

Grade 3

“Exploring the Champlain Valley Region”

Define the Year:

In this year-long exploration of the Champlain Valley Region (CVR), students will examine the current physical and cultural geography, government, and economy of the region, using Lake Champlain as a focal geographical feature. Students will use this knowledge to make connections between the past and present, and to make predictions for the future of this region.

Component 1: History of the Champlain Valley Region

Component 2: Physical Geography and Cultural Geography of the Champlain Valley Region

Component 3: Civics, Government, and Society of the Champlain Valley Region

Component 4: Economics of the Champlain Valley Region

Define the Units:

Although this document clusters expectations into “domain-centered” components, teachers are encouraged to integrate those domain components into the following thematic units so that students can “navigate” their own journey on Lake Champlain to better understand this region:

Unit 1: Floating in the Moment

Unit 2: Paddle to the Past

Unit 3: Sailing to the Future

Grade 3, Component 1: History of the Champlain Valley Region

Domain: History

Overarching Essential Questions: What is the world of the Champlain Valley Region as we know it today? How do our lives today in the Champlain Valley Region reflect patterns of change and continuity with the past? How do we connect what we have learned about the present and the past to make decisions about future life in the Champlain Valley Region?

Inquiry Focus: How can we use social studies tools, resources, and current events to find answers to important questions about the Champlain Valley Region? How can we share what we learn?

Domain Essential Questions:

Unit 1: Floating in the Moment – *Please Note: There is no history component for this unit*

Unit 2: Paddle to the Past – What is history and how do we learn from it? How does history reflect both change and continuity? What is the history of the CVR?

Unit 3: Sailing to the Future – How does our history reflect both change and continuity? What have we learned about our past and present to help us make decisions about life in the future?

Concepts to Emphasize: cause/effect, patterns of change, continuity, primary/secondary resource

Grade 3, Component 1: History of the Champlain Valley Region (Paddle to the Past; Sailing to the Future)

Domain: History

Concepts to Emphasize: cause/effect, patterns of change, continuity, primary/secondary resource

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.5, 4.6, 6.4, 6.5, 6.6	<p>H&SS-4:9 Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others. • Differentiating among fact, opinion, and interpretation in various events. 	<p>Focus: Students show understanding of how humans interpret history.</p> <ol style="list-style-type: none"> 1) The past shapes and defines the present. <ol style="list-style-type: none"> a) How does the past shape and define the present? b) To what extent can we learn about our present by studying our past? c) What resources do we use to study the past? 2) The local environment and community heritage shape individual lives as well as those of families and communities. <ol style="list-style-type: none"> a) How does the local environment shape individual lives and those of families and communities? b) How does local heritage shape individual lives and those of families and communities? 	

	<p>H&SS3-4:8 Students connect the past with the present by:</p> <ul style="list-style-type: none"> • Explaining differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changes over time (e.g., evaluating how the change from taps and buckets to pipelines has changed the maple sugaring industry). • Describing ways that life in the community and Vermont has both changed and stayed the same over time (e.g., general stores and shopping centers). • Examining how events, people, problems and ideas have shaped the community and Vermont (e.g., Ann Story’s role in the American Revolution). 	<p>Focus: Students connect the past with the present:</p> <ol style="list-style-type: none"> 3) Change results from new knowledge and events. <ol style="list-style-type: none"> a) What is change? Why does it occur? Why do we study it? b) How can we study and predict the effects of change in our world? 4) History reflects both patterns of change and continuity. <ol style="list-style-type: none"> a) How does history reflect both change and continuity in our region? 5) People, events, problems, and ideas cause change. <ol style="list-style-type: none"> a) What events caused change in our region? b) How do people affect change in our region? 	<p>Use an artifact to explain how people lived in the past and how that is same and/or different from how people live today within the Champlain Valley Region. (2b)</p> <p>Sequence key historical events connected to Lake Champlain on a timeline. (2a)</p>
	<p>H&SS3-4:10 Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • Making predictions and/or decisions based on an understanding of the past and the present (e.g., What was farming in Vermont like in the past? What is it like now? What will it be like in the future?). • Identifying an important event in their communities and/or Vermont, and describing a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927, and as a result communication systems have changed to warn people.) 	<p>Students show understanding of past, present, and future time.</p> <p><i>Refer to previous section for emphasis on future.</i></p>	

Grade 3, Component 2: Physical and Cultural Geography of the Champlain Valley Region

Domains: Physical Geography and Cultural Geography

Overarching Essential Questions: What is the world of the Champlain Valley Region as we know it today? How do our lives today in the Champlain Valley Region reflect patterns of change and continuity with the past? How do we connect what we have learned about the present and the past to make decisions about future life in the Champlain Valley Region?

Inquiry Focus: What are the geographic tools that we can use to study the region? How can we share what we learn?

Domain Essential Questions:

Unit 1: Floating in the Moment – What is a region and where is the Champlain Valley Region in the world (location/town, county, state, country, continent, hemisphere, world)? What is the physical environment of the Champlain Valley Region? What are the cultural communities in the Champlain Valley Region and how are they interdependent? How do the physical characteristics, natural resources, and cultural traditions of the Champlain Valley Region affect how we live?

Unit 2: Paddle to the Past – What were the cultural communities in the Champlain Valley Region and how were they interdependent? How did the physical characteristics, natural resources, and cultural traditions of the Champlain Valley Region affect how we lived in the past?

Unit 3: Sailing to the Future – How will the physical characteristics, natural resources, and cultural traditions of the Champlain Valley Region affect how we will live in the future?

Concepts to Emphasize: world, hemisphere, continent, country, region, natural resources, cultural community, heritage, interdependence, migrate/migration

Grade 3, Component 2: Physical and Cultural Geography of the Champlain Valley Region (Floating in the Moment; Paddle to the Past; Sailing to the Future)

Domains: Physical Geography and Cultural Geography

Concepts to Emphasize: world, hemisphere, continent, country, region, natural resources, cultural community, heritage, interdependence, migrate/migration

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.3, 4.6, 6.7, 6.8, 6.13	<p>H&SS3-4:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying characteristics of surrounding towns and the state of Vermont using resources such as road signs, landmarks, models, maps, photographs and mental mapping. 	<p>Focus: Students interpret geography and solve geographic problems:</p> <ol style="list-style-type: none"> 1) We can use geographic knowledge and images of various places to understand the present. <ol style="list-style-type: none"> a) What is geographic knowledge? How can we use it to understand our world? 	<p>Interpret the symbols in a key to identify lakes, mountains, rivers, and towns in the Champlain Valley Region on a physical map. (3b)</p>

	<ul style="list-style-type: none"> • Observing, comparing, and analyzing patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. • Identifying and using basic elements of the map (e.g., cardinal directions and key). 	<p>2) We learn about and interpret geographic regions by using maps and other resources to study and analyze their conditions.</p> <ol style="list-style-type: none"> a) How can we use maps to study the geography of our world? b) How do we interpret geographic regions? 	<p>Use the compass rose to locate places on a map. (3a)</p>
	<p>H&SS3-4:12 Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • Describing how people have changed the environment in the region for specific purposes (e.g., clear-cutting, sheep-raising, interstate highways, farming, ski resorts). • Identifying and participating in ways they can contribute to preserving natural resources (e.g., creating a class or school recycling center). • Describing a community or state environmental issue (e.g., creating a slide show describing the environmental issues surrounding Lake Champlain). • Describing how patterns of human activities (for example, housing, transportation, food consumption or employment) relate to natural resource distribution . 	<p>Focus: Students show understanding of human interaction with the environment over time.</p> <p>3) Our environment represents the surroundings in which we live and is influenced by geographic, cultural, political, and economic factors. In addition, our environment influences us and how we live.</p> <ol style="list-style-type: none"> a) What is an environment? b) How is our environment influenced by geographic factors? c) How is our environment influenced by cultural factors? d) How does the environment influence the people who live in it? How do they preserve it or destroy it? <p>4) People develop patterns of human activities as they interact with their environment (<i>housing, migration, transportation, food consumption, employment</i>).</p> <ol style="list-style-type: none"> a) What are the patterns of human activities within the environment? b) To what extent can the patterns of these human activities be both positive and negative? c) What are the involuntary reasons individuals and groups migrate? 	<p>Identify cultural characteristics created by the movement of ideas and goods within the Champlain Valley region (e.g. farming, fishing, recreation, etc.). (4b)</p>

	<p>H&SS3-4:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> Identifying expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, material goods, food, clothing, buildings, tools, and machines (e.g., discovering how Abenaki oral tradition reflects and influences their society). 	<p>Focus: Students analyze how and why cultures continue and change over time.</p> <ol style="list-style-type: none"> Culture is learned behaviors and shared characteristics that are transmitted from individuals to individuals and from groups to groups. <ol style="list-style-type: none"> What is culture? Why is it important for us to study and understand it? What are the universal characteristics of culture? How do we learn our culture? How is it transmitted from individual to individual? Cultures shape individual and collective perceptions, beliefs, and actions? <ol style="list-style-type: none"> How does culture shape our individual perceptions, beliefs, and actions? Cultures can both unify and divide us. <ol style="list-style-type: none"> How can culture bring us together? How can culture divide us? Culture changes over time as it responds to both internal and external influences from the environment. <ol style="list-style-type: none"> How does culture change over time? Why does culture change over time? 	<p>Identify various cultures within the Champlain Valley region. (4a)</p>
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CCSU Comprehensive Curriculum for Social Studies

Grade 3, Component 3: Civics, Government, and Society of the Champlain Valley Region

Domain: Civics, Government, and Society

Overarching Essential Questions: What is the world of the Champlain Valley Region as we know it today? How do our lives today in the Champlain Valley Region reflect patterns of change and continuity with the past? How do we connect what we have learned about the present and the past to make decisions about future life in the Champlain Valley Region?

Inquiry Focus: How can we research issues and problems in our community? How can we share what we learn?

Domain Essential Questions:

Unit 1: Floating in the Moment – What does it mean to be a responsible citizen in the Champlain Valley Region?

Unit 2: Paddle to the Past – How did the contributions and traditions of diverse cultural communities impact our laws and rules? How have they changed over time?

Unit 3: Sailing to the Future – How do citizens in the region solve problems and resolve conflicts, including human rights issues, that impact the future? How do citizens create laws or rules that protect the physical and cultural resources of the region that impact the future?

Concepts to Emphasize: citizenship, cooperation

Grade 3, Component 3: Civics, Government, and Society of the Champlain Valley Region (Floating in the Moment; Paddle to the Past; Sailing to the Future)

Domains: Civics, Government, and Society

Concepts to Emphasize: citizenship, cooperation

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.9, 6.10, 6.11, 6.12, 4.1, 3.7, 3.11, 3.13	H&SS3-4:14 Students act as citizens by... <ul style="list-style-type: none"> • Identifying the rights and responsibilities of citizenship in a school and local community (e.g., the right to use town roads and speak one’s mind at town meeting, the responsibility to pay town taxes). • Demonstrating positive interaction with group members (e.g., working with a group of people to complete a task). • Identifying problems, planning and implementing solutions in the classroom, school or community. 	Focus: Students act as citizens. 1) American citizenship affords us with both rights and responsibilities. <ol style="list-style-type: none"> a) How can we be a responsible citizen within our school and community? b) Why does being a responsible citizen require us to respect differences? c) How can we take an active role in our school and community to demonstrate our citizenship? 	Give examples of how responsible citizenship makes a community stronger. (5a)

	<ul style="list-style-type: none"> Participating in setting, following and changing the rules of the group and school. 	<p>2) Leadership guides and directs the conduct of individuals and groups for whom they are responsible.</p> <p>a) What is leadership?</p>	
	<p>H&SS3-4:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> Knowing where to locate written rules and laws for school and community Explaining what makes a just rule or law (e.g., provides protection for members of the group). 	<p>Focus: Students show understanding of various forms of government.</p> <p>3) Government provides a process for establishing laws, policies, and governing principles for a society, including allocation of authority and distribution of power within the society.</p> <p>a) How does our school govern itself?</p> <p>b) What are the different roles in our school government?</p>	
	<p>H&SS3-4:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and community (e.g., establishing a clothing drive/swap for the needy; creating a park for roller blades). Giving examples of ways that she or he is similar to and different from others (e.g., gender, race, religion, ethnicity). Identifying behaviors that foster cooperation among individuals. Identifying different types of conflict among individuals and groups (e.g., girls and boys, religion, material goods.) 	<p>Focus: Students examine how different societies address issues of identity, human interdependence and cooperation.</p> <p>4) Identity, human interdependence and cooperation are important components of societies.</p> <p>a) What is human interdependence and what is its role in a community?</p> <p>b) How is an individual’s identity influenced by human interdependence?</p> <p>c) How does cooperation in and among individuals foster human interdependence in a community?</p>	<p>Explain ways cooperation can solve problems within the region. (4b)</p>

Grade 3, Component 4: Economics of the Champlain Valley Region

Domain: Economics

Overarching Essential Question: What is the world of the Champlain Valley Region as we know it today? How do our lives today in the Champlain Valley Region reflect patterns of change and continuity with the past?

Inquiry Focus: How can we learn about goods, services and resources in the Champlain Valley Region? How can we share what we learn?

Domain Essential Questions:

Unit 1: Floating in the Moment – What are the basic wants of the people in the Champlain Valley Region today? What are the goods, services, and resources available within the Champlain Valley Region? How do people in the CVR act as consumers?

Unit 2: Paddle to the Past – How did people choose to use resources, goods, and services in the Champlain Valley Region? How did people deal with a scarcity of resources and how did it affect their choices?

Unit 3: Sailing to the Future – In the future, how will past decisions influence what is available in terms of the goods, services, and resources within the CVR? How will we deal with the scarcity of resources in the future?

Concepts to Emphasize:

Grade 3, Component 4: Economics of the Champlain Valley Region (Floating in the Moment; Paddle to the Past; Sailing to the Future)

Domain: Economics

Concepts to Emphasize:

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
3.8, 3.9, 6.15, 6.16, 6.17	<p>H&SS3-4:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> Tracing the production, distribution, and consumption of goods in Vermont (e.g., after visiting a sugar house, tracing the distribution of locally-produced maple syrup). Describing how producers in Vermont have used natural, human, and capital resources to produce goods and services (e.g., describing the natural human, and capital resources needed to produce maple syrup). 	<p>Focus: Students show an understanding of the interaction/interdependence between humans, the environment, and the economy.</p> <ol style="list-style-type: none"> Economics is the study of how we produce, acquire, distribute, and use resources in our region. <ol style="list-style-type: none"> How do people produce resources in our world? How do people use resources in our world? What are the resources in our region? Each of us has basic wants around survival, which are the same throughout the world; our choices around our 	<p>Give examples of resources, goods, and services within the Champlain Valley region. (6a)</p>

		<p>wants can vary greatly.</p> <p>a) What are some of your basic wants?</p> <p>3) We might have personal wants, but they may vary from those of our community, state, country, or world.</p> <p>a) What happens when there is a scarcity of resources? How do people decide what to do in that situation? How do those choices affect the community?</p>	
	<p>H&SS3-4:19 Students show understanding of the interconnectedness between government and the economy by...</p> <ul style="list-style-type: none"> Identifying goods and services provided by local and state governments (e.g., firefighters, highways, museums). 	<p>Focus: Students show understanding of the interconnectedness between government and the economy.</p> <p>4) Local services are provided for by both local governments and private businesses.</p> <p>a) What are some services provided to citizens in our region?</p> <p>b) How do we pay for them?</p> <p>c) What if we didn't have these services?</p>	
	<p>H&SS3-4:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> 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). Comparing prices of goods and services. 	<p>Focus: Students make economic decisions as a consumer, producer, saver, investor, and citizen.</p> <p>5) There are many resources, goods, and services in our region that meet our wants and needs.</p> <p>a) How do students act as consumers?</p> <p>b) How do we make choices to get what we want?</p> <p>c) What happens if there is a scarcity of resources and/or goods?</p>	<p>Identify choices people make as consumers and why those choices are made. (6b)</p>

