



# Grade 3 - Unit 3 - Connecticut's Government

## Unit Focus

Every state within the United States of America has its own Constitution. In this third unit of study, students will examine the origin and function of Connecticut's state Constitution and investigate the roles, responsibilities and powers of government. Additionally, students will compare the ways cities and towns are governed as well as the impact of rules/laws in Connecticut. Students will build an understanding of fundamental social studies concepts such as civic participation, separation of powers, taxation, and how a bill becomes a law. Authentic activities will allow students to experience how the state government has an impact on their lives. Other scenarios will be presented to students, helping them understand how ideas can become movements and issues can be solved by informed action. Students will reflect on the government process and develop innovative solutions based on the concepts throughout the unit.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Elementary and Secondary Social Studies Standards (2023)</b> Grade 3 - Connecticut and Local History</p> <ul style="list-style-type: none"> <li>Construct arguments using claims and evidence from multiple sources about Connecticut history. (3.Inq.4.a)</li> <li>Identify the responsibilities and powers of government officials at the state and local level (e.g., alderperson, council member, governor, judges, legislators, mayor, selectperson). (3.Civ. 1.a)</li> <li>Explain how democracy relies on the responsible participation of individuals and groups within school, local and state communities (e.g., advocacy, census, compromise, jury duty, taxes, voting). (3.Civ.2.a)</li> <li>Explain how a bill becomes a law in Connecticut. (3.Civ.4.b)</li> <li>Compare the origins, functions, and structures of the Constitution of the State of Connecticut while noting similarities and differences to the United States Constitution (e.g., amendments, branches of government, preamble). (3.Civ.5.a)</li> <li>Describe how people benefit from and face challenges working together in various settings to address problems (e.g., families, governments, schools, volunteer organizations, workplaces). (3.Civ.6.a)</li> <li>Explain how people influence rules and laws in Connecticut and how rules and laws influence people (e.g., taxes, regulation, advocacy, lobbying, protest). (3.Civ.12.a)</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Understand roles in communities and how to propose and/or create change in communities based on important issues.</p> <p><b>T2</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p><b>U1</b> There are specific responsibilities and powers of government officials at the state and local level.</p> <p><b>U2</b> Democracy relies on the responsible participation of individuals and groups within school, local, and state communities.</p> <p><b>U3</b> Rules, laws and processes are created by people and can be changed by people</p> <p><b>U4</b> Bills become a law in Connecticut by way of a legislative process.</p> <p><b>U5</b> There are distinct origins, functions, and structures of government established by Connecticut's Constitution and similarities and differences to the United States Constitution.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> What are the responsibilities and powers of state and local government officials, and how do they impact our lives?</p> <p><b>Q2</b> Why is it important for individuals and groups to participate in a democracy?</p> <p><b>Q3</b> How are laws and rules created in Connecticut, and how can people influence them?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> Citizens can participate in government by voting, paying taxes, serving on juries, and communicating with their elected officials, among other actions.</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Identifying the responsibilities and power of government officials at the state and local level.</p>

**Stage 1: Desired Results - Key Understandings**

- Describe how Connecticut laws address public needs and concerns (e.g., education, safety, environmental issues, housing security, discrimination). (3.Civ.13.a)
- Explain how services in communities are paid for by local, state, and federal taxes (e.g., income tax, local and state budgets, property tax, sales tax). (3.Eco.12.a)

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- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)

- K2** Laws can be changed through a similar process to how they are created.
- K3** Why rules and laws are important.
- K4** Taxes are used to pay for both essential (roads, utilities, schools) and non-essential (parks, museums, libraries) services; citizens, through their participation in government, dictate how much money is collected and spent, and on what.
- K5** How citizens have certain rights and responsibilities within a community.

- S2** Explaining how a bill becomes a law in CT.
- S3** Explaining how services in communities are paid for by local, state, and federal taxes.
- S4** Using their civic voice to affect change.