

# Social Studies Grades 3-5

## PBGR

The social studies literate individual has developed a critical lens through which they recognize challenges, contemplate possible solutions, and consider the consequences of both action and inaction. They have become socio-politically conscious and socio-culturally responsive as they have strengthened their own identity and recognized the importance of community through stories, conflict, compromises, and resolutions. They recognize the legacy of sovereignty, authority, and power; the pros and cons of human-environment interaction; the value of development, including both the benefits and costs that it incurs; and the respect for all histories (past and present) as seen from multiple perspectives.

### Critical Proficiency

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#### Inquiry Process

#### Civics

#### Economics

#### Geography

#### History

**Inquiry Process** – Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions.

**Civics** – Students act as productive citizens by understanding the history, foundations, and principles of our American democracy through multiple lenses, and by acquiring the ability to become engaged in civic and democratic processes.

**Economics** – Students make sound economic decisions through understanding the interactions between humans, governments, economic systems and both the national and global marketplaces.

**Geography** – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

**Text History** – Students understand and evaluate change and continuity over time, recognize the multiplicity of points of view and make use of historical evidence in answering questions and developing arguments about the past.

#### Priority Performance Indicators

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##### Constructing Compelling and Supporting Questions

Explain why compelling and supporting questions are important and how associated ideas can be open to different interpretations. (D1. 1-3)

##### Civic and Political Institutions

Explain the origins, function, key provisions and structure of the U.S. and Vermont Constitution, including the roles and responsibilities of citizens, organizations, and governments within a democratic system. (D2. Civ. 1-6)

##### Economic Decision Making

Identify the incentives (positive/negative) that influence economic decisions and the benefits and costs of such decisions. (D2. Econ. 1, 2)

##### Human Population: Spatial Patterns and Movements

Explain how population shifts affect both culture and environment, and how a changing environment can affect human settlement patterns. (D2. Geo. 7, 8, 9)

##### Change, Continuity, Context

Create a chronological sequence to compare and contrast developments within a similar time period, with a focus on analyzing specific individuals or groups who shaped significant changes. (D2. His. 1, 3)

##### Gathering and Evaluating Sources

Compare information from different sources and use differences between fact and opinion to determine the credibility of the source. (D2. His. 10, 12; D3. 1-3)

##### Participation and Deliberation

Identify and apply core civic virtues and democratic principles that guide personal beliefs, as well as those of government, societies, and communities. (D2. Civ. 7, 8, 9, 10)

##### Exchange and Markets

Explain the role of business in an economic system, including resources that are needed for production, the purpose of specialization, mediums of exchange, and the value of investments. (D2. Econ. 3, 4, 5, 6, 9)

##### Global Interconnections: Changing Spatial Patterns

Explain how spatial patterns can be transformed through natural and man-made disturbances, and how the patterns both vary across the world and change over time. (D2. Geo. 10, 11, 12)

##### Perspectives

Explain why individuals and groups during the same historical period had similar and/or different perspectives, and how those perspectives shaped the sources they influenced. (D2. His. 4-6)

##### Communicating and Critiquing Conclusions

Use evidence from multiple sources to develop a claim or argument about the past. (D2. His. 16; D4. 1)

##### Processes, Rules, and Laws

Explain how and why people address public problems, and make changes to society. (D2. Civ. 11-14)

##### The National Economy

Explain how the economy fluctuates and how the government can affect changes through interest rates and purchase of goods and services. (D2. Econ. 10, 11, 12, 13)

##### Human Environment Interaction: Place, Region, Culture

Explain the relationship between culture and environment and how both can change over time. (D2. Geo. 4, 5, 6)

##### Causation and Argumentation

Explain probable causes and effects of events and developments. (D2. His. 14)

##### The Global Economy

Explain how trade leads to economic interdependence and how trade can affect some groups of people. (D2. Econ. 15)

##### Geographic Representations: Spatial Views of the World

Create and/or use maps with different scales of familiar and unfamiliar places, to explain relationships of places to their environment including cultural and environmental characteristics. (D2. Geo. 1, 2, 3)