

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Tuesday, January 10th, 2023, 8:30 a.m.
Trumbull High School Main Office Conference room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting October 11-29-22
- IV. New Business
 - a. New Text Proposal- Kindergarten Social Studies
 - Parr, Todd. *It's okay to be different*. New York : Little, Brown, 2009, 2001.
 - b. Curriculum Guide Update- Grade 2 Social Studies
 - c. New Text Proposals- Grade 2 Social Studies
 - Ahunka, Nandini. *Rise Up and Write It: With Mail, Posters, and More!* New York: Harper Collins Publishers, 2021.
 - Osborne, Mary. *Magic Tree House: #35 Camp Time in California*. New York: Random House.
 - d. Curriculum Guide Update- Grade 3 Social Studies
 - e. New text Proposal- Grade 3 Social Studies
 - Bush, Zack, et al. *The Little Book of Government*. Publishing Power, LLC, 2020.
 - f. Curriculum Guide Update- Grade 4 Social Studies
 - g. Curriculum Guide Update- Grade 5 Social Studies
 - h. Future Meeting Dates-

• Tuesday, January 10 th 8:30	• Thursday, August 24 th 8:30
• Thursday, March 23 rd 8:30	• Thursday, Sept 21 st 8:30
• Thursday, May 17 th 8:30	• Thursday, October 19 th 8:30
• Thursday, June 15 th 8:30 (if needed)	• Thursday, November 30 th 8:30

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, November 29th, 2022, 8:30 a.m.
Trumbull High School Main Office Conference room
MINUTES

- I. Call to Order/Introduction. The meeting was called to order at 8:37am.

Members Present

M. Petitti, BOE Curriculum Committee Chair
L.Nuland, BOE Member
J.McNamee, BOE Member
S.Iwanicki, Ed.D, administrative designee

- II. Public Comment
No public comment was received.

- III. Approval/Minutes – Regular Meeting 10/20/2022
Mrs. Petitti motioned to approve the minutes of the October 20th Curriculum Meeting. Ms. McNamee and the motion was unanimously approved.

- IV. New Business

- a. New Text Proposal- Grade 12 -African American Literature Butler, Octavia E, *Parable of the Sower*. New York, Four Walls Eight Windows, 1993. Mr. Bracksieck presented and relayed that the course was written in 2008 and this text would fill an important gap in the curriculum of “Afrofuturism” which is essentially the idea of a world that is not disrupted by slavery and colonialism and that focuses on hope and community. Other examples would be the *Black Panther* movies and the kind of alternative future that could arise from this movement. The text is about a young girl that spans environmental, economic, and social upheaval. The main character has “hyper empathy” and can feel other people’s pain and pleasure. The book speaks to how one feels a community and how one decides to form a community—the common bond and the common need. There is an emphasis on change and that focuses on change is a positive strength. Mrs. Petitti stated that if it was in suggested, supplemental reading she would not be as opposed, but her research indicated that in Trumbull, Westport, Bridgeport, and Monroe libraries-- the book is in the adult section. Ms. McNamee highlighted that a large number of our required novels in our curriculum are in the adult section for example, *The Great Gatsby*, and *Old Man in the Sea*. A conversation about the role of religion in the book was also held. It was stated that the book is a science

fiction novel which is not meant to teach religion in any way. Ms. McNamee asked where the book fits in the class and it was shared that it comes towards the end. This novel is being proposed for a 12th grade African American Literature elective which is not required. She mentioned that religion is referenced in many literature classes, such as Thoreau and transcendentalism. She also highlighted that current young adult literature has a lot of magical realism and futurism. It was also highlighted that the novel has a hopeful ending. Mrs. Nuland shared that she enjoyed the book and that kids being left on the own in 2025 was interesting. She relayed surprise about the parallelism between the books science fiction interpretation of the future and today; she added that although the characters make up their own religion, this happens a lot in terms of how people interpret their religion. Ms. McNamee and Mrs. Nuland moved to move the book forward to the Board of Education for approval. Mrs. Petitti voted against moving the book forward. The motion passed two to one.

- b. Curriculum Guide Update- Grade 4 Science and Grade 5- Mr. Silhavy from Middlebrook, Alison Cotter from Booth Hill, and Liz Doherty from Science Program Leader K-5. Mrs. Doherty highlighted that these guides had been in draft form in 2020 and were just being integrated into the classrooms with Carolina Biological. She worked with the teams in which teacher leaders put together final products as represented in the curriculum guides. Mrs. Cotter brought examples of Science notebooks- showing growth of both regular and special education students. It was discussed that the students are required to show their learning in Science notebooks and that working in curriculum over the last two summers, there was always at least one teacher from every school. Most students receive at least four hours of Science instruction a week in grades four and five. Mr. Silhavy noted that students have to be thinkers and understand the concepts—so the program drives for students to think about what they are about to learn before they explore it—the metacognition and combination of materials from Carolina Biological materials along with the standards has really been effective for Trumbull students. It was also added students use claim and reasoning skills to express their understanding. Mrs. Doherty noted students explain, explore, and elaborate and then do a STEM activity to culminate the activities. The team’s vision was to have a support hands-on curriculum that is aligned with the standards. Mrs. Petitti asked if the schools have the materials needed and if they are aligned. Mrs. Doherty stated they do have all the materials and the Mr. Silhavy confirmed that this happens annually. Ms. McNamee added that she loves the use of art for students to show their understanding of the process across the different types and abilities of learners. Mrs. Petitti and Ms. McNamee was asked how much kits cost and how many are used. Most grade levels use at least three kits a year. The squid unit, for example, costs \$3,839 districtwide and allows students to experience dissection as well as exploration of parts of the animal’s body. Ms. McNamee moved to present both curriculums to the Board of Education for approval. Mrs. Petitti seconded. The motion passed unanimously.
- c. New Course Proposal- Grades 9-12 American Sign Language- Level 1, Special Education Department Chair Jen Wolyniec, Teacher of the Deaf, Jill Angotta shared her own experiences in learning two languages and later teaching them. She studied at Gallaudet University and was able to truly study her love for the language. It would be her joy to offer this to students at Trumbull High School. Many of our special education

students struggle with learning world languages such as French and Spanish, but may be able to access American Sign Language (ASL). The kinesthetic way of learning combined with the visual aspects really help students to acquire another language. A presentation was also shared with an overview of the rationale, audience, standards, and materials. Ms. McNamee asked about the class size and if the percentage of other world language classes at the current time with respect to special education students. It was further asked about the impact if the enrollment was above 50% of identified students. Dr. Iwanicki shared that the class would need to be co-taught if the numbers indicate enrollment of the required percentage and the presenters emphasized that the course is aimed to be integrated with both regular education and special education students. Mrs. Wolyniec relayed that the course is capped at 18 students. Mrs. Nuland added that this course also gives access to students that might already speak two language at home to learn another “different” language. She wished they had the course when her son was at THS as he would have benefited from it. Mrs. Nuland moved to bring the American Sign Language (ASL) course forward to the Board of Education for approval. Ms. McNamee seconded. The motion passed unanimously.

- d. New Course Proposal- Grades 11-12 Early College Experience- *If You Love It, Teach It*- CTE Teacher Diane Richard and Department Chair Christina Rusate presented a new course that would encourage students to explore the field of teaching. This course is for 11th or 12th grade students and is an elective. The course would require an additional text book for further approval in the future, Foundations of Education. Mrs. Richard stated this is the first course of this type to give students the choice of this field of study. Ms. McNamee motioned to move the course forward to the full board with the core text of Foundations of Education. Mrs. Nuland seconded. The motion passed unanimously.

Mrs. Petitti made a motion to adjourn the meeting at 10:07 am. Ms. McNamee seconded. The motion was unanimously agreed to.

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 7/21/22

Title of Text: It's Ok to be Different

Authors: Todd Parr

Publisher: Little, Brown Books for Young Readers

Year Published: 2009

ISBN Number: 978-0316043472

Coreⁱ or Supplemental: Supplemental

Course: Social Studies

Grade Level: K

(If applicable) Replaces text: n/a

Rationale for adopting new text: To support the awareness and understanding of diverse learners

Text Description: *It's Okay to Be Different* cleverly delivers the important messages of acceptance, understanding, and confidence in an accessible, child-friendly format. The book features the bold, bright colors and silly scenes that made Todd a premiere voice for emotional discussions in children's literature. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence--and it's never too early to develop a healthy self-esteem. *It's Okay to be Different* is designed to encourage early literacy, enhance emotional development, celebrate multiculturalism and diversity, and promote character growth.

Strengths: Age appropriate topic with bright illustrations in a kid-friendly format.

Weaknesses: All students may not be able to read it independently, but it's intended as a read-aloud.

Submitted by: Jennifer Crawford, Kimberly Moore, Beth Byers, Cara Logan, Kory Buswell, Mandy Cooke, Danielle Troy (K curric revision team)

ⁱ"Core" refers to a resource that must be used by all students for attainment of course goals.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 2 SOCIAL STUDIES

2022

(Last revision date: 1997)

Curriculum Writing Team

Pamela Brushie	Grade 2 Teacher
Amy Congdon	Grade 2 Teacher
Selina Conklin	Grade 2 Teacher
Ann Repasi	Grade 2 Teacher
Lindsay Armstrong	Teacher Librarian
Lisa Cerulli	Social Studies Teacher

Susan C. Iwanicki, Ed.D., Assistant Superintendent

Grade 2 Social Studies Table of Contents

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to allow students opportunities to apply and further build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.
- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.
- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

COURSE ESSENTIAL QUESTIONS

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?
- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?
- Who or what is worthy of a monument/memorial?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Citizens look for ways to take responsibility and contribute to their community.
- Taking Action in Our Community. People take actions in our community to make it a safe place for citizens to work and live.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their decision-making.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past.
- Map Reading. People can use maps for various purposes to locate places and learn about our world and environment.
- Monuments & Memorials. Monuments and memorials honor individuals and groups who have made a difference in society.

Students will be able to . . .

- Identify rights and responsibilities of citizens in Trumbull and our country. [CIV]
- Explain how the actions of people in the past influence us today. [HIS]
- Understand that the decisions of individuals and groups can influence our culture, resources, and lifestyle. [ECO]
- Describe how geographic representations help us to understand the cultural and environmental characteristics of our community. [GEO]
- Develop questions, plan inquiry, use sources, and present an argument about how individuals and groups make a positive impact on our society. [INQ]

Social Studies Framework Standards Categories	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

SOCIAL STUDIES YEAR AT A GLANCE

September –November	<u>Unit 1</u> : Rights and Responsibilities of Citizens- Being a Change Agent
December –March	<u>Unit 2</u> : Change Makers Moving Through Time
April – June	<u>Unit 3</u> : Connecting the Past to Today
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

Time Allotments/Pacing Guide: 10 – 12 weeks

GRADE 2- UNIT 1

Rights and Responsibilities of Citizens- Being a Change Agent

At a grade-appropriate level, the student will:

CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.

CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

CIV 2.4 Compare their own point of view with others' perspectives.

CIV 2.5 Explain how people can work together to make decisions in the classroom.

CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.

CIV 2.7 Describe how people have tried to improve their communities over time.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

GEO 2.1 Construct geographic representations of familiar places.

GEO 2.4 Explain how the environment affects people's lives.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Concepts: Need to know about:

Rights and Responsibilities of a Citizen

- Definition of a citizen and rights
- Rules in school and in society (laws)
- Key democratic principles (liberty, freedom, justice, equality)
- Responsibility to others (in school, community, country)
- Responsibility to our environment

Structure of Government

- Three branches in our democratic republic
- The Constitution and voting
- Role of the President

Experiencing the Democratic Process

- Citizens can make a difference
- Point of view /Perspectives
- Interactions between citizens and government (elections, voting)
- Locating significant places (town, state, and country)

Key Vocabulary:

democracy, citizen, right, responsibility, freedom, community, constitution, government, vote, ballot, perspective, law, election

Skills: Need to be able to do:

Rights and Responsibilities of a Citizen

- Define citizens and identify rights citizens have within various settings (classroom, town, country, etc.)
- Explain the importance of rules and laws in a society and how they function (work).
- Identify key American democratic principles and values (liberty, freedom, justice, equality).
- Understand that with rights come responsibilities to others (school, community, country)

Structure of Government

- Understand that there are different roles within the government.
- Explain the function of the Constitution.
- Explain the role of the President.

Experiencing the Democratic Process

- Explain how people can work together to make decisions.
- Describe ways in which people can improve their communities.
- Compare and contrast different perspectives on community issues.
- Describe and participate in an election process within the school setting.
- Discuss and analyze maps of significant places in town related to the voting process.

Big Ideas

Student's statements of enduring ideas

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.

Compelling or Essential Questions

Teacher's guiding questions

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Define and discuss the rights and responsibilities of a good citizen in our school, community, and country.
2. Lead students in a discussion about the Constitution and make connections between rules of our class/school rules and laws of our country.
3. Develop an anchor chart of the 3 branches of government and their main functions.
4. Explain and discuss the role of the President.
5. Engage students with different voting scenarios and how voting is an important part of the democratic process
6. Explore the principles, values and issues that influence how and why people vote
7. Guide students to locate different voting sites within Trumbull and discuss why voting takes place in multiple locations.
8. Invite grade level speakers to share their experiences in local and state government. (as is possible)
9. Engage students in a discussion about different perspectives on ~~a local issue~~ an issue (can be classroom, school, town)
10. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
11. Introduce students to key vocabulary with opportunities for discussion and application-- democracy, citizen, right, responsibility, freedom, community, constitution, government, vote, ballot, perspective, law, election

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- List rights and responsibilities of citizens in their community (ie: classroom, school, town)
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Identify the main function of each branch of government
- Explain which branch of government they would prefer to join and why

Resources

The President of the Jungle, Andre Rodrigues

Time Allotments/Pacing Guide

10 – 12 weeks

GRADE 2- UNIT 2

Change Makers Moving Through Time

At a grade-appropriate level, the student will:

HIST 2.1 Create a chronological sequence of multiple events.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.6 Identify different kinds of historical sources.

HIST 2.7 Explain how historical sources can be used to study the past.

HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

CIV 2.7 Describe how people have tried to improve their communities over time.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.14 Ask and answer questions about explanations.

Concepts: Need to know about:

Change Makers Over Time

- Individual actions can influence society (eg. Eleanor Roosevelt, Martin Luther King, Neil Armstrong)
- Contributions of change makers
- Reasons/motivation (why people make changes in society)

Teaching Others about Change Makers- Exploring History

- Using evidence to present information
- Fact and opinion
- Relevance of sources
- Asking questions about sources

Key Vocabulary: change maker, sources, fact, opinion, point of view, influence, significance, argument, timeline, protest, agent, march, organization, equality, justice

Skills: Need to be able to do:

Change Makers Over Time

- Explain the characteristics of a change maker.
- Identify historic change makers and their influence on society.
- Select and analyze historical sources for research.
- Conduct research to gather evidence about a change maker using the teacher-generated list as a guide

Teaching Others about Change Makers- Exploring History

- Brainstorm choosing a change maker.
- Determine important information to take notes.
- Use research to produce an informational piece that includes a chronological sequence of events.
- Evaluate multiple sources including but not limited to digital sources and texts.

Big Ideas

Student's statements of enduring ideas

- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.

Compelling or Essential Questions

Teacher's guiding questions

- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Introduce the unit by asking students what types of changes they might like to see in our community or environment.
2. Conduct an interactive read aloud about a change maker and ask students to list characteristics of the change maker.
3. Lead a discussion and create an anchor chart of possible characteristics of a change maker including their motivation for change and ways their actions improved society in our present.
4. Provide a teacher-created list of change makers and guide students in exploring.
5. Model the research process in alignment with the Writer's Workshop model/curriculum guide and rubric.
6. Guide students to select a change maker and conduct research using a provided graphic organizer.
7. Create a format for students to share research about their change maker.
8. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *change maker, sources, fact, opinion, point of view, influence, significance, argument, timeline, protest, agent, march, organization, equality, justice*

Resources

Ambitious Girl, Meena Harris

Rise Up and Write It, Nandini Ahuja (REQUESTED)

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Students will:

- Listen and participate in class discussions about change makers.
- Use sources such as books, websites, and videos to research change makers (teacher-generated list of individuals who have made significant contributions to society beyond their fame)
- Produce an informational piece about their change maker (process piece from Writer's Workshop informational unit)

Summative

Students will:

- Present their research on the change maker they wrote about in the formative assessment
 - o Teachers may choose a presentation format (poster, google slides, wax museum, etc.)
 - o Presentation will include at least 5 facts that teach someone else about this person, why he/she is a change maker, as well as why the student selected this person.

Time Allotments/Pacing Guide

10 – 12 weeks (Note: Coordinate planning with the *Writer's Workshop Unit: Informational -Research*).

GRADE 2- UNIT 3

Connecting the Past to Today

At a grade-appropriate level, the student will:

HIST 2.2 Compare life in the past to life today.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.5 Compare different accounts of the same historical event.

HIST 2.10 Generate possible reasons for an event or development in the past.

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development

ECO 2.1 Explain how scarcity necessitates decision-making.

ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.

GEO 2.5 Explain how humans affect the culture and environment of places/region.

GEO 2.6 Identify cultural and environmental characteristics of a place/region.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.11 Construct explanations using correct sequence and relevant information

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

Concepts: Need to Know About:

Remembering Great People and Events Publically

- People, groups, or events who have monuments or memorials
- Locations of memorials in the town, state, country, and/or world
- Choices of material and regional location (eg. granite/stone in New England)
- Impact of memorials on the culture
- How memorials represent people/groups and their culture
- Examples of memorials: Statue of Liberty, Mount Rushmore, Taj Mahal, Eiffel Tower

What makes a day a Federal Holiday?

- Martin Luther King Jr. Day
- Memorial Day
- How holidays and celebration reflect culture (eg. value accepting people, value those who sacrifice for our country)

We Can Affect the Future

- People and groups in the present are influenced by the actions and beliefs of people and groups in the past.

Key Vocabulary: environment, climate, memorials, monuments, federal holidays, conservation, culture

Skills: Need to be able to do:

Remembering Great People and Events Publically

- Identify people, groups or events who have monuments or memorials.
- Explore where memorials are located and why that area was chosen.
- Analyze how the availability of resources and the importance of location affect where a memorial/monument is built and with what materials
- Describe how memorials impact the culture, people, and groups they represent.
- Identify examples of memorials around the country and world.

What makes a day a Federal Holiday?

- Explain what a federal holiday is.
- Compare a federal holiday to a non-federal holiday.
- Evaluate how federal holidays are established.
- Explain how holidays and celebrations reflect our cultural diversity.

We Can Affect the Future

- Analyze the difference between life in the past and life in the present.
- Describe how our choices can influence the future.

Big Ideas

Student's statements of enduring ideas

- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

Compelling or Essential Questions

Teacher's guiding questions

- Why are monuments/memorials created?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond.

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Introduce the unit by asking students what memorials/monuments they have visited, seen, are familiar with as well as what are some of our Federal Holidays.
2. Using an anchor chart, identify monuments, memorials and Federal Holidays that honor individuals and groups who have made a difference in society (include examples that are local, national, and/or international).
3. Discuss choices made for monuments /memorials as far as location and materials.
4. Reflect back on our changemakers and discuss who has had a memorial/monument of federal holiday created for them and why.
5. Using the text *Camping with the President*, discuss the ways that Teddy Roosevelt's trip to Yosemite with naturalist John Muir influenced his later conservation efforts.
6. Connect how their efforts led to being change-makers and as a result Teddy Roosevelt being honored for his efforts on Mount Rushmore.
7. Brainstorm change-makers who do not have memorials/monuments/holidays.
8. Model the creation of a monument/memorial design for John Muir (could be sketch, construction, digital, etc.)
9. Design a monument/memorial for a change-maker that does not have one (group project).
10. Lead students in a reflective discussion of how they can make a positive impact on their community and beyond.
11. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
12. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *environment, climate, memorials, monuments, federal holidays, conservation, culture*

Resources

The Camping Trip that Changed America, Barb Rosenstock

Magic Treehouse: Camp time in California, Mary Pope Osborne (REQUESTED)

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about monuments, memorials, and federal holidays.
- Use sources such as books, websites, and videos to learn about monuments, memorials and federal holidays.
- Choose a monument from the teacher-generated list and explain significant facts about it - teacher chooses format (worksheet, poster, google slide)

Summative

Student will, individually or in collaborative groups:

- Create a representation of a monument for a change maker
 - o Choose a change maker who does not currently have a monument to him/her
 - o Design a monument/memorial that reflects what their change maker stands for.
 - o Complete a written response reflecting on their choices for the monument they created, including the location of the monument and materials used to construct it.
 - o Share their monuments with classmates

ASSESSMENTS AND RUBRICS

Links to Unit 1 Assessments (samples are shown on the following pages)

[Unit 1 Formative Assessment](#)

[Unit 1 Summative Assessment](#)

Unit I Formative Assessment: Rights and Responsibilities of Citizens

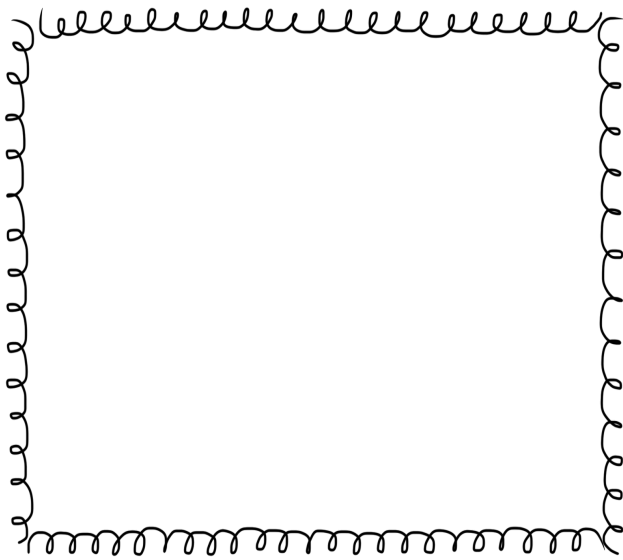
Name _____

Date _____

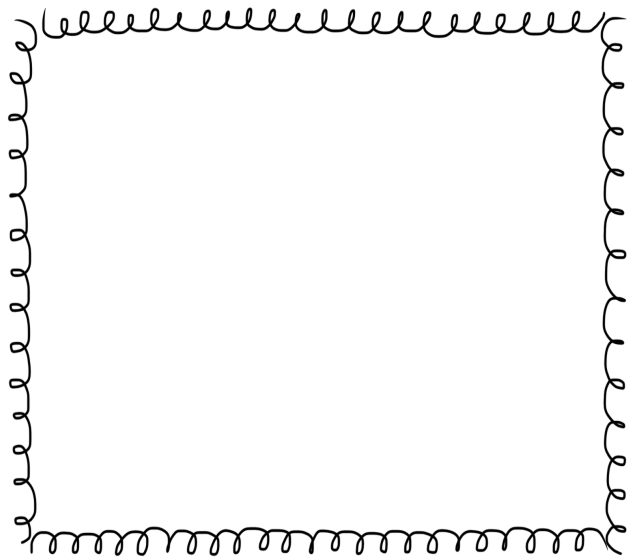
As we discussed, a citizen is someone who is a member of a community. Citizens have rights and responsibilities to that community.

In the space below, draw and list two RIGHTS and two RESPONSIBILITIES of a citizen.

RIGHTS



RESPONSIBILITIES



3 Branches of Government**Word Bank:**

Congress




Makes sure laws are followed

President

Answers questions about laws

Justices

Passes laws

	LEGISLATIVE	EXECUTIVE	JUDICIAL
			
	Capitol Building	White House	Supreme Court
Who is in each branch?			
What does each branch do?			

Which branch of government would you want to be in?

Explain your choice: _____

Unit 2 Summative Rubric

Change Maker Presentation

Name: _____ Points: _____ / 12

	3 (Meeting Standards)	2 (Approaching Standards)	1 (Not Yet Meeting)
Ideas and Information	I chose 4-5 appropriate facts and relevant, descriptive details to support my teaching of my change maker.	I chose 2-3 appropriate facts and some relevant, descriptive details to support my teaching of my change maker.	I was unable to choose appropriate facts and details about my change maker.
Organization	I presented my ideas in chronological order.	Some of my ideas were presented in chronological order.	I was unable to present my ideas in chronological order.
Eyes and Body	I made eye contact with the audience. I had a confident posture.	I made eye contact with the audience some of the time. I had a confident posture some of the time.	I did not make eye contact with the audience. I did not have a confident posture.
Voice	I spoke loudly and clearly.	I spoke loudly and clearly some of the time.	I did not speak loudly and clearly.

Unit 3 Summative Assessment: Monument Memorial Design

Name _____ Date _____

1. Who was the change maker your group chose to make a monument/memorial to honor?

2. Why is this person worthy of a monument or memorial?



Unit 3 Summative Assessment: Monument Memorial Design Page

3. Why is the location you chose important for this memorial?

4. What materials did you use for creating your monument/memorial? Why are these appropriate choices?



**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: 7/21/22

Title of Text: Magic Treehouse #35: Camp Time in California

Authors: Mary Pope Osborne

Publisher: Random House Books for Young Readers

Year Published: 2021

ISBN Number: 978-0593177464 (hardcover)

Coreⁱ or Supplemental: Supplemental

Course: Social Studies

Grade Level: 2

(If applicable) Replaces text: n/a

Rationale for adopting new text: Supports unit 3 of the curriculum, one area of which focuses on conservation efforts in the U.S., both past and present.

Text Description: Jack and his sister, Annie, must go to California! They must look at nature! They must save the wilderness! Save it from what, exactly? That's what Jack and Annie must find out when the magic tree house lands in the tallest tree on earth. The nature around them is so grand and peaceful--is it really in danger? Two travelers, two sketchbooks, and one grizzly bear will show Jack and Annie that danger isn't always seen with the eyes. Sometimes it's felt with the heart.

Strengths: Age appropriate series that is high-interest and engaging and will support the curriculum, specifically unit 3, as it focuses on conservation in the U.S.

Weaknesses: Book is fiction, but it's still a relevant source from a popular series that students enjoy.

Submitted by: Lindsay Armstrong, Ann Repasi, Pam Brushie (Grade 2 curric revision team)

ⁱ"Core" refers to a resource that must be used by all students for attainment of course goals.

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 7/21/22

Title of Text: Rise Up and Write It!

Authors: Nandini Ahuja

Publisher:

Year Published: 2021

ISBN Number: 978-0063029590

Coreⁱ or Supplemental: Supplemental

Course: Social Studies

Grade Level: 2

(If applicable) Replaces text: n/a

Rationale for adopting new text: Supports Unit 2 of the curriculum about “change makers” and how they influenced change and made positive contributions to our world. It shows how a child can make a positive impact and be a “change maker.”

Text Description: *Rise Up and Write It* combines a celebration of civic engagement with the hands-on fun of real pull-out examples of activism tools and is sure to encourage young readers to want to get up and get involved. The book comes complete with a pull-out letter to the mayor, a ready-to-sign petition, a community meeting poster, a protest sign—and more! When Farah Patel realizes that the butterflies have disappeared from her neighborhood, she discovers that it’s likely because there aren’t enough flowers to attract them. She can’t help but think, “This isn’t right. Luckily enough, Grove Hills is looking for ideas on what to do with the empty lot next door. And Farah has the perfect one—make it into a community garden to bring back a little green to their block! But when Farah finds out that she isn’t the only one with a plan for the future of Grove Hills, she’ll have to turn to her community for help. Follow along with the story of Farah as she rises up and brings her neighborhood together.

Strengths: Shows students that children can also be “change makers.” The characters are a diverse group of children who work together with others in their community to effect positive change.

Weaknesses: The book is fiction, but is still a valuable resource to teach about “change makers.”

Submitted by: Lindsay Armstrong, Ann Repasi, Pam Brushie (Grade 2 curric revision team)

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 3 SOCIAL STUDIES

2022

(Last revision date: 1997)

Curriculum Writing Team

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Grade 3 Social Studies Table of Contents

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.
- The arrival of Europeans affected the people living here already.
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government).
- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.
- There were new kinds of transportation during the 1800s that affected Connecticut's people.
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War.
- There were many important inventions that were created in Connecticut that are still used around the world today.
- Our town and state governments are organized into parts, and each part has different responsibilities and jobs.
- All citizens, including children, can be involved in our local and state governments as they make laws for the people.
- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state.
- Connecticut offers different types of tourist attractions because of the many natural resources.

COURSE ESSENTIAL QUESTIONS

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?
- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?
- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?
- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?
- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?
- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Democratic principles guide our government officials as they create laws and policies to protect our freedoms.
- Taking Action in Our Community. Connecticut residents have made significant historical contributions to our state and country.
- Human-Environment Interaction. Cultural and environmental characteristics influence where people live and how they interact with others.
- Perspectives. People's changing perspectives have helped shape our state's history.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study past events and their impact on our state.
- Economic Decision-Making. Individuals and businesses use natural resources to contribute to Connecticut's economy. Transportation and innovation have affected the development of our state.
- Geographic Representations. People use maps to locate places and learn about natural resources and the development of industry in our state.

Students will be able to . . .

- Explain how governmental decisions are made at the state and local levels. [CIV]
- Identify ways in which Connecticut residents have contributed to America's story. [HIS]
- Understand that the use of natural resources and other economic decisions impact our culture, resources, and lifestyle. [ECO, GEO]
- Describe how various groups of people have contributed to Connecticut's identity. [GEO]
- Develop questions, plan inquiry, use multiple sources, and construct arguments and explanations about our state and its history. [INQ]

Social Studies Framework Standards Categories	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

SOCIAL STUDIES YEAR AT A GLANCE

September –October	<u>Unit 1</u> : Connecticut’s First People
November – December	<u>Unit 2</u> : Exploration & Early Settlement in Connecticut
January-February	<u>Unit 3</u> : Growth & Change: Colonization & Revolution
February-March	<u>Unit 4</u> : Industrialization and A Growing State
March-April	<u>Unit 5</u> : How Connecticut’s Government Works
May-June	<u>Unit 6</u> : Connecticut’s Economy and Travel
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

Time Allotment/Pacing Guide

4-6 weeks

GRADE 3- UNIT 1

Connecticut's First People

At a grade-appropriate level, the student will:

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

Concepts: Need to know about:

Connecticut's Landscape

- Regions of our state
- Climate and weather
- Important physical features and resources (Connecticut rivers and coastline, farming)

The History of Indigenous People In Connecticut

- Environmental characteristics influences population
- Connecticut tribes
- Use of natural resources for survival

Key Vocabulary:

geography, region, weather, climate, indigenous people, quarry, glacier, latitude, equator, tribe, natural resource

Skills: Need to be able to do:

Connecticut's Landscape

- Identify and describe the different regions of Connecticut.
- Explain the differences between weather and climate.
- Discuss how physical features impact settlement.

The History of Indigenous People In Connecticut

- Identify Connecticut tribes by geographic region.
- Explore how various groups utilized geographic features in Trumbull and surrounding regions to develop communities and economic systems.
- Compare and contrast the tribes' use of natural resources for survival.
- Discuss the values and customs of indigenous people in Connecticut.

Big Ideas

Student's statements of enduring ideas

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.

Compelling or Essential Questions

Teacher's guiding questions

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Guide students to locate Trumbull on Connecticut's map using mapping resources (eg. "Where in the World is Trumbull, Connecticut?"; Google Earth)
2. Using a variety of text and/or digital resources, explore the different regions of our state.
3. Create an anchor chart that compares and contrasts the different indigenous tribes of Connecticut (eg. name, location, use of natural resources)
4. Conduct guided research about different indigenous tribes in collaborative groups
5. Introduce students to key vocabulary with opportunities for discussion and application-- indigenous people, quarry, glacier, latitude, equator, climate, weather, tribe, natural resource

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about the different regions and geographical features of Connecticut.
- Identify Trumbull and regions of Connecticut on a map.
- Create a graphic organizer about different indigenous tribes in Connecticut.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Create a google slide about the influence of their selected tribe on the history of Connecticut, based on their guided research and graphic organizer.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 3 - UNIT 2

Exploration & Early Settlement in Connecticut

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

HIST 3.4 Explain connections among historical contexts and people's perspectives at the time.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

Concepts: Need to know about:

Arrival of Europeans in Connecticut

- Reasons for colonization in Connecticut
- Development of English settlements in CT
- Issues and conflicts that occurred as a result of exploration

Early Life in the Connecticut Colony

- Daily life (culture and traditions, use of resources)
- Fundamental Orders of Connecticut and democratic government

Key Vocabulary: constitution, democratic, trade, ally, Yankee, ratify, settlement, colony

Skills: Need to be able to do:

Arrival of Europeans in Connecticut

- Explain the reasons for colonization of Connecticut
- Examine and discuss the influence of geography on the location of English settlements in Connecticut
- Discuss issues and conflicts that occurred between different groups living in the early Connecticut colony

Early Life in the Connecticut Colony

- Identify natural resources used by the early settlers
- Compare and contrast life in a Connecticut village in colonial times to towns today
- Discuss the formation of a democratic form of government in Connecticut
- Summarize the beginnings of slavery in Connecticut

Big Ideas

Student's statements of enduring ideas

- The arrival of Europeans affected the people living here already
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government)

Compelling or Essential Questions

Teacher's guiding questions

- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Initiation activity - provide students with the task of gathering information from their families about why they live in Connecticut - share with their peers and the class
2. Lead students in a discussion about how and why people left their homes to start colonies in North America, and specifically, in CT.
3. Guide students to use primary sources to map the locations and geographic features of CT and its early settlements (eg. loc.gov)
4. Create a classroom anchor chart that focuses on the reasons for settlement, including geographic features, use of natural resources, and relationships with indigenous people (this will be developed and updated throughout the unit)
5. Share a primary source and article about the Pequot War. Lead a guided reading and discussion about the causes and outcomes of the conflict.
6. Guide students to use a variety of sources to create a Venn diagram to compare and contrast life in Connecticut during the colonial period with life today (eg. teachitct.org and TrueFlix)
7. Share an image of the *Fundamental Orders of Connecticut* with students and read and/or watch a video with students to provide information for a discussion about the purpose of the document and its importance as one of the earliest examples of a state constitution.
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *constitution, democratic, trade, ally, Yankee, settlement, colony*
9. Possible extension activity: Field trip or presentation - Trumbull Historical Society

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of settlements and geographic features in Connecticut
- Define and use key vocabulary from this unit
- Create a venn diagram that compares and contrasts everyday life in Connecticut during the colonial period and today
- Complete a written response: If Connecticut was the fifth state to ratify the Constitution, why are we called the Constitution State?

Summative

Student will:

- Use a variety of sources, including the class anchor chart and other resources, to create a visual representation of their own colony in a region of Connecticut, including location of settlements, use of natural resources, and interactions with indigenous people.
- Complete a written response that explains why your “colony” will thrive based on and supported by the visual that you created.

Time Allotments/Pacing Guide

4-6 weeks

GRADE 3- UNIT 3

Growth & Change: Colonization & Revolution

At a grade-appropriate level, the student will:

HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.

HIST 3.7 Compare information provided by different historical sources about the past.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 3.11 Explain probable causes and effects of events and developments.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Concepts: Need to Know About:

Connecticut's Contributions during the Revolutionary War era

- Military service
- Homefront support
- Development of our founding documents

Significant Individuals from Connecticut Who Impacted our State and Nation

- Impact of significant individuals on our state and country
- Legacy of their involvement and actions

Key Vocabulary: Minutemen, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny

Skills: Need to be able to do:

Connecticut's Contributions During the Revolutionary War Era

- Explain the major causes that led to the Revolutionary War (taxation, representation)
- Identify areas of Connecticut that contributed to the war effort and explain what contributions they made
- Explain Connecticut's role in the creation of our founding documents

Significant Individuals from Connecticut who Impacted our State and Nation

- Explore and research the role of individuals from Connecticut who had an impact on our state throughout history (eg. Nathan Hale, Israel Putnam, Sybil Ludington, Mary Ludwig Hays, Prudence Crandall, John Ledyard, David Wooster, Jedediah Huntington, Jonathan Trumbull, David Bushnell, Nero Hawley, Roger Sherman, Oliver Wolcott, Ella Grasso, Joel Barlow, William Sherman, Phyllis Wheatley, Maria Colon, Mary Ludwig Hays, Lambert Latham, Harriet Beecher Stowe, Eli Whitney, Gladys Tantaquidgeon)
- Explain how these individuals contributed to our state and nation as they developed over time, and discuss their legacy and impact

Big Ideas

Student's statements of enduring ideas

- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.

Compelling or Essential Questions

Teacher's guiding questions

- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War
3. Introduce the students to significant individuals from Connecticut who made important contributions to our state throughout history
4. Lead a discussion in which the students compare and contrast at least two of the people mentioned above
5. Establish collaborative groups of students to research one Connecticut individual and create a graphic organizer that includes important information and significant contributions made during the Revolutionary War era
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *Minute Men, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny*
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum or similar

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Complete a BrainPop! or similar quiz about the causes of the Revolutionary War
- Create a graphic organizer about a significant Connecticut individual that includes important information and contributions made during the Revolutionary War era

Summative

Student will:

- Complete a short assessment in which they provide key information and significant contributions of their chosen Connecticut historical figure. Options include, but are not limited to:
 - o Write and perform a song, poem, or play
 - o Write a biography or summary
 - o Create a poster or timeline
 - o Digital options: Google Slide or FlipGrid

Time Allotments/Pacing Guide

8-10 weeks

GRADE 3- UNIT 4

Industrialization and A Growing State

At a grade-appropriate level, the student will:

ECO 3.1 Compare the benefits and costs of individual choices.

ECO 3.3 Explain why individuals and businesses specialize and trade.

HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 3.5 Describe how people’s perspectives shaped the historical sources they created.

HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 3.11 Explain probable causes and effects of events and developments.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Concepts: Need to Know About:

Movement of Connecticut's people and development of transportation in the 1800s

- New methods of transportation made travel easier and more efficient
- People began to move westward in search of land

Abolitionists and the Efforts to End Slavery in Connecticut

- Slavery was present throughout the U.S.
- Abolitionists worked to end slavery
- People in Connecticut supported the Union during the Civil War

Industry in Connecticut in the 1800s

- Connecticut inventions contributed to the industrialization of the U.S.
- New types of systems for manufacturing goods were developed
- Immigration to Connecticut increased as a result of industrialization

Key Vocabulary: ratify, plantation, transportation, abolitionist, invention, industrial, technology, homefront. migration, immigration

Skills: Need to be able to do:

Movement of Connecticut's people and development of transportation in the 1800s

- Identify new methods of transportation that allowed people to move about more efficiently in different ways
- Explain why the population of Connecticut changed as a result of westward expansion

Abolitionists and the Efforts to End Slavery in Connecticut

- Discuss the background of slavery in Connecticut and the U.S.
- Explore the abolitionist movement and individuals who worked to end slavery in our state in the 1800s
- Explain how the majority of Connecticut citizens supported the Union during the Civil War in the military and on the homefront

Industry in Connecticut in the 1800s

- Explore and describe some of the products and systems created by Connecticut inventors that contributed to the industrialization of the U.S.
- Explain how immigration to Connecticut increased as result of industrialization

Big Ideas

Student's statements of enduring ideas

- There were new kinds of transportation during the 1800s that affected Connecticut's people
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War
- There were many important inventions that were created in Connecticut that are still used around the world today

Compelling or Essential Questions

Teacher's guiding questions

- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Share visuals and/or video information with students about some of the new forms of transportation developed during the first half of the 1800s (steamboat, railroad, roads)
2. Lead a discussion about how new forms of transportation would impact where people lived and how our state's population changed as a result
3. Use an article (eg. Newsela) to lead students in a guided reading activity about the background of slavery in the U.S.
4. Share a video (eg. BrainPop!) or article with students about the Underground Railroad, and follow up with a discussion about the purpose and efforts of abolitionists to help fugitive slaves
5. Lead students in a "read-aloud" about Connecticut's contributions to the Civil War, using a text and/or digital resource
6. Guide students as they use multiple sources to research Connecticut inventions from the 1800s.
7. Use graphs and charts to facilitate a class discussion about how Connecticut's population changed during the 1800s due to movement and immigration
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *plantation, transportation, abolitionist, invention, industrial, technology, homefront, migration, immigration*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Write a written response on how the development of new types of transportation in the 1800s had a direct affect on the people in Connecticut.
- Brain Pop! or similar quiz on the Underground Railroad.
- Students will complete a graphic organizer about an invention from Connecticut in the 1800s, including its significance and contributions to society.

Summative

Student will:

- With a partner/group, students will use their research on an invention from Connecticut and share their findings through a class presentation utilizing technology that highlights the invention's significance and contributions to society.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 3- UNIT 5

How Connecticut's Government Works

At a grade-appropriate level, the student will:

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 3.4 Identify core civic virtues and democratic principles that guide government, society, and communities.

CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

CIV 3.6 Explain how rules and laws change society and how people change rules and laws.

CIV 3.7 Explain how policies are developed to address public problems.

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.13 Critique arguments.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Concepts: Need to Know About:

Structure and Organization of Trumbull and State of Connecticut Government

- Responsibilities and powers of government branches and officials at state and local levels
- State and town governments make laws to meet the needs of the people and address public concerns

The Role of Citizens in Local and State Governments

- Citizens participate in government in a variety of ways (voting, run for office, work on a political campaign, contact legislators)
- Citizens influence and are affected by government decisions at the state and local levels

Key Vocabulary: democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor

Skills: Need to be able to do:

Structure and Organization of Trumbull and State of Connecticut Governments

- Identify the branches of government at the state and local level, and explain the main function of each branch
- Explain how the local and state governments are organized, and discuss some of the responsibilities of officeholders at each level
- Explain some of the steps in the lawmaking process
- Discuss how laws are made for different reasons (safety, provide services, change a previous law, taxes, etc.)

Citizens Impact Decisions Made by State and Local Officials

- Explain how citizens can participate in the government at the state and local levels
- Discuss how citizens of any age can be involved in decisions made by local and state governments

Big Ideas

Student's statements of enduring ideas

- Our town and state governments are organized into parts, and each part has different responsibilities and jobs
- All citizens, including children, can be involved in our local and state governments as they make laws for the people

Compelling or Essential Questions

Teacher's guiding questions

- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a KWL Chart to assess students' prior knowledge about government, and how citizens can be involved and impact decisions made by state and local officials. Update the chart as the unit progresses.
2. Create an anchor chart that illustrates and explains the different branches of government at the state and local levels, and the main function of each branch.
3. Provide students with a list of government positions at the state and local level. Students will identify the current officeholder and explain his/her major responsibilities in that position.
4. Facilitate a verbal "debate" between students in which they express their opinions and support them with evidence based on topics provided by the teacher that are related to rules and laws at the school, town, or state level.
5. Invite guest speakers from state and local government to meet with students (either in person or virtually) to explain the role of government, their responsibilities, and provide opportunities for students to ask questions about government and the lawmaking process
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor, veto*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Create a chart to show the branches of Government in Connecticut and Trumbull. On the chart, the student will list the job title, who currently holds it, and the main responsibilities of the position.
- Write a summary of the verbal debate. Students will state the issue/topic, what their position was (claim), and what facts and arguments they used to support their position.

Summative

Student will:

- Complete a multiple choice/open ended test in order to assess their knowledge of the structure and main functions of local and state governments, and the roles that citizens can play in the decision making processes.

Time Allotments/Pacing Guide

4-6 weeks

GRADE 3- UNIT 6

Connecticut's Economy and Travel

At a grade-appropriate level, the student will:

ECO 3.3 Explain why individuals and businesses specialize and trade.

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

HIST 3.2 Compare life in specific historical time periods to life today.

HIST 3.11 Explain probable causes and effects of events and developments.

CIV 3.7 Explain how policies are developed to address public problems.

GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

GEO 3.9 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

Concepts: Need to Know About:

Connecticut's Economy in the 21st Century

- The impact of farming, manufacturing, and service industries on Connecticut's economy
- Environmental issues that affect our state's economy and quality of life

Travel to Connecticut

- Tourism in Connecticut and its impact on the state's economy
- Natural resources that influence the tourist industry in Connecticut

Key Vocabulary: patent, agriculture, manufacturing, mining, maritime, insurance policy, tourism, engineer

Skills: Need to be able to do:

Connecticut's Economy in the 21st Century

- Identify products and natural resources in Connecticut and explain how they contribute to Connecticut's economy
- Discuss the pros and cons of industrialization and its impact on Connecticut's environment and people

Travel to Connecticut

- Explain how tourism is important to our state's economy
- Discuss how strategic use of natural resources can benefit tourism in our state

Big Ideas

Student's statements of enduring ideas

- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state
- Connecticut offers different types of tourist attractions because of the many natural resources.

Compelling or Essential Questions

Teacher's guiding questions

- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Discuss the products that are produced in Connecticut.
2. Create a state products map that includes industrial activity and natural resources
3. Discuss how pollution from industry impacted the natural environment and what changes have occurred as a result of citizen activism
4. Explore how damage from natural disasters such as hurricanes and floods has impacted tourism, the environment, and the economy in Connecticut
5. Create an anchor chart of the different tourist attractions found in the State of Connecticut. Include the name of the site, what it offers to tourists, its location in the state, and how natural resources support the site.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *patent, agriculture, manufacturing, mining, fishing, insurance policy, travel, tourism*
7. Possible extension activity: Culminating Field trip - Mystic Seaport, Old State House or similar

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Create a state product map that includes industrial activity and natural resources
- Notes and/or a graphic organizer on at least 5 different tourist locations that the students would want to visit in the State of Connecticut and what would attract them to travel there.

Summative

Student will:

1. Create a travel brochure/commercial/poster to encourage individuals to travel to Connecticut. Choose one of the sites researched, provide information about the site, as well as language to persuade others to visit the attraction.

Resources

Burgan, Michael. *My United States: Connecticut*. New York: Children's Press, 2018.

Kent, Zachary. *Connecticut*. New York: Children's Press, 2008.

WhereILiveCT.org

Bush, Zack and Friedman, Laurie. *The Little Book of Government*. Publishing Power LLC, 2020.
(REQUESTED)

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 7/21/22

Title of Text: The Little of Book of Government

Authors: Zack Bush, Laurie Friedman

Publisher: Publishing Power LLC

Year Published: 2020

ISBN Number: 978-1735966526

Coreⁱ or Supplemental: Supplemental

Course: Social Studies

Grade Level: 3

(If applicable) Replaces text: n/a

Rationale for adopting new text: Supports Unit 5 of the curriculum, which focuses on our system of government in Connecticut and the U.S.

Text Description: This book provides a basic and easy-to-understand introduction to government and the role it plays in our society. Important concepts like democracy, freedom, and lawmaking are explained, along with an introduction to the role the Constitution plays in our government as well as our nation's three branches of government.

Strengths: Explains complex topics in a clear and easy to understand manner for children.

Weaknesses: May need a little more specificity, but the resource will be used as an introduction to the topic.

Submitted by: Tara Fernandes, Jessica Preman (Grade 3 curric revision team)

ⁱ"Core" refers to a resource that must be used by all students for attainment of course goals.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 4 SOCIAL STUDIES

2022

(Last revision date: 1997)

Curriculum Writing Team

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' C3 offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.
- Water is a very important resource to the Northeast region because it impacts why people settled here and how the region developed economically.
- The growth of cities in the Northeast region developed over time, as people began to shift from fishing/farming to manufacturing.
- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of the regions of the United States have changed over time because of important historical events.
- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water in the Midwest affected the movement of people.
- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.
- People from many different cultural backgrounds have moved to the West, which has impacted its culture and economy.
- The West has many different types of economic opportunities based on its natural resources and climate.

COURSE ESSENTIAL QUESTIONS

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?
- How did water as a resource influence settlement in the Northeast region?
- How did the growth of cities enable the Northeast region to develop a thriving industrial economy?
- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?
- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?
- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?
- How does the unique mix of geography and cultural diversity make the West/Northwest region appealing to many people?
- How has the environment and climate affected the settlement and economic development of the West/Northwest region?
- How has the movement of people to the West/Northwest region influenced its culture?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- **Civic Virtues.** Citizens use democratic strategies to address issues and develop habits to be contributing members of the community.
- **Location, Climate, and Culture.** The relationship between location, climate, and environment can have an impact on people's way of life in various regions of the United States.
- **Map Reading.** People can use maps to analyze a region's history, culture, and economics.
- **Regions Change Over Time.** A region is shaped by its historical events, along with its geographic features and economic decisions.
- **Historical Sources.** Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past and learn about different perspectives on historical events.
- **Defining Regions.** Regions differ based on location, climate, natural resources, and culture; citizens may have different wants and needs depending on the region in which they live.

Students will be able to . . .

- Understand that laws may be interpreted differently based on location and/or point of view. [CIV]
- Describe how historical events have shaped our country's changing culture. [HIS]
- Understand that economic decisions impact a region's culture, resources, and lifestyle. [ECO]
- Explain how cultural and environmental factors affect the distribution and movement of people in the different regions of the United States. [GEO]
- Develop questions, plan inquiry, and construct arguments using claims and evidence from multiple sources. [INQ]

Social Studies Framework Standards Categories	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

SOCIAL STUDIES YEAR AT A GLANCE

September	<u>Unit 1</u> : Discover American Geography and Culture
October-November	<u>Unit 2</u> : The Northeast/Mid-Atlantic
December-January	<u>Unit 3</u> : The Southeast
February-March	<u>Unit 4</u> : The Midwest
April	<u>Unit 5</u> : The Southwest
May-June	<u>Unit 6</u> : The West/Northwest
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

Time Allotment/Pacing Guide

4 weeks

GRADE 4- UNIT 1

Discover American Culture (mini unit)

At a grade-appropriate level, the student will:

HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Concepts: Need to know about:

United States Geography and Culture

- Properties and purposes of maps and globes (eg. political, physical, land use, population)
- Regions of the United States, including physical features, natural resources, and population
- The varied regions of the United States have similarities that bind them together

Key Vocabulary:

geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, capital, equator, prime meridian, culture, natural resource, atlas, boundary

Skills: Need to be able to do:

United States geography and culture

- Identify different types of maps and explain their purpose.
- Identify and discuss how physical features and natural resources define each region and its people.
- Describe some of the similarities that unite the regions of the United States (national symbols, communication, transportation, shared resources).
- Discuss how the United States consists of people from many different cultures who have helped to create our national identity.

Big Ideas

Student's statements of enduring ideas

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.

Compelling or Essential Questions

Teacher's guiding questions

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Discuss class and school rules with students, and brainstorm ideas about democratic strategies and procedures that could be used to address issues and concerns in the classroom, school, and community.
2. Introduce and review various features and types of maps and globes, including but not limited to - title, legend, cardinal and intermediate directions, scale, symbols, latitude, and longitude.
3. Provide a variety of maps and/digital resources so students are able to identify and explore the five regions of the United States (Northeast/Mid-Atlantic, Southeast, Midwest, Southwest, West/Northwest).
4. Create an anchor chart that lists different characteristics and features of each region that will be updated during each unit. Students will complete the first section of a graphic organizer, which will be used for each subsequent unit
5. Facilitate small group (ie. think/pair/share) and whole class discussions about cultural similarities across various regions that unite us as a country (eg. national symbols, communication, transportation, federal holidays, shared resources)
6. Share and discuss a video or text (eg. Newsela) with students that explains how people from many different backgrounds contribute to the development of our nation's culture (melting pot vs. salad bowl)
7. Introduce students to key vocabulary with opportunities for discussion and application--
geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, equator, prime meridian, culture, natural resource, atlas, boundary

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about the different regions and geographical features of the United States.
- Complete the first part of a graphic organizer about the characteristics of different regions of the United States. (eg. location, physical features, resources, climate - other topics such as population, migration, and adaptations/modifications will be added as the units progress throughout the year)
- Map skills quiz that tests students on parts and purpose of different types of maps.
- Listen and participate in small group and class discussions about similarities among regions that contribute to the development of our nation's culture.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Written response with visuals - What do we mean when we talk about a country's "culture?"
What are some ways that you can describe the "culture" of the United States?
(Include a written response and some visuals that support your response)
 - o Options: poster, google slide, paper with written response and smaller images

Time Allotments/Pacing Guide

6-8 weeks

GRADE 4 - UNIT 2

The Northeast

At a grade-appropriate level, the student will:

HIST 4.1 Explain connections among historical contexts and people's perspectives at the time.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.3 Explain how culture influences the way people modify and adapt to their environments.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Concepts: Need to know about:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

Significance of water in this region

- Impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade
- Development of larger cities in this region to support the growth of industry

Growth of cities and development of industry

- Reasons for settlement in this region (European immigration)
- Growth of cities in this region to support the development of factories and the growth of industry

Key Vocabulary: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

Significance of water to this region

- Explain the significance of water to this region (trade, transportation, settlement)
- Discuss the impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade

Growth of Cities and Development of Industry

- Explain the reasons for settlement in this region (European immigration)
- Examine the growth of cities and the development of factories and industry, and explain how they supported each other

Big Ideas

Student's statements of enduring ideas

- Water is a very important resource to the region because it impacts why people settled here and how the region developed economically.
- The growth of cities developed over time, as people began to shift from fishing/farming to manufacturing.

Compelling or Essential Questions

Teacher's guiding questions

- How did water as a resource influence settlement in this region?
- How did the growth of cities enable this region to develop a thriving industrial economy?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Lead students in a discussion about why proximity to water was so important to the early settlers from Europe.
4. Create a classroom anchor chart that focuses on the different types of waterways and their importance in trade, transportation, and development of cities such as Boston, New York, Philadelphia, and Baltimore.
5. Guide students as they read about natural resources, industries, and the growth of cities in this region. Discuss the effects of industrialization on the natural resources and environment.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum, Mystic Seaport

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Northeast portion of the graphic organizer
- Students will create a Venn diagram to compare and contrast characteristics of cities in this region from the past with the present day
- Define and use key vocabulary from this unit

Summative

Student will:

Use the following article:

[Natural Resources of the Northeast](#)

Think about everything that you have learned about the natural resources in the Northeast/Mid-Atlantic and how they help create a strong economy. Since there are so many natural resources found in this region, there has been an increase in the number of jobs within these states. This has increased the population, causing even more stress on natural resources.

- Choose ONE of the natural resources you have learned about in this region. The resource can be renewable or nonrenewable.
- Create a poster, slide, or letter that warns humans of the effect they are having on this resource and what steps they can take to help.

Use the following questions to help you as you plan:

1. What are some of the renewable resources in this region?
2. What are some of the nonrenewable resources in this region?
3. How have human activities impacted this region's environment?
4. What are some major industries in this region?
5. What are some ways to limit this man-made stress?

Time Allotments/Pacing Guide

6-8 weeks

GRADE 4- UNIT 3

Southeast

At a grade-appropriate level, the student will:

HIST 4.2 Explain probable causes and effects of events and developments.

CIV 4.1 Illustrate historical and contemporary means of changing society.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Concepts: Need to Know About:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

The impact of geography and climate on economic development

- The agriculture industry in this region
- Tourism as a major contributor to the economy

The unique characteristics of this region

- Plantation farming changed over time (slavery, sharecropper, paid labor)
- Variety of cultures that are unique to this region (eg. Creole, Cuban, Cajun)

Key Vocabulary: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The impact of geography and climate on economic development

- Explore the history of the agriculture industry and its impact on the economy
- Explain why tourism is a major contributor to the economy

The unique characteristics of this region

- Explain how plantation farming has changed over time (slavery, sharecropper, paid labor)
- Explore how various cultures have contributed to the uniqueness of this region (eg. Creole, Cuban, Cajun)

Big Ideas

Student's statements of enduring ideas

- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of this region has changed over time because of important historical events.

Compelling or Essential Questions

Teacher's guiding questions

- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. peanuts, cotton, tobacco, citrus, rice)
4. Lead a discussion about energy resources that contribute to the region's economy (eg. fossil fuels, coal, minerals)
5. Guide students to explore why people move to the Southeast, and why tourism is a major contributor to the economy of this region
6. Lead students in a shared reading activity and discussion (eg. Newsela - see teacher resource page) about experiences with plantation farming and how it has changed over time
7. Provide students with a non-fiction source (eg. TrueFlix digital) about different aspects of the cultures unique to the Southeast region and read and discuss with a partner.
8. Establish collaborative pairs/groups, and have students research one of the states in this region to gather information in order to persuade others to move to this state
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southeast portion of the graphic organizer
- Define and use key vocabulary from this unit
- Read and annotate an article about one of the topics in this unit
- Write a brief summary about the culture article that they read with their partner.

Summative

Student will:

- Why should someone move to a particular state in the Southeast?
 - o Choose a state, with teacher approval
 - o Students will work alone or with a partner, at teacher discretion
- Provide basic information about the chosen state (capital, population, state flag, etc.)
- Include at least one tourist attraction/destination within the state
- Provide three reasons why someone should choose to move to the state. Choose from the following categories:
 - o Job opportunities
 - o Climate
 - o Leisure activities
 - o Culture - (music, cuisine, art)
 - o Cost of living
- Students will create and present their findings to the class in one of the following formats as determined by the teacher:
 - o Poster
 - o Google Slideshow
 - o FlipGrid
 - o Written response (essay format)

Time Allotments/Pacing Guide

8 weeks

GRADE 4 - UNIT 4

Midwest

At a grade-appropriate level, the student will:

ECO 4.1 Compare the benefits and costs of individual choices.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

Concepts: Need to Know About:

Defining this region

- Physical geography (landforms, climate, Great Lakes, major rivers)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

The impact of geography, climate, and weather on economic development

- Development of agriculture and industry in this region
- Importance of waterways and the development of major urban centers
- Impact of catastrophic events

The unique characteristics of this region

- Agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Immigration of different ethnic groups in this region

Key Vocabulary: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms (including the Great Lakes and major rivers) and climate for the region
- Identify important natural resources, land use, and industries

The impact of geography, climate, and weather to this region

- Examine the development of agriculture and industry in this region
- Describe the relationship between people of the Midwest, the Great Lakes, major rivers and major urban centers
- Identify the effects of catastrophic events on this region (floods, droughts, tornadoes)

The unique characteristics of this region

- Explore the development of agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Examine the affect of immigration of different ethnic groups to this area

Big Ideas

Student's statements of enduring ideas

- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water affected the movement of people.

Compelling or Essential Questions

Teacher's guiding questions

- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. the Great Lakes and major rivers), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. corn, dairy, wheat)
4. Use an article and/or video to introduce students to the automotive industry, and discuss its importance to the economy of this region.
5. Use maps and digital resources to examine the waterways of this region (eg. Mississippi River, Great Lakes) and the development of cities (eg. Chicago, St. Louis).
6. Use an article and/or video (BrainPop) to lead a discussion on the movement of people and their cultural impact to this region (Westward Expansion, immigration and migration).
7. Using texts, digital resources, and articles discuss the impact of catastrophic events (tornadoes, droughts, floods) on the land, economy and people of this region.
8. Using a primary or secondary source, such as *If you were a Kid on the Oregon Trail*, guide students in creating a class chart listing the challenges and experiences of traveling West, including availability of resources and challenges for travelers, such as physical disabilities, language and cultural differences, and age.
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Midwest portion of the graphic organizer
- Define and use key vocabulary from this unit

Summative

- Student will:

Write a letter to a friend from home describing their experiences on the Oregon Trail (Westward Expansion) including details about the journey: route taken, food, safety/dangers, supplies, covered wagon, weather, schooling.

Time Allotments/Pacing Guide

4 weeks

GRADE 4 - UNIT 5

Southwest

CIV 4.1 Illustrate historical and contemporary means of changing society.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.

Concepts: Need to Know About:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

The impact of geography and climate on economic development

- Deserts and scarcity of water
- Oil and cattle ranching as valuable industries

The unique characteristics of this region

- Migration/Immigration of people into this region
- The cultural influences of varied groups of people

Key Vocabulary: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The impact of geography and climate on the economic development

- Explore how deserts and the scarcity of water affected economic development
- Examine the development of cattle ranching and the oil industry in the region

The unique characteristics of this region

- Discuss the influence of Native American culture to the area
- Examine the affect of immigration of various ethnic groups to this region

Big Ideas

Student's statements of enduring ideas

- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.

Compelling or Essential Questions

Teacher's guiding questions

- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. The Grand Canyon, deserts), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use textbook article to introduce students to deserts and the scarcity of water in the region and the impact this has on the economic development of this region.
4. Using TrueFlix online, introduce students to the cattle ranching and oil industries, and discuss their importance to the economy of this region.
5. Using online and print resources, create a class anchor chart examining the cultural impact the Native Americans (Navajo, Pueblo, Cherokee) have had in the Southwest including but not limited to housing, food, and crafts. (eg. jewelry, textiles, pottery)
6. Conduct a shared reading of Amelia's Road by Linda Altman and lead a discussion on the reasons for immigration of different ethnic groups to this region.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southwest portion of the graphic organizer
- Define and use key vocabulary from this unit

Summative

Student will:

- Complete a written response to the following question:
 - What is special about the Southwest region that makes it different from the other regions we have studied this year? Include a topic sentence, at least 3 reasons with specific details to support each reason, and a concluding sentence.

Resource:

States and Regions. "Water Changes Desert." p. 361-365. Orlando, Harcourt Brace. 2000.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 4 - UNIT 6

West/Northwest

HIST 4.2 Explain probable causes and effects of events and developments.

HIST 4.3 Use evidence to develop a claim about the past.

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Concepts: Need to Know About

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

The unique characteristics of this region

- Varied physical landscape and climate (eg. mountains, grasslands, waterways) impacts economic activity (eg. farming/fishing/mining)
- Migration and immigration to this region (eg. Gold Rush, transcontinental railroad, Silicon Valley) and cultural influences

Key Vocabulary: basin, mountain range, timber, boomtowns, technology, transcontinental railroad, grasslands, range, plateau, technology, continental divide

Skills: Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The unique characteristics of this region

- Explore how geography and climate has affected the development of communities in this region
- Discuss economic and social factors that have attracted people to this region, both historically and in the present day

Big Ideas

Student's statements of enduring ideas

- People from many different cultural backgrounds have moved to this region, which has impacted its culture and economy.
- The west has many different types of economic opportunities based on its natural resources and climate.

Compelling or Essential Questions

Teacher's guiding questions

- How does the unique mix of geography and cultural diversity make this region appealing to many people?
- How has the environment and climate affected the settlement and economic development of this region?
- How has the movement of people to this region influenced its culture?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. Rocky Mountains, Pacific Ocean, Columbia River), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Using TrueFlix online, lead students in a discussion about the Gold Rush and Transcontinental Railroad and how they contributed to the development of the economy and cultural diversity of this region.
4. Provide resources for students (eg. Newsela) to explore the states of Alaska and Hawaii and describe some characteristics that make them unique.
5. Led students in a culminating discussion: What geographic and economic factors determine if a region is a good or bad place to live? (Students will use their completed chart/graphic organizer so that they can use information from other regions.)
6. Guide students as they work in collaborative groups to complete a graphic organizer as they research one of the national parks in this region.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels, continental divide

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the West portion of the graphic organizer
- Define and use key vocabulary from this unit
- Students will listen and participate in discussions about various topics in this unit
- Students will read and annotate one article from this unit

Summative

Student will:

- In collaborative groups, present a google slideshow about one of the national parks in this region. Students will use the graphic organizer they completed, as well as other resources (eg. nps.gov) to gather information and images. Task: Pretend you are a tour guide/park ranger, and teach your classmates about the national park, using Google Slides.
- Optional activity: the audience members will complete a worksheet with name of park, location, 3 interesting facts that they learned from the presentation.
 - Presenters - Describe different features of the park, interesting attractions, things to do, and unique features and facts about the park. Include the name of the park, location, size, history, physical features, attractions, unique and/or interesting facts.

Resources

Textbook

States and Regions. Harcourt Brace, 2000.

Books

Altman, Linda Jacobs, and Enrique O. Sanchez. *Amelia's Road*. Lee & Low, 2015.

Bunting, Eve. *A Day's Work*. Clarion Books, 1997.

Gregory, Josh. *If You Were a Kid on the Oregon Trail*. C. Press, 2016.

Digital Resources

National Geographic Kids website: <https://kids.nationalgeographic.com/>

Regions of the United States (Teachers Pay Teachers), Jill Russ (REQUESTED)

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 5 SOCIAL STUDIES

2022

(Last revision date: 1997)

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Grade 5 Social Studies Table of Contents

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments, and often relied on the help of the indigenous people to teach them.
- Colonial leaders made decisions, established laws, and worked with others to establish their colony.
- Economic and religious opportunities led to the settlement and growth of the 13 colonies.
- Relationships, environmental issues and systems of government contributed to the challenges and successes of the colonies.
- Life today has some similarities to life in the colonies (basic forms of government, farming, community structure) and many differences (more structured government, technology, equality etc.)
- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People's positions (eg. King George III, colonists) and viewpoints led to different groups to form and take action such as the Patriots and Loyalists.
- Armies that had more money, stronger leaders, and fought on their own territory had advantages that helped them win battles.
- The battles of the American Revolution influenced the decisions of the military leaders that led to the 13 colonies gaining their independence.

COURSE ESSENTIAL QUESTIONS

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- What strategies did leaders use to build the first colonies?
- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities and interacted with others? (government, resources, social classes)
- How was life in the colonies similar to and different from life today?
- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did the different viewpoints lead to the formation of various groups and their actions?
- What might give one side an advantage over the other in a battle?
- How did some of the battles in the American Revolution have a greater impact on the outcome of the war?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Change, Continuity and Context. The actions of people in the past influence our lives today.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their opinions about historical events.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and images to study the past.
- Civic Responsibility. Communities work to accomplish tasks, establish rules and responsibilities, and protect freedoms.
- Economic Decision-Making. People's decisions are influenced by economic opportunities, available resources, and trade opportunities.
- Map Reading. People can use maps to explain relationships between the locations of places and their physical and economic characteristics.

Students will be able to . . .

- Explain why individuals and groups during the same historical period differed in their perspective [HIS]
- Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families [CIV]
- Explain various economic contributions and opportunities in the 13 colonies. [ECO]
- Describe how geography and climate impacted the development of the 13 colonies in North America. [GEO]
- Develop questions, analyze sources, gather relevant evidence, and present arguments and explanations about historical events. [INQ]

Social Studies Framework Standards Categories	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

SOCIAL STUDIES YEAR AT A GLANCE

September – November	<u>Unit 1</u> : The Arrival & Early Settlements
November – February	<u>Unit 2</u> : 13 Colonies
February – May	<u>Unit 3</u> : The Road to Revolution
May – June	<u>Unit 4</u> : Declaring Independence (mini unit)
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

Time Allotment/Pacing Guide

8-10 weeks

GRADE 5- UNIT 1

The Arrival

At a grade-appropriate level, the student will:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

CIV 5.4 Explain how policies are developed to address public problems.

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

Concepts: Need to know about:

Human Movement

- Motivations for exploration to the Americas (eg. resources, freedom of religion, separatists, land, glory, power, profit)
- Geography and location of settlers moving to America
- Technological innovations that allowed travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff)

Perspectives & Initial Interactions

- Survival strategies of early settlers (challenges and successes)
- Use of natural resources, understanding how to farm, creating shelters
- Relations with indigenous peoples (eg. Croatan, Wampanoag, Algonquin)
- Leaders: Manteo, Squanto, Powhatan, Pocahontas, Massasoit

Establishing Colonies

- Roanoke, Jamestown, Plymouth
- Factors that impacted the choice of location of the colonies
- Leaders: Sir Walter Raleigh, John White, John Smith

**The initial foundation of several of these concepts were started in Grade 3 from the perspective of Connecticut only and Connecticut peoples. This Grade 5 unit has more overlying and complexity in concepts as it also reaches out to further colonies and tribes.*

Key Vocabulary:

colony, indigenous, Mayflower Compact, monarch, separatist, pilgrim, primary source, profit, secondary source

Skills: Need to be able to do:

Human Movement

- Compare the major motivations of why English settlers came to the New World.
- Locate on a map the first three settlements in North America (Roanoke, Jamestown and Plymouth) including routes taken from England.
- Describe technological innovations and how they were used for travel (eg. magnetic compass, caravel, improved maps, sextant, cross staff).

Perspectives & Initial Interactions

- Discuss and provide examples of challenges and successes settlements faced during establishment (eg. natural resources, farming, governing).
- Describe the perspectives and interactions of the settlers and the native peoples (eg. Croatan, Wampanoag, Algonquin).
- Explain how the relationships between the indigenous and the settlers affected the settlement's success by referencing at least one Native American leader (eg. Manteo, Squanto, Powhatan, Pocahontas, Massasoit)

Establishing Colonies

- Identify geographic features and natural resources that led to the selection of Roanoke, Jamestown, and Plymouth colonies.
- Compare and contrast life in the early colonies.
- Explain and analyze the key contributions of at least one leader within the first colonies.

Big Ideas

Student's statements of enduring ideas

- Early settlers were inspired by religious ideas, technological advances, and better opportunities to find a new place to live.
- Settlers had to learn to farm, fish, hunt and build shelter in unfamiliar environments,
- Colonization had a big impact on the European settlers and the indigenous people

Compelling or Essential Questions

Teacher's guiding questions

- What factors inspired people to leave their homeland and travel to an unknown land to start a new life?
- How did the early settlers adapt to an unknown land, and what factors contributed to their success or failure?
- How did colonization impact both European settlers and indigenous people?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Guide students to locate Europe and the Americas on a world map.
2. Provide students with readings and resources about groups of people that wished to travel to the new world and their motivations for travel.
3. Create a class anchor chart with the reasons settlers chose to leave their “old world.”
4. Lead a class discussion supplies and technology early settlers would have to travel to the new world, include potential obstacles to overcome (eg. weather, technology.) Where possible, allow students to consider tools we used today to travel.
5. Supply a map for students to locate the Roanoke, Jamestown, and Plymouth colonies as each is introduced.
6. Show a video or provide an alternative tool that demonstrates the natural resources that were available within the geographical regions of each colony.
7. Allow students to engage in inquiry regarding the Native American tribes and their leaders that interacted with the settlers during early times.
8. Conduct a jigsaw, or similar activity, in which students use literature and videos on each of the three colonies to compare and contrast the leadership, strategies, rules, struggles and successes.
9. Provide students with a graphic organizer/note taker regarding the three colonies.
10. Collaboratively create a study guide with students for the unit test. Introduce test taking strategies that students can use; include a discussion of mindset around test taking.
11. Introduce students to key vocabulary with opportunities for discussion and application-- colony, indigenous, Mayflower Compact, monarch, separatist, pilgrim, primary source, profit, secondary source.

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions.
- Locate Europe, North America, Jamestown, Plymouth and Roanoke on a map.
- Complete a graphic organizer detailing the natural resources, leadership, struggles and successes of Jamestown, Plymouth and Roanoke.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Demonstrate understanding through an end-of-unit multiple choice, matching, and fill-in-the-blank assessment.

Time Allotments/Pacing Guide

8-10 weeks

GRADE 5 - UNIT 2

The 13 Colonies

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.13 Critique explanations.

HIST 5.2 Compare life in specific historical periods to life today.

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

CIV 5.4 Explain how policies are developed to address public problems.

ECO 5.3 Explain why individuals and businesses specialize and trade.

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Concepts: Need to know about:

New England Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

Middle Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

Southern Colonies

- Location, physical features, and natural resources
- Government and leaders
- Community and interactions with others
- The economy and economic activity

Key Vocabulary: Apprentice, cash crop, charter, debtor, economy, export, House of Burgesses, import, indentured servant, slavery, Triangular Trade Route

Skills: Need to be able to do:

New England Colonies

- Identify and locate the New England colonies and their important physical features
- Examine and discuss the influence of geography and climate on the location of English settlements in New England
- Identify natural resources and discuss economic opportunities
- Analyze the structure of government in New England and how it was influenced by religion
- Discuss issues and conflicts that occurred between different groups living in the New England colonies.
- Explain the roles of different groups of people in New England, including enslaved people, indentured servants, and apprentices.

Middle Colonies

- Identify and locate the Middle colonies and their important physical features
- Examine and discuss the influence of geography and climate on the economy of the middle colonies
- Discuss how cultural diversity helped to shape the organization and government of the middle colonies

Southern Colonies

- Identify and locate the Southern colonies and their important physical features

- Discuss the influence of the climate on the economy of the Southern colonies
- Analyze the structure of plantation farming and its impact on enslaved people and indentured servants
- Explain the structure of government in the Southern colonies and how it was influenced by social class

Big Ideas

Student's statements of enduring ideas

- Economic and religious opportunities led to the settlement and growth of the 13 colonies
- Relationships, geography, and systems of government contributed to the challenges and successes of the colonies
- Differences in religion, social class, gender, ethnicity, and race all contributed to inequalities in the 13 colonies.

Compelling or Essential Questions

Teacher's guiding questions

- What factors contributed to the growth of the 13 colonies?
- What challenges and successes did the colonists experience as they established communities?
- What factors contributed to inequalities in the 13 colonies? (Consider race, ethnicity, gender, socioeconomics etc.)

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Provide students with a blank 13 colonies map to guide students to label and color.
2. Guide students to use resources to map the locations and geographic features of the colonies as you introduce each region.
3. Lead students in a discussion about why people left their homes to settle in the New England, Middle and Southern Colonies.
4. Provide students with a graphic organizer or note-taking tool so that they can research a colony for their digital presentation.
5. Lead students in a class discussion which identifies issues and conflicts that occurred between different groups living in the New England colonies.
6. Lead students in a class discussion regarding how cultural diversity helped to shape the organization and government of the middle colonies.
7. Provide students with resources that illustrate the structure of a southern plantation.
8. Share an article or video and lead a discussion about the early structures of government in the colonies (eg. House of Burgesses)
9. Lead a discussion where students compare and contrast life in the 13 colonies during the colonial period with life today.
10. Introduce students to key vocabulary with opportunities for discussion and application- apprentice, cash crop, charter, debtor, economy, export, House of Burgesses, import, indentured servant, slavery, Triangular Trade Route
11. Possible extension activity: Field trip or presentation - Trumbull Historical Society

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of settlements in the 13 colonies
- Define and use key vocabulary from this unit
- Complete a chart/graphic organizer based on research that includes information about different aspects of one of the 13 colonies, either working collaboratively or individually

Summative

Student will:

- Working alone or in a group, students will create a digital presentation (eg. Google Slides, FlipGrid) about the 13 colonies. Students should use a variety of sources. Information should include, but is not limited to location of settlements, geographic features, use of natural resources, government, economics, interactions with indigenous people, challenges and successes, and social issues.

Time Allotments/Pacing Guide

10-12 weeks

GRADE 5 - UNIT 3

The Road to Revolution

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Use evidence to develop claims in response to compelling questions.

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 5.9 Explain probable causes and effects of events and developments.

HIST 5.10 Use evidence to develop a claim about the past.

Concepts: Need to Know About:

Effects of the French and Indian War on the 13 Colonies

- Costs of the war and new taxes
- Proclamation of 1763

Colonial response to taxation

- Acts and Taxes (eg. Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act, Coercive Acts)
- Colonial boycotts
- Boston Massacre
- Boston Tea Party
- Coercive Acts/Intolerable Acts
- First Continental Congress

Significant individuals/groups and their contributions

- Significant British individuals/groups (eg. King George III, General Thomas Gage, Parliament)
- Significant Colonial individuals (eg. John Adams, Samuel Adams, Paul Revere, Crispus Attucks, Mercy Otis Warren, Benjamin Franklin, Roger Sherman, Abigail Adams)
- Protest groups (eg. Loyalists, Patriots, Sons/Daughters of Liberty)

Key Vocabulary: blockade, boycott, legislature, liberty, Loyalist, militia, neutral, Parliament, Patriot, quarter, Redcoat, revolution, repeal, tariff, taxation, treason, tyranny

Skills: Need to be able to do:

Effects of the French and Indian War on the 13 Colonies

- Explain why the Proclamation of 1763 restricted colonists' abilities to settle west of the Appalachian Mountains
- Discuss how Britain taxed the colonies to reduce their war debt

Colonial response to taxation

- Explain the cause and effect of the series of taxes issued by Parliament (eg. Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act, Coercive Acts)
- Discuss colonial responses to taxation (eg. riots, petitions, boycotts, formation of groups, support for Britain) resulting in events such as the Boston Massacre and Boston Tea Party.
- Analyze and explain the purpose of the First Continental Congress.

Significant individuals/groups and their contributions

- Explain the contributions of significant colonial individuals (eg. John Adams, Samuel Adams, Paul Revere, Crispus Attucks, Mercy Otis Warren, Benjamin Franklin, Roger Sherman, Abigail Adams)
- Identify the major groups that formed in the 13 colonies (Sons/Daughters of liberty, Loyalists, Patriots)
- Compare and contrast the Loyalists and the Patriots

Big Ideas

Student's statements of enduring ideas

- The debt from the French and Indian War resulted in taxes that the many colonists thought were unfair.
- Disagreements about money and power between the colonists and the British government led to increasing conflict in colonial America.
- People in the colonies formed groups and took action based on their views about the taxes

Compelling or Essential Questions

Teacher's guiding questions

- How did the French and Indian War affect the relationship between England and colonies?
- What contributed to the growing conflict between England and the colonies?
- How did different viewpoints lead to the formation of various groups and their actions?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War (eg. French and Indian War, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Coercive Acts, First Continental Congress)
3. Provide resources (videos, books, articles) for students to learn more about each individual event on the timeline
4. Complete a graphic organizer on each significant event where students will record a summary of the event, and the colonists' reactions to the event.
5. Provide a list of approved events and allow students to choose an event they are interested in researching on a deeper level.
6. Present a small collection of primary and secondary sources, and guide students in a class discussion on the maker, date, place of origin, intended audience, and purpose in order to judge the validity of each source.
7. Guide a class discussion on research and note-taking strategies they have learned/used in previous units (refer back to Tackling Complexity unit in reading).
8. Provide a variety of primary and secondary resources for students to research their chosen event. Students may record information in their notebooks, index cards, or a provided graphic organizer using the 5 W's (who, what, where, when and why).
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *blockade, boycott, legislature, liberty, Loyalist, militia, Parliament, Patriot, neutral, quarter, Redcoat, revolution, repeal, tariff, taxation, treason, tyranny*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Participate in class and group discussions
- Create a timeline (eg. graphic organizer) about significant events leading up to the Revolutionary War

Summative

Student will:

- Create an informational booklet summarizing the main events leading up to the American Revolution (see writing informational unit). Students will focus on one significant event, and provide background information and different points of view about the event and its impact.

[***rubric for informational booklet](#)

Time Allotments/Pacing Guide

4 weeks

GRADE 5- UNIT 4

Declaring Independence

At a grade-appropriate level, the student will:

INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Critique arguments.

HIST 5.6 Compare information provided by different historical sources about the past.

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.

Concepts: Need to Know About:

Major Events that started the American Revolution

- Battle of Lexington and Concord
- Second Continental Congress
- Battle of Bunker Hill

Declaring Independence

- Protests led to a formal declaration of independence, although not all colonists supported it
- The significance and impact of the creation of the Declaration of Independence

Key Vocabulary: allegiance, Continental Army, independence, declaration, Minutemen

Skills: Need to be able to do:

Major Events that started the American Revolution

- Discuss the importance of the second Continental Congress
- Explain the significance of the Battle of Lexington and Concord
- Analyze the impact of the Battle at Bunker Hill (eg. although the British won the battle, they had many casualties, and the Continental Army proved they could put up a formidable fight)

Declaring Independence

- Discuss different viewpoints that colonists had regarding declaring independence (eg. Patriot, Loyalist, Neutral)
- Explain the significance and impact of the Declaration of Independence

Big Ideas

Student's statements of enduring ideas

- British orders to seize arms, as well as the colonial responses to taxation led to military conflict between the colonists and the British
- Colonists wrote the Declaration of Independence to make it clear to the world that they had the right to be a free and independent nation
- The signing of the Declaration of Independence resulted in losses and gains for both sides in the Revolutionary War

Compelling or Essential Questions

Teacher's guiding questions

- What events started the military conflict between the British and the colonists?
- How did the movement toward revolution cause the Declaration of Independence to be written?
- How did the Declaration of Independence impact the colonists and the British?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Provide materials for students to be able to explain the purpose and outcomes of the second Continental Congress
2. Utilize digital and/or print resources to help students explain the significance of the Battles of Lexington and Concord as well as the Battle of Bunker Hill
3. Lead a class discussion with students about different viewpoints regarding declaring independence (eg. Patriot, Loyalist, Neutral)
4. Break up class into collaborative groups to analyze the main arguments of the Declaration of Independence using primary and secondary sources
5. Lead a class discussion about the impact of the Declaration of Independence
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *allegiance, Continental Army, independence, declaration, Minutemen*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Students will:

- Complete a group response to the Declaration of Independence analysis activity
- Complete a graphic organizer or study guide to demonstrate their understanding of the topics in this unit

Summative

Quiz on the vocabulary and events taught in the unit, based on the graphic organizer or study guide.

DIGITAL PRESENTATION RUBRIC:

The 13 Colonies

	1	2	3	4
Organization	There is no sequence of information and/or information is disorganized	Information presented is somewhat organized	Information presented is well-organized	Information presented is interesting and well-organized
Content	Presentation includes little to no facts, details and examples.	Presentation includes some relevant and accurate facts, details and examples.	Presentation includes many relevant and accurate facts, details and examples.	Presentation includes accurate, relevant, and in-depth facts, details and examples. Student goes above and beyond required information.
Vocabulary	Very little social studies vocabulary included	Student uses some social studies vocabulary appropriately.	Students uses social studies vocabulary appropriately and effectively.	Students uses social studies vocabulary appropriately and effectively, and includes additional relevant vocabulary found through research

**Presentation Reminders: Face the audience, speak clearly, and have an appropriate pace.*