

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

GRADE 3 SOCIAL STUDIES
2022
(Last revision date: 1997)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.
- The arrival of Europeans affected the people living here already.
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government).
- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.
- There were new kinds of transportation during the 1800s that affected Connecticut's people.
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War.
- There were many important inventions that were created in Connecticut that are still used around the world today.
- Our town and state governments are organized into parts, and each part has different responsibilities and jobs.
- All citizens, including children, can be involved in our local and state governments as they make laws for the people.
- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state.
- Connecticut offers different types of tourist attractions because of the many natural resources.

COURSE ESSENTIAL QUESTIONS

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?
- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?
- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?
- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?
- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?
- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- **Civic Virtues.** Democratic principles guide our government officials as they create laws and policies to protect our freedoms.
- **Taking Action in Our Community.** Connecticut residents have made significant historical contributions to our state and country.
- **Human-Environment Interaction.** Cultural and environmental characteristics influence where people live and how they interact with others.
- **Perspectives.** People’s changing perspectives have helped shape our state’s history.
- **Historical Sources.** Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study past events and their impact on our state.
- **Economic Decision-Making.** Individuals and businesses use natural resources to contribute to Connecticut’s economy. Transportation and innovation have affected the development of our state.
- **Geographic Representations.** People use maps to locate places and learn about natural resources and the development of industry in our state.

Students will be able to . . .

- Explain how governmental decisions are made at the state and local levels. [CIV]
- Identify ways in which Connecticut residents have contributed to America’s story. [HIS]
- Understand that the use of natural resources and other economic decisions impact our culture, resources, and lifestyle. [ECO, GEO]
- Describe how various groups of people have contributed to Connecticut’s identity. [GEO]
- Develop questions, plan inquiry, use multiple sources, and construct arguments and explanations about our state and its history. [INQ]

| Social Studies Framework Standards Categories | |
|--|-----------|
| CIV- | Civics |
| ECO- | Economics |
| HIS- | History |
| GEO- | Geography |
| INQ- | Inquiry |

SOCIAL STUDIES YEAR AT A GLANCE

| | |
|--|---|
| September –October | <u>Unit 1</u> : Connecticut’s First People |
| November – December | <u>Unit 2</u> : Exploration & Early Settlement in Connecticut |
| January-February | <u>Unit 3</u> : Growth & Change: Colonization & Revolution |
| February-March | <u>Unit 4</u> : Industrialization and A Growing State |
| March-April | <u>Unit 5</u> : How Connecticut’s Government Works |
| May-June | <u>Unit 6</u> : Connecticut’s Economy and Travel |
| * Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching | |

Time Allotment/Pacing Guide

4-6 weeks

GRADE 3- UNIT 1

Connecticut's First People

At a grade-appropriate level, the student will:

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

Concepts: Need to know about:

Connecticut's Landscape

- Regions of our state
- Climate and weather
- Important physical features and resources (Connecticut rivers and coastline, farming)

The History of Indigenous People In Connecticut

- Environmental characteristics influences population
- Connecticut tribes
- Use of natural resources for survival

Key Vocabulary:

geography, region, weather, climate, indigenous people, quarry, glacier, latitude, equator, tribe, natural resource

Skills: Need to be able to do:

Connecticut's Landscape

- Identify and describe the different regions of Connecticut.
- Explain the differences between weather and climate.
- Discuss how physical features impact settlement.

The History of Indigenous People In Connecticut

- Identify Connecticut tribes by geographic region.
- Explore how various groups utilized geographic features in Trumbull and surrounding regions to develop communities and economic systems.
- Compare and contrast the tribes' use of natural resources for survival.
- Discuss the values and customs of indigenous people in Connecticut.

Big Ideas

Student's statements of enduring ideas

- Connecticut has different regions and a variety of physical features.
- Indigenous people of Connecticut used a variety of resources for survival.

Compelling or Essential Questions

Teacher's guiding questions

- How did the geography and natural resources of Connecticut impact the indigenous people as they developed communities?
- How have the beliefs, values, and customs of indigenous people impacted the history of Connecticut?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Guide students to locate Trumbull on Connecticut's map using mapping resources (eg. "Where in the World is Trumbull, Connecticut?"; Google Earth)
2. Using a variety of text and/or digital resources, explore the different regions of our state.
3. Create an anchor chart that compares and contrasts the different indigenous tribes of Connecticut (eg. name, location, use of natural resources)
4. Conduct guided research about different indigenous tribes in collaborative groups
5. Introduce students to key vocabulary with opportunities for discussion and application-- indigenous people, quarry, glacier, latitude, equator, climate, weather, tribe, natural resource

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about the different regions and geographical features of Connecticut.
- Identify Trumbull and regions of Connecticut on a map.
- Create a graphic organizer about different indigenous tribes in Connecticut.
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Create a google slide about the influence of their selected tribe on the history of Connecticut, based on their guided research and graphic organizer.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 3 - UNIT 2

Exploration & Early Settlement in Connecticut

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

HIST 3.4 Explain connections among historical contexts and people’s perspectives at the time.

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

Concepts: Need to know about:

Arrival of Europeans in Connecticut

- Reasons for colonization in Connecticut
- Development of English settlements in CT
- Issues and conflicts that occurred as a result of exploration

Early Life in the Connecticut Colony

- Daily life (culture and traditions, use of resources)
- Fundamental Orders of Connecticut and democratic government

Key Vocabulary: constitution, democratic, trade, ally, Yankee, ratify, settlement, colony

Skills: Need to be able to do:

Arrival of Europeans in Connecticut

- Explain the reasons for colonization of Connecticut
- Examine and discuss the influence of geography on the location of English settlements in Connecticut
- Discuss issues and conflicts that occurred between different groups living in the early Connecticut colony

Early Life in the Connecticut Colony

- Identify natural resources used by the early settlers
- Compare and contrast life in a Connecticut village in colonial times to towns today
- Discuss the formation of a democratic form of government in Connecticut
- Summarize the beginnings of slavery in Connecticut

Big Ideas

Student's statements of enduring ideas

- The arrival of Europeans affected the people living here already
- Early settlers in Connecticut had struggles and successes as they formed their communities (relationships, environment, systems of government)

Compelling or Essential Questions

Teacher's guiding questions

- How did the arrival of Europeans impact the indigenous people living in Connecticut?
- What challenges and successes did the early CT settlers experience in their relationships with indigenous people and their interactions with their physical environment as they attempted to create a self-sufficient, democratic society?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Initiation activity - provide students with the task of gathering information from their families about why they live in Connecticut - share with their peers and the class
2. Lead students in a discussion about how and why people left their homes to start colonies in North America, and specifically, in CT.
3. Guide students to use primary sources to map the locations and geographic features of CT and its early settlements (eg. loc.gov)
4. Create a classroom anchor chart that focuses on the reasons for settlement, including geographic features, use of natural resources, and relationships with indigenous people (this will be developed and updated throughout the unit)
5. Share a primary source and article about the Pequot War. Lead a guided reading and discussion about the causes and outcomes of the conflict.
6. Guide students to use a variety of sources to create a Venn diagram to compare and contrast life in Connecticut during the colonial period with life today (eg. teachitct.org and TrueFlix)
7. Share an image of the *Fundamental Orders of Connecticut* with students and read and/or watch a video with students to provide information for a discussion about the purpose of the document and its importance as one of the earliest examples of a state constitution.
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *constitution, democratic, trade, ally, Yankee, settlement, colony*
9. Possible extension activity: Field trip or presentation - Trumbull Historical Society

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Map the locations of settlements and geographic features in Connecticut
- Define and use key vocabulary from this unit
- Create a venn diagram that compares and contrasts everyday life in Connecticut during the colonial period and today
- Complete a written response: If Connecticut was the fifth state to ratify the Constitution, why are we called the Constitution State?

Summative

Student will:

- Use a variety of sources, including the class anchor chart and other resources, to create a visual representation of their own colony in a region of Connecticut, including location of settlements, use of natural resources, and interactions with indigenous people.
- Complete a written response that explains why your “colony” will thrive based on and supported by the visual that you created.

Time Allotments/Pacing Guide

4-6 weeks

GRADE 3- UNIT 3

Growth & Change: Colonization & Revolution

At a grade-appropriate level, the student will:

HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.

HIST 3.7 Compare information provided by different historical sources about the past.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 3.11 Explain probable causes and effects of events and developments.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Concepts: Need to Know About:

Connecticut's Contributions during the Revolutionary War era

- Military service
- Homefront support
- Development of our founding documents

Significant Individuals from Connecticut Who Impacted our State and Nation

- Impact of significant individuals on our state and country
- Legacy of their involvement and actions

Key Vocabulary: Minutemen, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny

Skills: Need to be able to do:

Connecticut's Contributions During the Revolutionary War Era

- Explain the major causes that led to the Revolutionary War (taxation, representation)
- Identify areas of Connecticut that contributed to the war effort and explain what contributions they made
- Explain Connecticut's role in the creation of our founding documents

Significant Individuals from Connecticut who Impacted our State and Nation

- Explore and research the role of individuals from Connecticut who had an impact on our state throughout history (eg. Nathan Hale, Israel Putnam, Sybil Ludington, Mary Ludwig Hays, Prudence Crandall, John Ledyard, David Wooster, Jediah Huntington, Jonathan Trumbull, David Bushnell, Nero Hawley, Roger Sherman, Oliver Wolcott, Ella Grasso, Joel Barlow, William Sherman, Phyllis Wheatley, Maria Colon, Mary Ludwig Hays, Lambert Latham, Harriet Beecher Stowe, Eli Whitney, Gladys Tantaquidgeon)
- Explain how these individuals contributed to our state and nation as they developed over time, and discuss their legacy and impact

Big Ideas

Student's statements of enduring ideas

- Connecticut helped the colonists win the Revolutionary War by providing soldiers and supplies.
- There were many important people from Connecticut who helped to create our new government and Constitution.

Compelling or Essential Questions

Teacher's guiding questions

- How did Connecticut contribute to the Revolutionary War effort and assist in the creation of an independent government after the war?
- Who were some of the significant individuals from Connecticut who contributed to the war effort and influenced the development of the newly independent nation?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a reading and/or video to introduce the students to the major causes of the Revolutionary War (BrainPop! or similar)
2. Lead a class discussion in which students will analyze a timeline of significant events leading up to the Revolutionary War
3. Introduce the students to significant individuals from Connecticut who made important contributions to our state throughout history
4. Lead a discussion in which the students compare and contrast at least two of the people mentioned above
5. Establish collaborative groups of students to research one Connecticut individual and create a graphic organizer that includes important information and significant contributions made during the Revolutionary War era
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *Minute Men, revolution, provisions, militia, Constitution, taxation, boycott, repeal, revolt, rebel, tyranny*
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum or similar

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Complete a BrainPop! or similar quiz about the causes of the Revolutionary War
- Create a graphic organizer about a significant Connecticut individual that includes important information and contributions made during the Revolutionary War era

Summative

Student will:

- Complete a short assessment in which they provide key information and significant contributions of their chosen Connecticut historical figure. Options include, but are not limited to:
 - o Write and perform a song, poem, or play
 - o Write a biography or summary
 - o Create a poster or timeline
 - o Digital options: Google Slide or FlipGrid

Time Allotments/Pacing Guide

8-10 weeks

GRADE 3- UNIT 4

Industrialization and A Growing State

At a grade-appropriate level, the student will:

ECO 3.1 Compare the benefits and costs of individual choices.

ECO 3.3 Explain why individuals and businesses specialize and trade.

HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 3.5 Describe how people’s perspectives shaped the historical sources they created.

HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

HIST 3.11 Explain probable causes and effects of events and developments.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Concepts: Need to Know About:

Movement of Connecticut's people and development of transportation in the 1800s

- New methods of transportation made travel easier and more efficient
- People began to move westward in search of land

Abolitionists and the Efforts to End Slavery in Connecticut

- Slavery was present throughout the U.S.
- Abolitionists worked to end slavery
- People in Connecticut supported the Union during the Civil War

Industry in Connecticut in the 1800s

- Connecticut inventions contributed to the industrialization of the U.S.
- New types of systems for manufacturing goods were developed
- Immigration to Connecticut increased as a result of industrialization

Key Vocabulary: ratify, plantation, transportation, abolitionist, invention, industrial, technology, homefront. migration, immigration

Skills: Need to be able to do:

Movement of Connecticut's people and development of transportation in the 1800s

- Identify new methods of transportation that allowed people to move about more efficiently in different ways
- Explain why the population of Connecticut changed as a result of westward expansion

Abolitionists and the Efforts to End Slavery in Connecticut

- Discuss the background of slavery in Connecticut and the U.S.
- Explore the abolitionist movement and individuals who worked to end slavery in our state in the 1800s
- Explain how the majority of Connecticut citizens supported the Union during the Civil War in the military and on the homefront

Industry in Connecticut in the 1800s

- Explore and describe some of the products and systems created by Connecticut inventors that contributed to the industrialization of the U.S.
- Explain how immigration to Connecticut increased as result of industrialization

Big Ideas

Student's statements of enduring ideas

- There were new kinds of transportation during the 1800s that affected Connecticut's people
- Slavery existed in the United States during this time, and abolitionists fought to end slavery in Connecticut and our country, both before and during the Civil War
- There were many important inventions that were created in Connecticut that are still used around the world today

Compelling or Essential Questions

Teacher's guiding questions

- How did the development of new methods of transportation in the 1800s impact the state of Connecticut's population and economy?
- What was the impact of slavery and the abolitionist movement on the people of Connecticut before and during the Civil War?
- How did industries and inventions developed in Connecticut impact our country's move towards industrialization?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Share visuals and/or video information with students about some of the new forms of transportation developed during the first half of the 1800s (steamboat, railroad, roads)
2. Lead a discussion about how new forms of transportation would impact where people lived and how our state's population changed as a result
3. Use an article (eg. Newsela) to lead students in a guided reading activity about the background of slavery in the U.S.
4. Share a video (eg. BrainPop!) or article with students about the Underground Railroad, and follow up with a discussion about the purpose and efforts of abolitionists to help fugitive slaves
5. Lead students in a "read-aloud" about Connecticut's contributions to the Civil War, using a text and/or digital resource
6. Guide students as they use multiple sources to research Connecticut inventions from the 1800s.
7. Use graphs and charts to facilitate a class discussion about how Connecticut's population changed during the 1800s due to movement and immigration
8. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *plantation, transportation, abolitionist, invention, industrial, technology, homefront, migration, immigration*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Write a written response on how the development of new types of transportation in the 1800s had a direct affect on the people in Connecticut.
- Brain Pop! or similar quiz on the Underground Railroad.
- Students will complete a graphic organizer about an invention from Connecticut in the 1800s, including its significance and contributions to society.

Summative

Student will:

- With a partner/group, students will use their research on an invention from Connecticut and share their findings through a class presentation utilizing technology that highlights the invention's significance and contributions to society.

Time Allotments/Pacing Guide

6-8 weeks

GRADE 3- UNIT 5

How Connecticut's Government Works

At a grade-appropriate level, the student will:

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 3.4 Identify core civic virtues and democratic principles that guide government, society, and communities.

CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

CIV 3.6 Explain how rules and laws change society and how people change rules and laws.

CIV 3.7 Explain how policies are developed to address public problems.

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.13 Critique arguments.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Concepts: Need to Know About:

Structure and Organization of Trumbull and State of Connecticut Government

- Responsibilities and powers of government branches and officials at state and local levels
- State and town governments make laws to meet the needs of the people and address public concerns

The Role of Citizens in Local and State Governments

- Citizens participate in government in a variety of ways (voting, run for office, work on a political campaign, contact legislators)
- Citizens influence and are affected by government decisions at the state and local levels

Key Vocabulary: democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor

Skills: Need to be able to do:

Structure and Organization of Trumbull and State of Connecticut Governments

- Identify the branches of government at the state and local level, and explain the main function of each branch
- Explain how the local and state governments are organized, and discuss some of the responsibilities of officeholders at each level
- Explain some of the steps in the lawmaking process
- Discuss how laws are made for different reasons (safety, provide services, change a previous law, taxes, etc.)

Citizens Impact Decisions Made by State and Local Officials

- Explain how citizens can participate in the government at the state and local levels
- Discuss how citizens of any age can be involved in decisions made by local and state governments

Big Ideas

Student's statements of enduring ideas

- Our town and state governments are organized into parts, and each part has different responsibilities and jobs
- All citizens, including children, can be involved in our local and state governments as they make laws for the people

Compelling or Essential Questions

Teacher's guiding questions

- How are the governments of Trumbull and the state of Connecticut organized?
- How do local and state governments make laws and enact policies to meet the needs of the people?
- How do citizens influence the decisions made by local and state governments?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Use a KWL Chart to assess students' prior knowledge about government, and how citizens can be involved and impact decisions made by state and local officials. Update the chart as the unit progresses.
2. Create an anchor chart that illustrates and explains the different branches of government at the state and local levels, and the main function of each branch.
3. Provide students with a list of government positions at the state and local level. Students will identify the current officeholder and explain his/her major responsibilities in that position.
4. Facilitate a verbal "debate" between students in which they express their opinions and support them with evidence based on topics provided by the teacher that are related to rules and laws at the school, town, or state level.
5. Invite guest speakers from state and local government to meet with students (either in person or virtually) to explain the role of government, their responsibilities, and provide opportunities for students to ask questions about government and the lawmaking process
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *democracy, interpret, branches of government, representative, executive, judicial, legislative, citizen, ordinance, assembly, bill, committee, governor, veto*

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Create a chart to show the branches of Government in Connecticut and Trumbull. On the chart, the student will list the job title, who currently holds it, and the main responsibilities of the position.
- Write a summary of the verbal debate. Students will state the issue/topic, what their position was (claim), and what facts and arguments they used to support their position.

Summative

Student will:

- Complete a multiple choice/open ended test in order to assess their knowledge of the structure and main functions of local and state governments, and the roles that citizens can play in the decision making processes.

Time Allotments/Pacing Guide

4-6 weeks

GRADE 3- UNIT 6

Connecticut's Economy and Travel

At a grade-appropriate level, the student will:

ECO 3.3 Explain why individuals and businesses specialize and trade.

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

HIST 3.2 Compare life in specific historical time periods to life today.

HIST 3.11 Explain probable causes and effects of events and developments.

CIV 3.7 Explain how policies are developed to address public problems.

GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

GEO 3.9 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.14 Critique explanations.

INQ 3–5.15 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.

INQ 3–5.16 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.

Concepts: Need to Know About:

Connecticut's Economy in the 21st Century

- The impact of farming, manufacturing, and service industries on Connecticut's economy
- Environmental issues that affect our state's economy and quality of life

Travel to Connecticut

- Tourism in Connecticut and its impact on the state's economy
- Natural resources that influence the tourist industry in Connecticut

Key Vocabulary: patent, agriculture, manufacturing, mining, maritime, insurance policy, tourism, engineer

Skills: Need to be able to do:

Connecticut's Economy in the 21st Century

- Identify products and natural resources in Connecticut and explain how they contribute to Connecticut's economy
- Discuss the pros and cons of industrialization and its impact on Connecticut's environment and people

Travel to Connecticut

- Explain how tourism is important to our state's economy
- Discuss how strategic use of natural resources can benefit tourism in our state

Big Ideas

Student's statements of enduring ideas

- Connecticut's economy gets stronger when we are able to produce many different kinds of products and services.
- Industrialization has had positive and negative effects on our state
- Connecticut offers different types of tourist attractions because of the many natural resources.

Compelling or Essential Questions

Teacher's guiding questions

- How has industrialization impacted Connecticut's economy and environment?
- How does Connecticut use its natural resources to promote tourism?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Discuss the products that are produced in Connecticut.
2. Create a state products map that includes industrial activity and natural resources
3. Discuss how pollution from industry impacted the natural environment and what changes have occurred as a result of citizen activism
4. Explore how damage from natural disasters such as hurricanes and floods has impacted tourism, the environment, and the economy in Connecticut
5. Create an anchor chart of the different tourist attractions found in the State of Connecticut. Include the name of the site, what it offers to tourists, its location in the state, and how natural resources support the site.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *patent, agriculture, manufacturing, mining, fishing, insurance policy, travel, tourism*
7. Possible extension activity: Culminating Field trip - Mystic Seaport, Old State House or similar

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Create a state product map that includes industrial activity and natural resources
- Notes and/or a graphic organizer on at least 5 different tourist locations that the students would want to visit in the State of Connecticut and what would attract them to travel there.

Summative

Student will:

1. Create a travel brochure/commercial/poster to encourage individuals to travel to Connecticut. Choose one of the sites researched, provide information about the site, as well as language to persuade others to visit the attraction.

Resources

Burgan, Michael. *My United States: Connecticut*. New York: Children's Press, 2018.

Kent, Zachary. *Connecticut*. New York: Children's Press, 2008.

WhereILiveCT.org

Bush, Zack and Friedman, Laurie. *The Little Book of Government*. Publishing Power LLC, 2020.
(REQUESTED)