

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Our Town</b>
<b>Grade:</b>	3
<b>Pacing Guide:</b>	Trimester 1

### Enduring Understandings:

- ▶ The physical features and location of a place affect the way of life of its people.
- ▶ Basic human needs have changed little over time, but methods of meeting those needs are constantly changing.
- ▶ People need government for various reasons; local government provides a variety of services for people.

### Essential Questions:

Why do people choose to settle in particular locations and what are the factors that lead to the development of a town?

Focusing Questions:

- a. When and why was our town established?
- b. What geographic features influenced the settlement?
- c. Who were the settlers and where did they come from?

How and why do towns change over time?

Focusing Questions:

- a. How is our town different today than it was in the past?
- b. Why have these changes occurred?
- c. How have the citizens of our town met their basic needs over time?

To what extent are the citizens of our town responsible for decisions made in their community?

Focusing Questions:

- a. How does our town government support and promote the “common good”?

### Grade Expectations:

<b>H&amp;SS 3-4: 1</b>	<b>Inquiry</b>
	<b>Students initiate an inquiry by...</b> <ul style="list-style-type: none"><li>• Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., Why was the soda machine taken out of the school? Why is the number of family farms in Vermont growing smaller?).</li></ul>

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<p><b>H&amp;SS 3-4: 3</b></p> <p><b>H&amp;SS 3-4: 4</b></p> <p><b>H&amp;SS 3-4: 5</b></p>	<p><b>Inquiry</b></p> <p><b>Students design research by...</b></p> <ul style="list-style-type: none"> <li>• Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).</li> <li>• Planning how to organize information so it can be shared.</li> </ul> <p><b>Students conduct research by...</b></p> <ul style="list-style-type: none"> <li>• <u>Referring to and following a plan for an inquiry.</u></li> <li>• <u>Locating relevant materials such as print, electronic, and human resources.</u></li> <li>• <u>Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases</u> (e.g., taking notes while interviewing the principal).</li> <li>• <u>Citing sources.</u></li> </ul> <p><b>Students develop reasonable explanations that support the research statement by...</b></p> <ul style="list-style-type: none"> <li>• Organizing and displaying information <u>in a manner appropriate to the research statement</u> through tables, graphs, maps, dioramas, charts, narratives, and/or posters.</li> <li>• Classifying information and justifying groupings based upon observations, prior knowledge, and/or <u>research.</u></li> <li>• Using appropriate methods for interpreting information such as comparing and contrasting.</li> </ul>
<p><b>H&amp;SS 3-4:8</b></p> <p><b>H&amp;SS 3-4:9</b></p> <p><b>H&amp;SS 3-4:10</b></p>	<p><b>History</b></p> <p><b>Students connect the past with the present by...</b></p> <ul style="list-style-type: none"> <li>• Describing ways that <u>life in the community and Vermont</u> has both changed and stayed the same over time (e.g., general stores and shopping centers).</li> <li>• Examining how events, people, problems <u>and ideas</u> have shaped <u>the community and Vermont</u> (e.g., Ann Story's role in the American Revolution).</li> </ul> <p><b>Students show understanding of how humans interpret history by...</b></p> <ul style="list-style-type: none"> <li>• <u>Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</u> i</li> <li>• Differentiating among fact, opinion, and interpretation <u>in various events.</u> i</li> </ul> <p><b>Students show understanding of past, present, and future time by...</b></p> <ul style="list-style-type: none"> <li>• <u>Grouping historical events by broadly defined eras in the history of the local community and state.</u></li> <li>• Constructing time lines of significant historical developments in the <u>community and state, identifying the dates at which each occurred.</u></li> <li>• Interpreting data presented in time lines. i</li> </ul>
<p><b>H&amp;SS 3-4:11</b></p>	<p><b>Physical and Cultural Geography</b></p> <p><b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>• Creating effective geographic representations <u>using appropriate elements to demonstrate an understanding of relative location, direction, size, and shape of the local community, Vermont, the U.S., and locations worldwide</u> (e.g., create a representation of a globe, including continents, oceans, and major parallels).</li> </ul>

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<b>H&amp;SS 3-4:16</b>	<p><b>Civics, Government, and Society</b></p> <p><b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>Identifying examples of interdependence among individuals and groups. (e.g., buyers and sellers; performers and audience).</li> </ul>
<b>H&amp;SS 3-4:20</b>	<p><b>Economics</b></p> <p><b>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</b></p> <ul style="list-style-type: none"> <li>Explaining ways people meet their basic needs and wants (e.g., people buy oil because they need heat; people buy video games because they want entertainment).</li> </ul>

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>Where our town is located and what are its geographic and man-made features</li> <li>Our town was established in . . . because . . .</li> <li>The settlers were . . .(major players, origins of groups)</li> <li>The occupations were/are . . .</li> <li>What the needs of the early settlers were</li> <li>How these needs compare with to modern day</li> <li>The structure of town government and the role of Town Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Create a representation of our town</li> <li>Create a time line of significant historical events of our town</li> <li>Identify individuals and groups who have contributed to our community over time</li> <li>Describe these needs and how they were met</li> <li>Analyze similarities and differences between the needs in the past and the present</li> <li>Compare and contrast roles and responsibilities of Town Clerk, Board of Selectmen and citizens.</li> </ul>

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<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• Create a map of our town today</li>   <li>• Make a timeline of significant events/players for our town</li>   <li>• In writing compare/contrast early and current needs and how they are met</li>   <li>• Make a chart indicating the structure of the town government</li> </ul>	<ul style="list-style-type: none"> <li>• Map accurately depicts the town, includes a legend and compass rose, labels major sites and roads. Map is appropriately proportioned.</li>   <li>• Timeline accurately measures time lapse between each event and important people involved.</li>   <li>• List at least 3 needs (past and present) and compare them.</li>   <li>• Accurate representation of the hierarchy of the governments</li> </ul>

### **Suggested Learning Experiences:**

- ▶ Mock Town Meeting
- ▶ Map making
- ▶ Interview community members
- ▶ Visit local historical sites

<b>Terms/concepts</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• common good</li> <li>• government</li> <li>• settlement/settlers</li> <li>• citizens</li> <li>• modern</li> <li>• Town Meeting</li> <li>• Town Clerk</li> <li>• Board of Selectmen</li> <li>• geographic features</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Society</li> <li>• Community members</li> <li>• Local historical sites</li> </ul>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Regions of the US</b>
<b>Grade:</b>	3
<b>Pacing Guide:</b>	Trimester 2

### Enduring Understandings:

- ▶ The United States is composed of 50 individual states.
- ▶ The United States is composed of regions.
- ▶ Regions have physical characteristics that influence how people live.

### Essential Questions:

What are the major regions of the United States?

Focusing questions:

- a. Where is each region located?
- b. What states are in each region?

What are the physical characteristics of each of the major regions of the US?

Focusing questions:

- a. What are the major physical characteristics of each region?
- b. How do the major characteristics define each region?

How did the physical characteristics of each region affect the culture of the local Native Americans?

Focusing questions:

- a. What were the major cultures of each area?
- b. How did the physical characteristics of each region affect the culture of the local Native American population?

### Grade Expectations:

<b>Inquiry</b>	
<b>H&amp;SS 3-4: 1</b>	<b>Students initiate an inquiry by...</b> <ul style="list-style-type: none"><li>• Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., Why was the soda machine taken out of the school? Why is the number of family farms in Vermont growing smaller?).</li></ul>
<b>H&amp;SS 3-4: 3</b>	<b>Students design research by...</b> <ul style="list-style-type: none"><li>• Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).</li><li>• Planning how to organize information so it can be shared.</li></ul>

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<p><b>H&amp;SS 3-4: 4</b></p> <p><b>H&amp;SS 3-4: 5</b></p> <p><b>H&amp;SS 3-4: 6</b></p>	<p><b>Inquiry</b></p> <p><b>Students conduct research by...</b></p> <ul style="list-style-type: none"> <li>• <u>Locating relevant materials such as print, electronic, and human resources.</u></li> <li>• <u>Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases</u> (e.g., taking notes while interviewing the principal).</li> <li>• <u>Citing sources.</u></li> </ul> <p><b>Students develop reasonable explanations that support the research statement by...</b></p> <ul style="list-style-type: none"> <li>• <u>Organizing and displaying information in a manner appropriate to the research statement</u> through tables, graphs, maps, dioramas, charts, narratives, and/or posters.</li> </ul> <p><b>Students make connections to research by...</b></p> <ul style="list-style-type: none"> <li>• Explaining the relevance of their findings to the research question.</li> </ul>
<p><b>H&amp;SS 3-4:11</b></p> <p><b>H&amp;SS 3-4:12</b></p> <p><b>H&amp;SS 3-4:13</b></p>	<p><b>Physical and Cultural Geography</b></p> <p><b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>• <u>Locating countries and major cities in North America.</u></li> <li>• <u>Creating effective geographic representations using appropriate elements to demonstrate an understanding of relative location, direction, size, and shape of the U.S</u></li> <li>• <u>Identifying and using basic elements of the map</u> (e.g., cardinal directions and key).</li> <li>• <u>Using grid systems to locate places on maps</u> (e.g., longitude and latitude).</li> <li>• <u>Asking appropriate geographic questions</u> and using geographic resources to answer them (e.g., what product is produced in a region and why; atlas, globe, wall maps, reference books). i</li> </ul> <p><b>Students show understanding of human interaction with the environment over time by...</b></p> <ul style="list-style-type: none"> <li>• <u>Describing how patterns of human activities</u> (for example, housing, transportation, food consumption, or <u>employment</u>) <u>relate to natural resource distribution</u> (e.g., how population concentrations in Vermont developed around fertile lowlands, French/English/Indian conflict for furs in northern Vermont).</li> </ul> <p><b>Students analyze how and why cultures continue and change over time by...</b></p> <ul style="list-style-type: none"> <li>• Identifying expressions of culture <u>in the U.S.</u>, such as language, social institutions, beliefs and customs, economic activities, behaviors, material goods, food, clothing, buildings, tools, and machines i</li> <li>• Describing the contributions of various cultural groups to <u>the U.S.</u> i</li> </ul>

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### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• What a region is</li> <li>• Regions are defined by physical characteristics</li>   <li>• The names and locations of the 50 states</li>   <li>• The major Native American culture of each region: Northeast Woodland, Southeast Woodland, Plains, Southwest, Northwest, Arctic</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the regions of the US and locate each on a map</li> <li>• Identify and discuss the characteristics of each region of the US</li>   <li>• Be able to name and locate the 50 states</li>   <li>• Describe how the culture of each major group was influenced by the physical characteristics of the region in which it developed</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• On a template of the United States, locate each region and the states it encompasses.</li>   <li>• Using writing, dramatic arts, or visual arts, illustrate how some physical features of the region affected the culture of the local Native American culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Each region and state will be accurately located and labeled.</li>   <li>• Presentation will accurately demonstrate the connection between the physical environment and the culture studied.</li> </ul>

### Suggested Learning Experiences:

- ▶ “Jigsaw” regions of the United States
- ▶ Small groups research Native American cultures. Each group focuses on one region and Native culture.
- ▶ Learn the song, *Nifty Fifty United States*
- ▶ On a blank US map displayed on a bulletin board, outline and label each state as regions are studied.

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Terms/concepts	Resources
<ul style="list-style-type: none"><li>• region</li><li>• state</li><li>• boundary</li><li>• natural region</li><li>• landform</li><li>• plateau</li><li>• plains</li><li>• deserts</li><li>• mountains</li><li>• climate</li><li>• (cardinal directions and intermediate directions such as southeast, northwest, etc.)</li><li>• characteristics</li><li>• native</li><li>• Native American</li></ul>	<ul style="list-style-type: none"><li>• The NYSTROM Junior Geographer Atlas Publisher Herff Jones Education Division (ISBN 0-7825-0885-5)</li><li>• (Copy other resources from BRSU unit grade level focus template)</li><li>• Online resources</li><li>• Trade books</li><li>• Nifty Fifty United States (song) <a href="http://ehow.com/how_2159434_memorize-the-states">ehow.com/how_2159434_memorize-the-states</a></li><li>• <a href="http://50states.com/tools/">50states.com/tools/</a></li></ul>

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<b>Unit Title:</b>	<b>Regions of the World</b>
<b>Grade:</b>	3
<b>Pacing Guide:</b>	Trimester 3

### **Enduring Understandings:**

- ▶ Earth is composed of major land and water regions known as continents and oceans.
- ▶ Earth is divided into hemispheres.
- ▶ The continents are composed of political divisions known as countries.

### **Essential Questions:**

What are the major physical divisions of the world?

Focusing questions:

- a. What are the continents?
- b. What are the oceans?
- c. What are the hemispheres?
- d. Which continents and oceans are located within each hemisphere?

How do we use maps to understand the major physical divisions of the world?

Focusing questions:

- a. What symbols do we use on a map (and a globe) to help determine location? (legends, scale, compass rose, cardinal directions, longitude, latitude)
- b. How do we use these map symbols to foster understanding of the physical world?

What countries do we know and where are they located in the world?

Focusing Questions:

- a. What countries are we familiar with/connected to?
- b. Where are they located on a map or globe?

### **Grade Expectations:**

<b>Inquiry</b>	
<b>H&amp;SS 3-4: 1</b>	<b>Students initiate an inquiry by...</b> <ul style="list-style-type: none"><li>• Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., Why was the soda machine taken out of the school? Why is the number of family farms in Vermont growing smaller?).</li></ul>
<b>H&amp;SS 3-4: 3</b>	<b>Students design research by...</b> <ul style="list-style-type: none"><li>• Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).</li></ul>

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<b>H&amp;SS 3-4: 11</b>	<b>Physical and Cultural Geography</b>
<b>Students interpret geography and solve geographic problems by...</b>	
<ul style="list-style-type: none"> <li>• <u>Locating major global physical divisions, such as continents, oceans, cardinal directions, poles, equator, tropics, Arctic and Antarctic Circles, tropical, mid-latitude and polar regions.</u></li> <li>• <u>Creating effective geographic representations using appropriate elements to demonstrate an understanding of relative location, direction, size, and shape of locations worldwide (e.g., create a representation of a globe, including continents, oceans, and major parallels).</u></li> <li>• Identifying and using basic elements of the map (e.g., cardinal directions and key).</li> <li>• <u>Using grid systems to locate places on maps and globes (e.g., longitude and latitude).</u></li> <li>• <u>Asking appropriate geographic questions</u> and using geographic resources to answer them (e.g., what product is produced in a region and why; atlas, globe, wall maps, reference books). i</li> </ul>	

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• The names and relative locations (including hemisphere) of the continents and oceans.</li>   <li>• Map symbols.</li>   <li>• Countries may be located on different continents.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the continents and the oceans on a globe and on a world map.</li> <li>• Divide the world into four hemispheres. Identify the hemisphere in which each continent is located.</li> <li>• Make a reasonably accurate map or globe showing the relative location of the continents and the oceans.</li>   <li>• Use map symbols to read and/or construct a map of the world.</li>   <li>• Locate the countries you know and the continents on which they are found. (This is meant to be influenced by personal connections.)</li> </ul>

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<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• On a template of the world, locate each continent and ocean. Indicate the equator.</li>   <li>• On a template of the world locate the USA, Vermont, and several countries around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Each continent and ocean will be accurately located and labeled by memory.</li>   <li>• Map will be accurately labeled from memory.</li> </ul>

### **Suggested Learning Experiences:**

- ▶ Make a model globe with continents and oceans accurately labeled.
- ▶ Play “Identify Where Your Hands Are” while tossing an inflated globe.

<b>Terms/concepts</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• cardinal directions</li> <li>• compass rose</li> <li>• continent</li> <li>• equator</li> <li>• globe</li> <li>• grid</li> <li>• hemisphere</li> <li>• latitude</li> <li>• longitude</li> <li>• meridian</li> <li>• parallel</li> <li>• physical map</li> <li>• political map</li> <li>• Prime Meridian</li> <li>• South Pole</li> <li>• North Pole</li> <li>• sphere</li> <li>• legend</li> <li>• scale</li> </ul>	<ul style="list-style-type: none"> <li>• The NYSTROM Junior Geographer Atlas, Herff Jones Education Division, (ISBN 0-7825-0885-5)</li> <li>• nationalgeographic.com</li> <li>• marcopolo.com</li> <li>• GoogleEarth</li> </ul>