

Grade 3: New Hampshire

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe significant milestones in New Hampshire history in order to explain historical perspective. - Students will demonstrate the ability to identify causal relationships in order to describe change over time. - Students will demonstrate the ability to identify the basic features of government in order to explain the social and political systems in New Hampshire. - Students will demonstrate the ability to identify the flow of money in a business transaction in order to explain economic decision making. - Students will demonstrate the ability to explain the reciprocal relationships among human and physical systems by using NH maps and describing environmental, historical, economic, and cultural characteristics. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. <u>Content Standards:</u> - Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. - Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. - Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. - Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. - Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. - Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. - Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. - Geo.10.3-5. Explain why environmental characteristics vary among different world regions. - Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. - Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. - Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. - Civ.6.3-5. Describe ways in which people benefit from and are	Transfer	
	Students will be able to independently use their learning to act as responsible citizens, making informed decisions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - each place on Earth has a unique set of local conditions and connections to other places. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - when buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS: - What defines NH culture? - Does what happened in the past influence what could happen in the future?
	Acquisition	
	Students will know... - that locations can be described using cardinal directions (north, south, east, west) and intermediate directions (northeast, southeast, northwest, southwest). - that the geographic characteristics of New Hampshire can be described using symbols and map legends. - that NH's diverse geography (mountains, beaches, rivers, forests, lakes, cities, towns, etc...) can be located on a map. - that New Hampshire has geographic and political	Students will be skilled at... - constructing and using regional maps and other graphic representations. - describing, explaining, and analyzing impact. - explaining and illustrating change over time. - explaining relationships between natural resources and human movement and settlement. - explaining cultural and environmental characteristics. - creating and using a chronological sequence to compare synchronous events.

challenged by working together, including through government, workplaces, voluntary organizations, and families. • Civ.7.3-5. Apply civic virtues and democratic principles in school settings. • Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. • Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. • Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. • Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. • Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. • Civ.13.3-5. Explain how policies are developed to address public problems. • Civ.14.3-5. Illustrate historical and contemporary means of changing society. • His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. • His.2.3-5. Compare life in specific historical time periods to life today. • His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. • His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. • His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. • His.6.3-5. Describe how people's perspectives shaped the historical sources they created. • His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. • His.10.3-5. Compare information provided by different historical sources about the past. • His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. • His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. • His.14.3-5. Explain probable causes and effects of events and developments. • Eco.4.3-5. Explain why individuals and businesses specialize and trade. • Eco.5.3-5. Explain the role of money in making exchange easier. • Eco.7.3-5. Explain how profits influence sellers in markets. • Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. • D4.6.3-5. 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. • D4.7.3-5. 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. • D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	boundaries. • the location of New Hampshire in relation to other New England states and places in the United States and world. • the climate of New Hampshire. • the vegetation, wildlife, and natural resources of New Hampshire. • that NH has local and state governments that operate to meet the needs of towns and state. • the basic features of state government. • that there are rules and laws that govern the state of New Hampshire. • the NH symbols and meanings. • that the first inhabitants of New Hampshire were Native Americans. • that New Hampshire changed and grew during the 1700's, 1800's, and 1900's. • the lifestyle and hardships of Native Americans and other Early Settlers in NH. • the ways of life and traditions of Colonial Americans in New Hampshire. • the lifestyle and hardships of women and children during the Industrial Revolution. • that there have been unique contributions of different ethnic and religious groups to NH history and culture (ie: the Shakers, French Canadians) • the names and accomplishments of several historical figures in NH (ie: (Daniel Webster, Franklin Pierce, Robert Frost, Adam Sandler, etc..)) • that businesses provide goods and services. • that businesses operate to make a profit, and that profits influence sellers in markets. • that the local government pays for the goods and services it provides via taxation, and that this is different from independent business. • that money makes the exchange for goods and services easier than bartering. <u>vocabulary:</u> town, cities, governor, capitol, representatives, senators, rules, laws, population, industry, taxes, interest, profits, natural resources, timeline, goods, services, profit, barter	• explaining differing perspectives and the connections between perspective and historical context. • inferring audience and purpose from a source. • explaining probable causes and effects. • comparing economic choices, and explaining factors that influence decisions and decision making. • distinguishing powers and responsibilities. • explaining the origins, functions, and structure of governments. • applying civic virtues and democratic principles. • using deliberative processes. • identifying point of view. • comparing decision making procedures. • taking informed action.
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Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>think creatively</i> • <i>collaborate with others</i> • <i>access and evaluate information</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	