

**Southington Public Schools
Curriculum Map**

Subject: Social Studies

Grade: 3

UNIT TITLE	#1 Connecticut	#2 Northeast
CONTENT	<ul style="list-style-type: none"> • History of the affect of the Pequot tribe within Connecticut • Cause and effect of Connecticut’s development from a Dutch colony to a state • Important events in Connecticut • Compare and contrast economics of early Connecticut and present-day Connecticut • Identify political structure of Connecticut 	<ul style="list-style-type: none"> • The Northeast has specific states, landforms, and bodies of water • Climates in the Northeast • Natural resources and their uses • Cultural traditions unique to the Northeast • The economy in the Northeast region
STATE STANDARDS	<p><i>Social Studies Standards</i></p> <p>1.4 Identify the main idea in a source of historical information</p> <p>1.6 Create timelines which sequence events and peoples, using days, weeks, months, years, decades and centuries</p> <p>2.2 Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location</p> <p>2.3 Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries</p> <p>3.1 Recognize that people develop traditions that transmit their beliefs and ideals</p> <p>3.4 Describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people</p> <p>3.5 Describe some goods, products, and ideas which were exchanged as the result of movement</p> <p>9.1 Define and identify natural and human characteristics of places</p> <p>9.4 Observe and describe how places and regions are identified, defined, and bounded</p> <p>9.5 Locate places within their own and nearby communities in Connecticut</p> <p>9.6 Locate major physical and human features in the New England region and the United States</p> <p>12.1 Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies</p> <p>12.2 Create information from maps, globes, and geographic models in graphs, diagrams, and charts</p> <p>12.3 Use maps, globes, graphs, models, computer programs and texts, as appropriate</p> <p>12.5 Explain ways in which humans use and interact with environments</p> <p><i>Language Arts Standards</i></p> <p>1A.2 Monitor comprehension and apply appropriate strategies when understanding breaks down.</p> <p>1A.3 Recognize and organize relevant information in proper sequence to use in a summary.</p>	<p><i>Social Studies Standards</i></p> <p>1.4 Identify the main idea in a source of historical information</p> <p>1.6 Create timelines which sequence events and peoples, using days, weeks, months, years, decades and centuries</p> <p>2.2 Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location</p> <p>2.3 Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries</p> <p>3.1 Recognize that people develop traditions that transmit their beliefs and ideals</p> <p>3.4 Describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people</p> <p>3.5 Describe some goods, products, and ideas which were exchanged as the result of movement</p> <p>9.1 Define and identify natural and human characteristics of places</p> <p>9.4 Observe and describe how places and regions are identified, defined, and bounded</p> <p>9.6 Locate major physical and human features in the New England region and the United States</p> <p>12.1 Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies</p> <p>12.2 Create information from maps, gloves, and geographic models in graphs, diagrams, and charts</p> <p>12.3 Use maps, globes, graphs, models, computer programs and texts, as appropriate</p> <p>12.5 Explain ways in which humans use and interact with environments</p> <p><i>Language Arts Standards</i></p> <p>1A.3 Recognize and organize relevant information in proper sequence to use in a summary.</p> <p>1A.5 Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p>

<p>STATE STANDARDS</p>	<p>1A.5 Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p> <p>1A.6 Make and justify inferences from texts heard, read, and viewed.</p> <p>1B.2 Interpret information that is implied in a text.</p> <p>1B.3 Distinguish between fact and opinion.</p> <p>1B.5 Discuss and respond to texts by making text-to-self, text-to-text, text-to-world connections.</p> <p>1B.6 Identify and discuss the topic or main idea of texts.</p> <p>1C.1 Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p>1C.4 Develop vocabulary through listening, speaking, reading and writing.</p> <p>1C.5 Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p> <p>1D.1 Elicit, discuss and respect the opinions of others about written, oral, and visual texts.</p> <p>1D.2 Share opinions and judgments based on texts heard, viewed or read.</p> <p>2A.2 Identify the differences between the structures of fiction and nonfiction.</p> <p>2B.2 Develop a critical stance and cite evidence to support the stance.</p> <p>2C.1 Make connections between characters' lives and the real world.</p> <p>2C.2 Listen to, read, and respond to texts about and from many cultures and times.</p> <p>2D.1 Recognize values, ethics, and beliefs included in a text.</p> <p>2D.3 Discuss how the experiences of a reader influence the interpretation of a text.</p> <p>3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral, or visual format.</p> <p>3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities.</p> <p>3B.3 Revise texts for organization, elaboration, fluency and clarity.</p> <p>3B.4 Research information from multiple sources for a specific purpose.</p> <p>3B.5 Examine sources of information and determine validity.</p> <p>3B.6 Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p> <p>4B.1 Use sentence patterns typical of spoken and written language to produce text.</p> <p>4B.2 Use appropriate language as related to audience.</p> <p>4C.1 Recognize the difference between Standard and Nonstandard English and use language appropriately.</p> <p>4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p>4C.3 Use resources for proofreading and editing.</p>	<p>1A.6 Make and justify inferences from texts heard, read, and viewed.</p> <p>1B.1 Generate and respond to questions.</p> <p>1B.2 Interpret information that is implied in a text.</p> <p>1B.3 Distinguish between fact and opinion.</p> <p>1C.4 Develop vocabulary through listening, speaking, reading and writing.</p> <p>1C.5 Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p> <p>3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral, or visual format.</p> <p>3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities.</p> <p>3B.3 Revise texts for organization, elaboration, fluency and clarity.</p> <p>3B.4 Research information from multiple sources for a specific purpose.</p> <p>3B.5 Examine sources of information and determine validity.</p> <p>3B.6 Publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p> <p>4B.1 Use sentence patterns typical of spoken and written language to produce text.</p> <p>4B.2 Use appropriate language as related to audience.</p> <p>4C.1 Recognize the difference between Standard and Nonstandard English and use language appropriately.</p> <p>4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills.</p> <p>4C.3 Use resources for proofreading and editing.</p>
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<p>ASSESSMENT</p>	<p><u>PERFORMANCE TASK</u></p> <p>EU: A map is a visual representation that shows location, climate, topography, natural resources, and movement.</p> <p>EU: The topography, climate, and natural resources of a region influence the culture, economy, and lifestyle of its inhabitants.</p> <p>G Your goal is to acquaint other third grade students with Connecticut, as well as identify geographical parts of Connecticut on an outline of the state.</p> <p>R You have been hired by the State of Connecticut to design a map and a brochure to be placed in Welcoming Center.</p> <p>A You will present your brochure to tourists.</p> <p>S You will design a map and brochure of Connecticut.</p> <p>P A map and a brochure will be created.</p> <p>S Your map needs to have the following:</p> <ul style="list-style-type: none"> • Map Key, Symbols, Capital, Southington, Physical Features, Compass Rose <p><i>Your brochure needs to have the following:</i></p> <ul style="list-style-type: none"> • Yearly Climate Section, Economy, Natural Resources, and Unique facts of Connecticut <p>EU: The past influences the present.</p> <p>EU: Decisions affect human behavior.</p> <p>G Your task is to nominate a historical person to Connecticut’s Hall of Fame and present your reasons to the class.</p> <p>R You are a member of the nominating committee.</p> <p>A You need to convince the selection committee (class).</p> <p>S You want your nominee to be selected.</p> <p>P You will write a letter explaining why your nominee should be selected. You will then present your letter to the selection committee (class).</p> <p>S Your letter needs to have the following:</p> <ul style="list-style-type: none"> • Main Idea • Supporting Details • Contributions to Connecticut’s history • How these contributions affect Connecticut today • Reasons why this person is worth nominating <p><i>*NOTE to teachers: See bio bottle project guidelines</i></p>	<p><u>PERFORMANCE TASK</u></p> <p>EU: Climate, landforms, and natural resources of a region affect how people live and the decisions they make.</p> <p>G The goal is for you, as the “alien”, to be found in the Northeast, based on the data given to describe the state that he/she is lost in. You should include the climate, habitat, lifestyle, life forms and how they use their environment and transportation within the state.</p> <p>R You are an alien, from outer space, who is stranded somewhere in the Northeast.</p> <p>A You need to relay the proper information to the “mother ship” in order for them to locate you in the Northeast state in which you have crashed.</p> <p>S Your ship has crashed somewhere in the Northeast. You have to describe the state that you have crashed in, so that you can be rescued.</p> <p>P The students will produce answers to an e-mail questionnaire that will be sent back to their home planet.</p> <p>S Your e-mail questionnaire must include the answers to following questions:</p> <ul style="list-style-type: none"> • <i>What is the climate of the state you’re in?</i> • <i>What is the habitat of the state you’re in?</i> • <i>What are the landforms you see around you?</i> • <i>In three sentences, describe the lifestyle of the people around you.</i> • <i>Describe any other life forms there.</i> • <i>What types of food have you eaten while you’re there?</i> • <i>How are the inhabitants of the state you’re in using their environment?</i> • <i>What types of transportation are they using?</i>
	<p><u>OTHER EVIDENCE</u></p> <p>Tests / Quizzes- Use at teacher’s discretion</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Map Quiz • Historical Events Quiz/Test <p>Journal Entries- Use at teacher’s discretion</p> <ul style="list-style-type: none"> • What would you change the state bird/insect/song etc. to? Why? 	<p><u>OTHER EVIDENCE</u></p> <ol style="list-style-type: none"> 1. Test on New England Colonies: <ul style="list-style-type: none"> • Identify states and settlers in New England Colonies • Identify natural resources in each colony 2. Journal entry from colonist point of view. Be sure to include: <ul style="list-style-type: none"> • Where do you live • Describe your family • What is your role in the family? Describe your daily activities.

	<ul style="list-style-type: none"> • How does the change in climate affect your menu and leisure activities? <p>Write a paragraph about designing a commemorative postage stamp and/or state quarter, and/or license plate of Connecticut and why you chose that design. Illustrate your chosen design after writing paragraph.</p>	<ul style="list-style-type: none"> • What do you eat? <p>Journal entry: Write five major newspaper headlines you might have read. Choose one article and tell why you think it was important enough to be on the front page.</p>
SKILLS	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • identify and label features on a map • locate Connecticut on map of United States • locate Connecticut on world map • use compass rose to determine direction • use map scale to calculate distance • use maps to make inferences about Connecticut's demographics, topography, and natural resources • identify and describe the economics, habitats, and culture of the Pequot tribe in Connecticut • identify and describe economic development of early Connecticut • identify technological advances used in early Connecticut economy • identify and describe how European settlers used the environment in economy • compare and contrast economics of early Connecticut and present-day Connecticut • identify political structure of Connecticut • create timeline of important historical events of Connecticut • record and organize data on Connecticut in a variety of formats • publish and/or present final products in a myriad of ways, including the use of arts and technology, about a famous historical person of student's choice 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Compare the climates in the Northeast • Use a map to identify landforms, bodies of water, and location of states • Identify natural resources and their uses • Identify groups of people who have explored/settled in the Northeast • Compare and contrast cultural traditions unique to the Northeast • Compare and contrast Native American tribes in the Northeast region • Identify places of interest and how it influences the economy in the Northeast region