Vermont Early Learning: Social Studies

Grade 3

Inquiry	**Children make sense of the world around them by actively gathering and interpreting information.** 1 Initiate an inquiry by asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched 2 Develop a hypothesis, thesis, or research statement by using prior knowledge to predict results 3 Design research by identifying resources for finding answers 4 Identify tasks and how they will be completed 5 Conduct research by following a plan for an inquiry and locating relevant materials 6 Describe evidence, methods, and sources of information 7 Develop reasonable explanations that support the research statement 8 Organize and display information in a manner appropriate to the research statement 9 Use appropriate methods for interpreting information such as comparing and contrasting. 10 Make connections to research by explaining findings to the research question 11 Communicate findings orally, in writing, or a visual presentation
Family and Community; Civics, Government & Society	**Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.** 1 Identify the rights and responsibilities of citizenship in a school and local community 2 Demonstrate positive interaction with group members Identify problems, then plan and implement solutions in the classroom, school or community 3 Explain own point of view on issues that affect themselves and society 4 Demonstrate the role of individuals in the election processes (e.g., voting in class or mock elections). 5 Describe the roots of American culture, its development and many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

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Participating in setting, following and changing the rules of the group and school

7 Compare similarities of rules and laws

8 Locate written rules and laws for school and community.

9 Explain what makes a just rule or law

10 Describe how characteristics of good leadership and fair decision-making affect others

11 Explain how a community promotes human rights

12 Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives

13 Define their own rights and needs – and the rights and needs of others – in the classroom, school, and community

14 Give examples of ways they are similar to and different from others (e.g. gender, race, religion, ethnicity)

15 Cite examples, both past and present, of how diversity has led to change

16 Identify examples of interdependence among individuals and groups. (e.g., buyers and sellers)

17 Identify behaviors that foster cooperation among individuals.

18 Identify different types of conflict among individuals and groups (e.g., girls and boys, religion, goods)

19 Explain different ways in which conflict has been resolved, and different ways in which conflicts and their resolution have affected people

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Physical & Cultural Geography

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

1 Identify characteristics of surrounding towns and the state of Vermont using various resources

2 Observe, compare, and analyze patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities

3 Locate the physical and political regions of Vermont

4 Locate countries and major cities in North America

5 Locate major global physical divisions, such as continents, oceans, cardinal directions, poles, equator, tropics, Arctic and Antarctic Circles, tropical, mid-latitude and polar regions

6 Create effective geographic representations using appropriate elements [more]

7 Identify and use basic elements of the map

8 Use grid systems to locate places on maps and globes

Ask appropriate geographic questions and use geographic resources to answer them

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10 Describe how people have changed the environment in Vermont for specific purposes (e.g., farming)

11 Identify and participate in ways they can contribute to preserving natural resources

12 Describe a community or state environmental issue

13 Describe how patterns of human activities relate to natural resource distribution

14 Identify patterns of voluntary and involuntary migration in Vermont

15 Identify expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, food [more]

16 Describe the contributions of various cultural groups to Vermont and the U.S.

17 Identify ways in which culture in Vermont has changed

History

Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

1 Explain differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time

2 Describe ways that life in the community and Vermont has both changed and stayed the same over time

3 Examine how events, people, problems and ideas have shaped the community and Vermont

4 Identify and use various sources for reconstructing the past (e.g., documents, letters, diaries, photos)

5 Differentiate among fact, opinion, and interpretation in various events

6 Group historical events by broadly defined eras in the history of their local community and state

7 Construct time lines of significant historical developments in the community and state, identifying the dates at which each occurred.

8 Interpret data presented in time lines

9 Measure calendar time by days, weeks, months, years, decades, and centuries (e.g., How old is your town?).

10 Make predictions and/or decisions based on an understanding of the past and the present

11 Identify an important event in their communities and/or Vermont, and describe a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927)

Economics

Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

1 Trace the production, distribution, and consumption of goods in Vermont (e.g., after visiting a sugar house, trace the distribution of locally-produced maple syrup)

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2 Describe how producers in Vermont have used natural, human, and capital resources to produce goods and services (e.g., describe the natural, human, and capital resources needed to produce maple syrup)

3 Describe the causes and effects of economic activities on the environment in Vermont (e.g., granite industry)

4 Identify goods and services provided by local and state governments (e.g., firefighters, highways, museums)

5 Explain the relationship between taxation and governmental goods and services in Vermont (e.g., town taxes provide for road up keep)

6 Describe and discuss the advantages and disadvantages of using currency vs. bartering in the exchange of goods and services (e.g., an advantage of bartering is that one doesn't need money, a disadvantage is determining fairness)

7 Examine factors that influence supply and demand (e.g., Why is Vermont considering investments in wind energy?)

8 Explain ways people meet their basic needs and wants (e.g., people buy oil because they need heat)

9 Compare prices of goods and services

10 Explain how people save (e.g., by giving up something you want, by saving your allowance, by putting money in the bank)