> <p>Immigration</p> <p>Industry</p> <p>Internment</p> <p>Karp</p> <p>Kimono</p> <p>Konnichiwa</p> <p>Origami</p> <p>Sensei</p> <p>Sushi</p> <p>Tatami</p> <p>Teriyaki</p> <p>Traditions</p> <p>Yen (currency)</p>		
Unit 2	<p>Where in the world is India?</p> <p>What is the significance of the Indian flag?</p> <p>What Indian traditions are important to its culture?</p> <p>How do people in India communicate?</p>	<p><b>The Location of a World Community-Map Skills</b></p> <p>India's location</p> <p><b>Symbolism</b></p> <p>India's flag</p> <p><b>Traditions/Culture/Civilizations</b></p> <p>Family Life</p>	<p>Locate India on a world map</p> <p>Understand the symbols on the Indian flag and interpret its symbolism</p> <p>Compare and contrast Indian and American family life</p> <p>Describe the clothing of the Indian people</p> <p>Explore Indian cultures in the home</p>	<p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1A</p> <p>SS3-K2-1A</p> <p>SS4-K1-1E</p> <p>SS5-K1-1A</p> <p>SS5-K3-1A</p> <p>SS2-K1-1A</p> <p>SS2-K2-1A</p> <p>SS2-K3-1A</p>	

<p>How does farming and industry affect India's economic state?</p> <p>How does India's educational system work?</p> <p>What factors led to the formation of modern day India?</p> <p>How have some people shaped the history of India?</p> <p>How are individuals in India affected by the structure of government and its decisions?</p> <p>How do I teach reading and interpreting a timeline by using a timeline with the book <u>Leading the Way</u>?</p> <p>How do I teach main idea and supporting details about Indian cities using the book <u>India</u>?</p>	<p>Celebrations</p> <p>Clothing</p> <p>Communication</p> <p>Numbers</p> <p>Words</p> <p>Economic Decision Making-Needs and Wants</p> <p>India's industrial centers</p> <p>India's manufactured products</p> <p>currency</p> <p>Education</p> <p>Schools</p> <p>History-Human Migration</p> <p>Important People/Places</p> <p>Government-Rules and Laws</p>	<p>Count in Hindi from 1 to 10</p> <p>Learn Hindi words</p> <p>Determine what products are traded between India and U.S.</p> <p>Compare rupee to U.S. dollar</p> <p>Diagram main differences between schools in India and U.S.</p> <p>Describe the historical elements of importance and why people immigrated to America</p> <p>Recognize the contributions of individuals/groups to the development of India</p> <p>Describe places of interest in India</p> <p>Discuss the Indian government</p> <p><b>Vocabulary</b></p> <p>Ancestors</p> <p>Archeologist</p> <p>Buddhism</p> <p>Caste System</p> <p>Civilization</p> <p>Culture</p> <p>Curry</p> <p>Economy</p> <p>Embroidery</p> <p>Export</p> <p>Generation</p> <p>Hindu</p> <p>Import</p> <p>Industrialization</p> <p>Islam</p> <p>Meditation</p> <p>Mosque</p> <p>Muslim</p>	<p>SS2-K4-1B</p>
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			<p>Natural resources</p> <p>Parliament</p> <p>Prime Minister</p> <p>Rupee (currency)</p> <p>Sari</p> <p>Sikh</p> <p>Sultan</p> <p>Symbol</p> <p>Tolerant</p> <p>Vegetarian</p>		
Unit 3	<p>Where in the world is South Africa?</p> <p>What is the significance of the South African flag?</p> <p>What South African traditions are important to its culture?</p> <p>How do people in South Africa communicate?</p> <p>How does farming and industry affect South Africa's economic state?</p> <p>How does South Africa's educational system work?</p> <p>What factors led to the formation of modern day South Africa?</p> <p>How have some people shaped the history of South Africa?</p> <p>How can literature help us to better understand the history and culture of</p>	<p><b>The Location of a World Community-Map Skills</b></p> <p>South Africa's location</p> <p><b>Symbolism</b></p> <p>South Africa's flag</p> <p><b>Traditions/Cultures/Civilizations</b></p> <p>Family Life</p> <p>Celebrations</p> <p>Clothing</p> <p><b>Communication</b></p> <p>Numbers</p> <p>Words</p> <p><b>Economic Decision Making-Needs and Wants</b></p> <p>South Africa's industrial centers</p> <p>South Africa's manufactured products</p> <p>currency</p> <p>Education</p>	<p>Locate South Africa on a world map</p> <p>Understand the symbols on the South African flag and interpret its symbolism</p> <p>Compare and contrast South African and American family life</p> <p>Describe the clothing of the South African people</p> <p>Explain the symbolism of Kente cloth</p> <p>Explore South African culture in the home</p> <p>Count in Zulu from 1 to 10</p> <p>Learn Zulu words</p> <p>Determine what products are traded between South Africa and U.S.</p> <p>Compare rand to U.S. dollar</p> <p>Diagram main differences between schools in South Africa and U.S.</p> <p>Describe the historical elements</p>	<p><b>SS3-K1-1B</b></p> <p><b>SS3-K1-1C</b></p> <p><b>SS3-K1-1A</b></p> <p><b>SS3-K2-1A</b></p> <p><b>SS4-K1-1E</b></p> <p><b>SS5-K1-1A</b></p> <p><b>SS5-K3-1A</b></p> <p><b>SS2-K1-1A</b></p> <p><b>SS2-K2-1A</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K4-1B</b></p>	

<p>South Africa? How are individuals in South Africa affected by the structure of government and its decisions?</p>	<p>Schools</p> <p><b>History-Human Migration</b></p> <p>apartheid</p> <p><b>Important People/Places</b></p> <p><b>Literature</b></p> <p>folktales</p> <p><b>Government-Rules and Laws</b></p>	<p>of why people migrated throughout South Africa</p> <p>Recognize the contributions of individuals/groups to the development of South Africa</p> <p>Describe the places of interest in South Africa</p> <p>Listen and read Anansi tales</p> <p>Analyze the story elements of these tales</p> <p>Discuss the South African government</p> <p><b>Vocabulary</b></p> <p>Africaans</p> <p>ancestor</p> <p>apartheid</p> <p>cape</p> <p>capital</p> <p>continent</p> <p>desert</p> <p>discriminate</p> <p>endangered</p> <p>ethnic group</p> <p>export</p> <p>heritage</p> <p>import</p> <p>mealie</p> <p>migrant</p> <p>minority</p> <p>natural resources</p> <p>plain</p> <p>plateau</p> <p>poverty</p> <p>preserve</p> <p>protest</p> <p>province</p> <p>republic</p> <p>rural</p>			
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			safari segregated suburb township zulu			
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>Where in the world is Brazil?</p> <p>What is the significance of the Brazilian flag?</p> <p>What Brazilian traditions are important to its culture?</p> <p>How do people in Brazil communicate?</p> <p>How does farming and industry affect Brazil's economic state?</p> <p>How does Brazil's educational system work?</p> <p>What factors led to the formation of modern day Brazil?</p> <p>How have some people shaped the history of Brazil?</p> <p>How can literature help us to better understand the history and culture of Brazil?</p> <p>How are individuals in Brazil affected by the structure of government and its decisions?</p>	<p><b>The Location of a World Community-Map Skills</b></p> <p>Brazil's location</p> <p><b>Symbolism</b></p> <p>Brazil's flag</p> <p><b>Traditions/Culture/Civilizations</b></p> <p>Family Life</p> <p>Celebrations</p> <p>Clothing</p> <p><b>Communication</b></p> <p>Numbers</p> <p>Words</p> <p><b>Economic Decision Making-Needs and Wants</b></p> <p>Brazil's industrial centers</p> <p>Brazil's rainforests</p> <p>Brazilian manufactured products</p> <p>currency</p> <p><b>Education</b></p> <p>schools</p> <p><b>History-Human Migration</b></p> <p><b>Important People/Places</b></p> <p><b>Literature</b></p> <p>Folktales</p> <p>Legends</p>	<p>Locate Brazil on a world map</p> <p>Understand the symbols on the Brazilian flag and interpret its symbolism</p> <p>Compare and contrast Brazilian and American family life</p> <p>Describe the clothing of the Brazilian people</p> <p>Explain the importance of Carnival</p> <p>Explore Brazilian cultures in the home</p> <p>Count in Portugese from 1 to 10</p> <p>Learn Portugese words</p> <p>Determine what products are traded between Brazil and U.S.</p> <p>Identify the layers of the rainforest</p> <p>Compare real to U.S. dollar</p> <p>Diagram main differences between schools in Brazil and U.S.</p> <p>Describe the historical elements of why people immigrated to America</p>		<p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1A</p> <p>SS3-K2-1A</p> <p>SS4-K1-1E</p> <p>SS5-K1-1A</p> <p>SS5-K3-1A</p> <p>SS2-K1-1A</p> <p>SS2-K2-1A</p> <p>SS2-K3-1A</p> <p>SS2-K4-1B</p>	

**Government-Rules and Laws**

Recognize the contributions of individuals/groups to the development of Brazil

Describe the places of interest in Brazil

Read and discuss assortment of Brazilian literature

Discuss the Brazilian government

**Vocabulary**

Amazon

Brasilwood

Canopy

Carnival

Centavos

Churrascou (barbecue)

Ecosystem

Emperor

Extinction

Favelas (slums)

Folktales

Gaucho

Illiterate

Immigrant

Industry

Legend

Lent

Natural resources

Passport

Plantation

Rain forest

Real (currency)

Republic

Rubber

Samba

Symbolism

Tropical

			Understory Vestibular			
Unit 5	<p>How is America's diversity also its strength?</p> <p>How do I teach compare and contrast about families using the book <u><a href="#">Our Grandma's Life?</a></u></p>	<b>Cultural Diversity</b>	<p>Locate the country from which your ancestors immigrated from</p> <p>Compare and contrast how birthdays are celebrated around the world</p> <p>Explain the significance and meaning of your name</p> <p><b>Vocabulary</b></p> <p>Ancestors</p> <p>Culture</p> <p>Currency</p> <p>Diversity</p> <p>Immigrant</p> <p>Immigrated</p> <p>Passport</p> <p>Traditions</p>		<p><b>SS3-K1-1C</b></p> <p><b>SS3-K1-1D</b></p>	
<b>Key to Standards used in this Map</b>						
<p><b>SS2-K1-1A</b> [4 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1A - read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses. [Elementary]</p> <p><b>SS2-K2-1A</b> [4 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - distinguish between past, present, and future time periods. [Elementary]</p> <p><b>SS2-K3-1A</b> [4 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities. [Elementary]</p> <p><b>SS2-K4-1B</b> [4 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. [Elementary]</p> <p><b>SS3-K1-1A</b> [4 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - study about how people live, work, and utilize natural resources. [Elementary]</p> <p><b>SS3-K1-1B</b> [4 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - draw maps and diagrams that serve as representations of places, physical features, and objects. [Elementary]</p> <p><b>SS3-K1-1C</b> [5 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994) [Elementary]</p> <p><b>SS3-K1-1D</b> [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) [Elementary]</p> <p><b>SS3-K2-1A</b> [4 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1A - ask geographic questions about where places are located; why they are located where they are; what is important about their location of other people and places. [Elementary]</p> <p><b>SS4-K1-1E</b> [4 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1E - understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?. [Elementary]</p> <p><b>SS5-K1-1A</b> [4 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice. [Elementary]</p> <p><b>SS5-K3-1A</b> [4 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. [Elementary]</p>						