

## Eads Elementary School Geography Standards 3rd Grade

### **GEOGRAPHY STANDARD #1**

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about peoples, places, and environments.

<b>Ref.</b>	<b>Expectation</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
3.1.a.	Measure straight-line distances using a bar scale.				
3.1.b.	Know how to use an atlas and some on-line resources to find geographic information.				
3.1.c.	Demonstrate knowledge of topographical features. (boundary, channel, delta, isthmus, plateau, reservoir, strait.				
3.1.d.	Demonstrate the geography of Canada.				
3.1.e.	Demonstrate knowledge on the location and characteristics of the important rivers of the world, on all continents.				
3.1.f.	Demonstrate expanded knowledge on the geography of the Classical Ancient World.				
3.1.g.	Demonstrate knowledge of the geography of Scandinavia as it relates to the history of the Vikings.				
3.1.h.	Demonstrate knowledge of the geography of North America as it relates to the earliest Americans, European exploration and settlement.				
3.1.i.	Demonstrate expanded knowledge on the thirteen original colonies, with emphasis on the New England colonies, and the Middle Atlantic colonies.				
3.1.j.	Understand how latitude affects climate, and demonstrate his/her understanding through examples.				
3.1.k.	Understand how availability of water affects human lifestyles.				
3.1.l.	Discuss the relationship between climate and human development in the "Cradle of Civilization," Mesopotamia, Egypt, Central America, and elsewhere.				

### **GEOGRAPHY STANDARD #2**

Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

<b>Ref.</b>	<b>Expectation</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
3.2.a.	Demonstrate expanding ability to differentiate between natural and human characteristics of place.				
3.2.b.	Demonstrate deeper knowledge about particular large geographic areas. (eg: Sahara desert, Amazon rainforest, Arctic, the Goby Desert, etc.)				
3.2.c.	Understand why some regions are populated by many people, and others, by few, or none.				
3.2.d.	Understand how human activities can change the nature of regions.				
3.2.e.	Identify characteristics of the lifestyles of peoples who live in particular regions.				
3.2.f.	Understand why peoples like living in places that others find inhospitable.				

**GEOGRAPHY STANDARD #3:**

Students understand how physical processes shape the Earth’s surface patterns and systems.

<b>Ref.</b>	<b>Expectations</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
3.3.a.	Demonstrate understanding that the Earth’s climate is subject to cycles of higher or lower temperatures; and that such a cycles affect animal and human migration.				
3.3.b.	Understand how physical processes from within and without the Earth affect the Earth surface and climate.				
3.3.c.	Demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life.				
3.3.d.	Demonstrate understanding of the ability of plants, animals and humans to adapt to living in various and changing environments.				
3.3.e.	Describe the environment of the area where they live and areas they have visited or have heard about, or have studied about.				

**GEOGRAPHY STANDARD #4:**

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

<b>Ref.</b>	<b>Expectation</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
3.4.a.	Discuss the countries of origin of their ancestors, and locate them.				
3.4.b.	Identify and locate cities with large populations in this country.				
3.4.c.	Identify and locate countries with large populations.				
3.4.d.	Use maps to describe and explain population densities in parts of the world.				
3.4.e.	Understand a greater number of the elements of culture, and how many of them are shaped by the geography of the region where people live (eg: recreation, religion, arts, etc.)				
3.4.f.	Identify major economic activities in Colorado and other States, and in other countries.				
3.4.g.	Describe economic networks used in daily life. (eg: transportation, banking, technology, etc.				
3.4.h.	Identify major economic activities in the countries that they have studied about.				
3.4.i.	Discuss differences between prehistoric and modern human settlements in this part of the country.				
3.4.j.	Discuss differences between rural and urban human settlements.				
3.4.k.	Demonstrate understanding of special characteristics of parts of the city. (eg: residential, central business, recreational, etc.)				
3.4.l.	Guess and/or explain the reasons for the location of certain cities/towns in relation to the relief and resources available in the that area.				
3.4.m.	Understand that today’s residents of Colorado/the U.S. are relative newcomers.				
3.4.n.	Understand the meaning of country boundaries and why people have created them.				
3.4.o.	Understand that all human conflicts are based on competition for land and its resources and can give examples from the content of history.				
3.4.p.	Understand the configuration of a town/city within a county, within a state,				

	within a country, a continent, the Earth.				
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**GEOGRAPHY STANDARD #5:**

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

<b>Ref.</b>	<b>Expectations</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
3.5.a.	Demonstrate understanding of why some regions are populated by many people, and others by few, or none.				
3.5.b.	Understand how human activities can change the nature of regions.				
3.5.c.	Understand how human activities impact the lives of animals and people.				
3.5.d.	Understand that surface relief has a major impact on human activities.				
3.5.e.	Understand that climatic changes over time bring changes in human habitation and activities.				
3.5.f.	Understand the causes of natural disasters.				
3.5.g.	Understand what kinds of resources are necessary for human existence.				
3.5.h.	Understand that resources are not distributed equally everywhere.				
3.5.i.	Understand the difference between renewable and non-renewable resources.				
3.5.j.	Begin to understand that exiting resources are not unlimited, and will not last forever.				
3.5.k.	Begin to understand that, as some resources are depleted, people develop technologies to use different resources.				
3.5.l.	Understand the need for careful management of resources.				
3.5.m.	Understands the need for exploration for new resources.				

**GEOGRAPHY STANDARD #6:**

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

<b>Ref.</b>	<b>Expectations</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
3.6.a.	Demonstrate understanding that climates have changed over time.				
3.6.b.	Understand that changing environments have influenced and are influencing people and events in the past and present.				
3.6.c.	Use maps to describe the human and environmental factors that have marked the history of various regions.				
3.6.d.	Observe and describe community issues from a spatial perspective: explain how human-induced factors can change the environment.				
3.6.e.	Explain how human-induced factors can change the environment.				
3.6.f.	Compare attitudes of people from different cultures towards social issues (eg: role of the two sexes) and make projections about the future.				

Adopted Spring 2003

