

## Grade 4

# “Our State, Vermont”

### Define the Year:

In this year-long, highly integrated exploration of Vermont, students will begin by examining the current physical and cultural geography, government and economy of our state. They will use this knowledge to make connections to the past and future of the region.

Component 1: Physical and Cultural Geography of Vermont

Component 2: History of Vermont

Component 3: Civics, Government, and Society of Vermont

Component 4: Economics of Vermont

### 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 build a complete understanding of Vermont’s present, past and future:*

Unit 1: Present

Unit 2: Past

Unit 3: Future

## Grade 4, Component 1: Physical and Cultural Geography of Vermont

**Domains:** Physical Geography, Cultural Geography

**Overarching Essential Questions:** How does Vermont connect to the world as we know it today? How do our lives today in Vermont 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 Vermont?

**Inquiry Focus:** How can we use social studies tools, resources, and current events to find answers to important questions about Vermont? What are the geographic tools that we can use to study the state: How can we share what we learn?

**Domain Essential Questions:**

**Present:** What are the geographical tools that we can use to study the state? Where is Vermont located in the United States? Where is Vermont in relation to geographical divisions such as continents, countries, oceans, poles, etc.? What are the physical and political regions of Vermont? What are the cultural communities in Vermont and how are they interdependent? How do the physical characteristics, natural resources, and cultural traditions of Vermont affect how we live?

**Past:** What were the cultural communities in Vermont in the past and how were they interdependent? How did the physical characteristics, natural resources, and cultural traditions of Vermont affect how we lived in the past?

**Future:** How will the physical characteristics, natural resources, and cultural traditions of Vermont affect how we will live in the future?

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

## Grade 4, Component 1: Physical and Cultural Geography of Vermont

**Domains:** Physical Geography, Cultural Geography

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

### 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><b>H&amp;SS3-4:11</b>  <b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>Identifying characteristics of the state of Vermont using resources such as road signs, landmarks, models, maps, photographs and mental mapping.</li> </ul>	<p><b>Focus: Students interpret geography and solve geographic problems:</b></p> <ol style="list-style-type: none"> <li>We can use geographic knowledge and images of various places to understand the present.               <ol style="list-style-type: none"> <li>How can we use geography to study and understand our state?</li> </ol> </li> </ol>	<p>Identify the purpose and features of political maps. (3a)</p>

	<ul style="list-style-type: none"> <li>• Creating effective geographic representations using appropriate elements to demonstrate an understanding of relative location, location, size, and shape of the local community, Vermont, the U.S., and locations worldwide (e.g., create a representation of a globe, including continents, oceans, and major parallels)</li> <li>• 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.</li> </ul>	<p>2) We learn about and interpret geographic regions by using different types of maps, globes and other resources to study and analyze their conditions.</p> <p>a) How can we use maps, globes and other resources to study the geography of our state?</p> <p>3) Various factors influence the relationship between human beings and the geographic regions in which they live.</p> <p>a) To what extent can we use geography to understand the influence of patterns such as weather, population, land use, climate, and transportation?</p>	<p>Compare and contrast the features of a political and physical map of Vermont. (3b)</p> <p>Locate major political and physical divisions (i.e. from continents and oceans to Vermont Counties and major physical features). (3c)</p>
	<p><b>H&amp;SS3-4:12</b>  <b>Students show understanding of human interaction with the environment over time by...</b></p> <ul style="list-style-type: none"> <li>• Describing how people have changed the environment in Vermont for specific purposes (e.g., clear-cutting, sheep-raising, interstate highways, farming, ski resorts).</li> <li>• Describing how patterns of human activities (for example, housing, transportation, food consumption or employment) relate to natural resource distribution</li> </ul>	<p><b>Focus: Students show understanding of human interaction with the environment over time:</b></p> <p>4) People develop patterns of human activities as they interact with their environment (housing, migration, transportation, food consumption, employment).</p> <p>a) What are the patterns of human activities within the environment?</p> <p>b) To what extent have the patterns of these human activities changed the environment and the distribution of natural resources?</p>	<p>Explain three reasons why people settled in Vermont and three reasons why they left. (4a)</p>

	<p><b>H&amp;SS3-4:13</b>  <b>Students analyze how and why cultures continue and change over time by...</b></p> <ul style="list-style-type: none"> <li>• Describing the contributions of various cultural groups to Vermont and the U.S. (e.g., describing French cultural diffusion in Vermont).</li> <li>• Identifying the ways in which culture in Vermont has changed (e.g., Colonists learning maple sugaring from the Indians, Indians acquiring metal tools in exchange for furs).</li> </ul>	<p><b>Focus: Students analyze how and why cultures continue and change over time:</b></p> <p>5) Cultures can both unify and divide us.</p> <ol style="list-style-type: none"> <li>a) How can culture bring us together?</li> <li>b) How can culture divide us?</li> </ol> <p>6) Culture changes over time.</p> <ol style="list-style-type: none"> <li>a) How does culture change over time?</li> <li>b) Why does culture change over time?</li> </ol>	<p>Describe influences of diverse cultural communities in Vermont (i.e., Abenaki, French-Canadian, British, and African-American). (4b)</p> <p>Compare or contrast ways in which cultures in Vermont have changed over time with both positive and negative consequences. (4c)</p>
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## Grade 4, Component 2: History of Vermont

**Domain:** History

**Overarching Essential Questions:** How does Vermont connect to the world as we know it today? How do our lives today in Vermont 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 Vermont?

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

**Domain Essential Questions:**

***Present:*** *Please Note – There is no history component for this unit*

***Past:*** What is history and how do we learn from it? How do historians study and interpret change and continuity? What are the historical eras that define periods of transition in Vermont history? What are the significant events and who are the historical figures in Vermont history? How does our history reflect both change and continuity?

***Future:*** What have we learned about our past and present to help us to make decisions about life in the future?

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

## Grade 4, Component 2: History of Vermont

**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><b>H&amp;SS-4:9</b>  <b>Students show understanding of how humans interpret history by...</b></p> <ul style="list-style-type: none"> <li>Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</li> <li>Differentiating among fact, opinion, and interpretation in various events.</li> </ul>	<p><b>Focus: Students show understanding of how humans interpret history.</b></p> <ol style="list-style-type: none"> <li>The past shapes and defines the present.               <ol style="list-style-type: none"> <li>How does the past shape and define the present?</li> <li>To what extent can we learn about our present by studying our past?</li> <li>How can we differentiate between fact and opinion when interpreting historical events in our state?</li> </ol> </li> </ol>	

		<p>2) Historical eras and periods of transition can be identified and analyzed in order to recognize trends, patterns, and issues within a community, state, nation, or the world.</p> <ol style="list-style-type: none"> <li>a) What is an historical era?</li> <li>b) How do we determine when an era begins and ends?</li> </ol> <p>3) Historians use multiple methods and resources to collect, analyze, and interpret historical data to help us understand the events and processes of history.</p> <ol style="list-style-type: none"> <li>a) What is History?</li> <li>b) How do historians think about history and historical artifacts?</li> <li>c) How do historians interpret historical change and continuity?</li> </ol>	<p>Sequence key historical events in different eras of Vermont history (settlement, industrial, modern) on a timeline. (2a)</p>
	<p><b>H&amp;SS3-4:8</b>  <b>Students connect the past with the present by:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• Examining how events, people, problems and ideas have shaped the community and Vermont (e.g., Ann Story’s role in the American Revolution).</li> </ul>	<p><b>Focus: Students connect the past with the present (and future):</b></p> <p>4) Change results from new knowledge and events.</p> <ol style="list-style-type: none"> <li>a) How can we study and predict the effects of change in our world?</li> </ol> <p>5) History reflects both patterns of change and continuity.</p> <ol style="list-style-type: none"> <li>a) How does history reflect both change and continuity in our state?</li> </ol> <p>6) People, events, problems and ideas cause change.</p> <ol style="list-style-type: none"> <li>a) What events caused change in our state?</li> <li>b) How do people affect change in our state?</li> </ol>	<p>Give examples of how historical events and historical figures have impacted life in Vermont today. (2b)</p>

	<p><b>H&amp;SS3-4:10</b> <b>Students show understanding of past, present, and future time by...</b></p> <ul style="list-style-type: none"><li>• 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?).</li><li>• 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.)</li></ul>		
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## Grade 4, Component 3: Civics, Government, and Society of Vermont

**Domain:** Civics, Government, and Society

**Overarching Essential Questions:** How does Vermont connect to the world as we know it today? How do our lives today in Vermont 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 Vermont?

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

**Domain Essential Questions:**

***Present:*** What does it mean to be a responsible citizen in Vermont?

***Past:*** How did the contributions and traditions of diverse cultural communities impact Vermont laws and rules? How have they changed over time?

***Future:*** How does our state government work and how does it affect our lives? How do citizens in Vermont 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 Vermont that impact the future?

**Concepts to Emphasize:** citizenship, cooperation

## Grade 4, Component 3: Civics, Government, and Society

**Domain:** 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)

Aligns with 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	<p><b>H&amp;SS3-4:14</b> <b>Students act as citizens by...</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>Identifying problems, planning and implementing solutions in the classroom, school or community.</li> <li>Explaining their own point of view on issues that affect themselves and society (e.g., forming an opinion about a social or environmental issue in Vermont, then writing a letter to a legislator to try to influence change).</li> <li>Demonstrating the role of individuals in the election processes (e.g., voting in class or mock elections).</li> </ul>	<p><b>Focus: Students act as citizens.</b></p> <ol style="list-style-type: none"> <li>American citizenship affords us with both rights and responsibilities.               <ol style="list-style-type: none"> <li>How can we be a responsible citizen within our school, community, and state?</li> <li>Why does being a responsible citizen require us to respect differences?</li> <li>How can we take an active role in our state to demonstrate our citizenship?</li> </ol> </li> </ol>	<p>Identify three rights and responsibilities of Vermont citizens. (5a)</p> <p>Explain the role of town meeting in local and state decision making. (5b)</p>

	<p><b>H&amp;SS3-4:15</b>  <b>Students show understanding of various forms of government by...</b></p> <ul style="list-style-type: none"> <li>• Knowing where to locate written rules and laws for school and community</li> <li>• Explaining what makes a just rule or law (e.g., provides protection for members of the group).</li> <li>• Describing how characteristics of good leadership and fair decision-making affect others (e.g., cooperative group behavior).</li> </ul>	<p><b>Focus: Students show understanding of various forms of government.</b></p> <ol style="list-style-type: none"> <li>2) Leadership guides and directs the conduct of individuals and groups for whom they are responsible.       <ol style="list-style-type: none"> <li>a) How are decisions made fairly?</li> </ol> </li> <li>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.       <ol style="list-style-type: none"> <li>a) What is government and why do we have it?</li> <li>b) What are laws? And why are they necessary?</li> <li>c) How does our state government provide a process for establishing laws for a society?</li> </ol> </li> </ol>	<p>Name the three branches of government and their functions in the State of Vermont. (5c)</p>
	<p><b>H&amp;SS3-4:16</b>  <b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>• Explaining how a community promotes human rights.</li> <li>• Identifying and describing ways regional, ethnic, and national cultures influence individuals' daily lives (e.g., reading myths and legends to learn about the origins of culture).</li> <li>• Citing examples, both past and present, of how diversity has led to change (e.g., Native Americans moving to reservations).</li> <li>• Identifying examples of interdependence among individuals and groups (e.g., buyers and sellers; performers and audience).</li> <li>• Explaining different ways in which conflict has been resolved, and different ways in which conflicts and their resolutions have affected people (e.g., reservations and Indian schools; Green Mountain Boys; treaties).</li> </ul>	<p><b>Focus: Students examine how different societies address issues of identity, human interdependence and cooperation.</b></p> <ol style="list-style-type: none"> <li>4) Even though there are cultural differences, all people are entitled to basic human rights.       <ol style="list-style-type: none"> <li>a) What are "human rights"?</li> <li>b) How do we learn to respect and understand individual and cultural differences?</li> <li>c) How do our differences create conflict?</li> <li>d) To what extent does the understanding of "human rights" lead us to resolve conflicts?</li> </ol> </li> </ol>	

## Grade 4, Component 4: Economics of Vermont

**Domain:** Economics

**Overarching Essential Questions:** How does Vermont connect to the world as we know it today? How do our lives today in Vermont 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 Vermont?

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

**Domain Essential Questions:**

**Present:** What are the goods, services, and resources available in Vermont? How do we use our resources to make a sustainable economy?

**Past:** How did people choose to use resources, goods, and services in Vermont? How did people deal with a scarcity of resources and how did it affect their choices?

**Future:** In the future, how will past decisions influence what is available in terms of the goods, services and resources in Vermont? How will we deal with the scarcity of resources in the future?

**Concepts to Emphasize:** earn, save, goods, services, spend, trade-off

## Grade 4, Component 4: Economics of Vermont

**Domains:** Economics

**Concepts to Emphasize:** earn, save, goods, services, spend, trade-off

### 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)

Aligns with 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><b>H&amp;SS3-4:18</b>  <b>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>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).</li> </ul>	<p><b>Focus: Students show an understanding of the interaction/interdependence between humans, the environment, and the economy:</b></p> <ol style="list-style-type: none"> <li>Economics is the study of how we produce, acquire, distribute, and use resources in our world.               <ol style="list-style-type: none"> <li>What are the resources in our state?</li> <li>How do people use resources in our state?</li> <li>How do people produce resources in our state?</li> </ol> </li> <li>People make choices as consumers.               <ol style="list-style-type: none"> <li>How does the use of our natural resources impact goods and services in our state?</li> </ol> </li> </ol>	<p>Describe the production, distribution, and consumption of a Vermont product. (6c)</p>

	<ul style="list-style-type: none"> <li>• Describing the causes and effects of economic activities on the environment in Vermont (e.g., granite industry).</li> </ul>	<p>3) The production and usage of goods and services impact the environment in our state.</p> <ol style="list-style-type: none"> <li>a) What happens when there is a scarcity of resources in our State?</li> <li>b) How do people decide what to do in that situation?</li> <li>c) How do those choices affect our State?</li> </ol>	
	<p><b>Students show understanding of the interconnectedness between government and the economy by...</b></p> <ul style="list-style-type: none"> <li>• Identifying goods and services provided by local and state governments (e.g., firefighters, highways, museums).</li> <li>• Describing and discussing the advantages and disadvantages of using currency vs. bartering in the exchange of goods and services (e.g., an advantage of bartering is that one doesn't need money, a disadvantage is determining fairness).</li> </ul>	<p><b>Focus: Students show understanding of the interconnectedness between government and the economy.</b></p> <p>4) Local services are provided for by both local governments and private businesses.</p> <ol style="list-style-type: none"> <li>a) What are some services provided to people in our State?</li> <li>b) How do we pay for them?</li> <li>c) What if we didn't have these services?</li> </ol>	
	<p><b>H&amp;SS3-4:20</b>  <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> <li>• Comparing prices of goods and services.</li> </ul>	<p><b>Focus: Students make economic decisions as a consumer, producer, saver, investor, and citizen.</b></p> <p>5) There are many resources, goods, and services in Vermont that will meet our wants and needs.</p> <ol style="list-style-type: none"> <li>a) How do students act as consumers?</li> <li>b) How do we make choices to get what we want?</li> </ol>	<p>Identify choices people make as consumers and producers and some of the consequences of those choices. (6b)</p>