



Grade 3 - Unit 1 - Our Connecticut: The Citizens, The Geography, and The Environment

Unit Focus

Third grade social studies begins by expanding the definition of student's community to the state of Connecticut.

Through a geographical introduction to Connecticut, students will build their understanding and knowledge of how state residents impact and are impacted by their environment. Using maps as a vehicle, students will discover how people of Connecticut use their land and resources, what business and industry rose up as a result, and what would be ultimately produced. Historical investigations will include a look at the development of Connecticut's borders and the location of indigenous populations. Students will be asked to explore the diverse qualities of regions in Connecticut's, as well as characteristics of environment and climate. Students will investigate and analyze how and why people live in urban, suburban and rural communities.

The unit will culminate with an exploration of environmental and geographic issues facing the people of CT. Students will identify environmental issues that would arise regarding the Connecticut River and work together to generate solutions to these problems.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 3</i> 920726 DIMENSION 1. Developing Questions & PLANNING INQUIRIES 920727 Constructing Compelling Questions 920728 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> • D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). • D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. <p>920731 Constructing Supporting Questions 920732 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> • D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. <p>920735 Determining Helpful Sources 920736 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</p> <ul style="list-style-type: none"> • D1.5.3-5. 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. <p>920738 Dimension 2. Applying Disciplinary Concepts & TOOLS</p>	<p>T1 Apply geographic reasoning of earth's physical and human features to better understand problems, predict outcomes, and/or develop solutions.</p> <p>T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Geographic representations (maps, graphs, globes, etc.) can be interpreted in different ways and used to make decisions.</p> <p>U2 Humans impact and are influenced by their environment</p> <p>U3 Human settlements and physical systems are in constant interaction.</p>	<p>Q1 How do we use and create tools (maps, graphs, globes, etc.) to learn about our world?</p> <p>Q2 How does where people live shape how they live?</p> <p>Q3 How do I/we/cultures and communities use land and resources?</p> <p>Q4 What makes each region unique?</p> <p>Q5 How do people work together to solve geographic and environmental issues?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>920784 <i>GEOGRAPHY</i> 920785 <i>Geographic Representations: Spatial Views of the World</i> 920786 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. • D2.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. <p>920790 <i>Human-Environment Interaction: Place, Regions, and Culture</i> 920791 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. <p>920795 <i>Human Population: Spatial Patterns and Movements</i> 920796 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. • D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. <p>920800 <i>Global Interconnections: Changing Spatial Patterns</i> 920801 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. <p>920805 <i>HISTORY</i> 920806 <i>Change, Continuity, and Context</i> 920807 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.2.3-5. Compare life in specific historical time periods to life today. • D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. <p>920823 <i>Causation and Argumentation</i> 920824 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.14.3-5. Explain probable causes and effects of events and developments. • D2.His.16.3-5. Use evidence to develop a claim about the past. <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation. <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. 	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 Maps are a resource used to identify, interpret, and communicate geographic information.</p> <p>K2 Historical maps and borders provide information on the geographic origins of the state.</p> <p>K3 Important resources in Connecticut, their contribution to industry in the state, and their influence on movement of populations to the state.</p> <p>K4 Connecticut rivers and waterways are an important factor in the health of the state's environment and industry.</p> <p>K5 Vocabulary: geography, culture, resource, industry,</p>	<p>S1 Students will evaluate, interpret and ultimately create maps that show their understanding of natural resources, topography and political boundaries. Activities will include an interactive, living map as well as individual student maps.</p> <p>S2 Question formulation and inquiry</p>