

Milford Public Schools Curriculum



Department: Social Studies Grade 3

Course Name: Communities

Course Description

In third grade, students will engage in a yearlong study of communities and specifically Milford. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of communities including Milford. The study of Milford requires that students generate and research compelling questions across the four core disciplines. Such questions include:

How has Milford contributed to Connecticut's story, past and present?

In what ways has our town of Milford changed and/or stayed the same over time?

Why is our town the way it is?

Is there a Milford identity?

What was the significance of Milford's contribution to America's story?

The curriculum helps students understand the significance of communities in their lives and in the lives of all people around the world. They will develop an awareness of themselves, their responsibilities, and the need to respect the rights of all its citizens. The study instills an appreciation of how workers in a community provide for the basic needs of its people, by supplying goods and services. Further, it provides an opportunity for them to learn about the history of their own community of Milford.

UNIT 1

Unit Title: Mapping a Community

LEARNING GOALS

Enduring Understanding(s):

Community Places

- A. Places in a Community
- B. Classifying Places
- C. Defining Community (Note: Additional resource - Houghton Mifflin Social Studies Communities - Chapter 1 - Lesson 1 - What is a Community? (pg 6-9))

Essential Question(s):

What is a community?

Content and Skills:

Our Needs as a Community

Explore the difference between wants and needs and how a lack of resources affects everyone.

Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world.

Standards Addressed:

CT Core Standards: CCSS.ELA-Literacy.RI.2.1, CCSS.ELA-Literacy.W.2.7, CCSS.ELA-Literacy.SL.2.1

UNIT 2

Unit Title: Types of Communities

LEARNING GOALS

Enduring Understanding(s):

- A. Urban and Rural Communities (Note: Additional resource - Houghton Mifflin Social Studies Communities - Chapter 1 - Lesson 2 - Kinds of Communities (pg 17-19)
- B. Comparing Communities
- C. Our Community

Essential Question(s):

What are the types of communities?

Content and Skills:

The Indigenous Peoples of Connecticut

What are the histories of the towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut?

How have indigenous peoples affected the history and culture of Connecticut?

How were indigenous peoples in Connecticut similar to indigenous peoples in surrounding regions? How were they similar?

Standards Addressed:

CT Core Standards: CCSS.ELA-Literacy.RI.2.1, CCSS.ELA-Literacy.W.2.7, CCSS.ELA-Literacy.SL.2.1

UNIT 3

Unit Title: Map Views

LEARNING GOALS

Enduring Understanding(s):

- A. Comparing Views

Essential Question(s):

B. A Map of a Community	How do maps help us understand our community?
<p>Content and Skills: Map Reading Skills</p> <p>Identify ways that a study of geography is important in the study of any country or region.</p> <p>Analyze how the study of various regions of a country helps an overall understanding of that country.</p> <p>Examine and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels, meridians) and purposes (road, reference, thematic).</p>	
<p>Standards Addressed: GEO 2.1 Construct geographic representations of familiar places. 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.</p>	

UNIT 4	
Unit Title: Map Keys and Symbols	
LEARNING GOALS	
<p>Enduring Understanding(s): Map Keys (Note: Additional resource - <i>Houghton Mifflin Social Studies Communities</i> - Chapter 1 - Review Map Skills (pg 14-15) Symbols of Natural Features Natural Resources and Symbols</p>	<p>Essential Question(s): How do maps help us understand our community?</p>
<p>Content and Skills: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). Northeast Region</p> <p>Examine why was proximity to water was so important for settlement in the region.</p> <p>Analyze the impact of rivers and waterways on colonial and post-colonial trade.</p>	

Standards Addressed:

GEO 2.1 Construct geographic representations of familiar places.

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.

UNIT 5

Unit Title: Map Keys and Symbols

LEARNING GOALS

Enduring Understanding(s):

Map Keys (Note: Additional resource - *Houghton Mifflin Social Studies Communities* - Chapter 1 -

Review Map Skills (pg 14-15)

Symbols of Natural Features

Natural Resources and Symbols

Essential Question(s):

How do maps help us understand our community?

Content and Skills:

Evaluate why people have moved to and from the Northeast from colonial times to present day.

Standards Addressed:

GEO 2.1 Construct geographic representations of familiar places.

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.

UNIT 6

Unit Title: Mapping the United States

LEARNING GOALS

Enduring Understanding(s):

Cardinal Directions

A. North and South

B. East and West

C. Cardinal Directions in the Classroom

Essential Question(s):

How do maps help us understand our community?

Content and Skills:

Mid-Atlantic Region

Identify geographic features that caused peoples to migrate to this section of the U.S.

Explore reasons for and results of development of large cities in the region.

Examine how the development of canals and waterways affected the economic growth of this region.

Southeast Region

Analyze how geography and climate has affected the development of economic and social institutions of this region.

Examine historical examples where geography and climate have had a severe impact on the region.

Explore how the essential characteristics of the region changed in the post-WWII era.

Standards Addressed:

GEO 2.1 Construct geographic representations of familiar places.

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.