



## Grade 3 - Unit 3 - Connecticut's Government

### Unit Focus

In this third unit of study, students will learn about Connecticut's government from the perspective of state leadership and the way in which they represent and serve the citizens.

Students weigh individual rights with the common good by examining government power and fairness. Students will explore the ways in which government has direct effects on Connecticut legislation (law-making) and justice, taxation and funding, safety, education, and community resources.

Equally important to the civic process is the active participation of Connecticut citizens. Through legal responsibilities, tax obligations, jury duty, and voting, our state's citizens must all fulfill an important role in Connecticut's governmental system. Authentic activities will allow students to experience how the state government has an impact on their lives. Through inquiry, investigation of evidence, and development of claims, students will investigate the reason behind a law. 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

ESTABLISHED GOALS	TRANSFER	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 3</i>            920726 <i>DIMENSION 1. Developing Questions &amp; PLANNING INQUIRIES</i>            920727 <i>Constructing Compelling Questions</i>            920728 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</i></p> <ul style="list-style-type: none"> <li>• D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).</li> </ul> <p>920731 <i>Constructing Supporting Questions</i>            920732 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</i></p> <ul style="list-style-type: none"> <li>• D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul> <p>920738 <i>Dimension 2. Applying Disciplinary Concepts &amp; TOOLS</i>            920739 <i>Civics</i>            920740 <i>Civic and Political Institutions</i>            920741 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</li> <li>• D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</li> </ul>	<p>T1 Understand roles in communities and how to propose and/or create change in communities based on important issues.</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 State government leaders have unique decision-making powers and responsibilities which impact both citizens and the function of government</p> <p>U2 Individuals and groups create change based on action and the spread of ideas.</p> <p>U3 Rules, laws and processes are created by people and can be changed by people</p> <p>U4 Economic decision about the use of resources (human capital, physical capital and natural resources) affect the wellbeing of individuals, businesses, and societies.</p>	<p>Q1 What is the reason behind the rule/law? Is it fair?</p> <p>Q2 What is the purpose of government? How do we balance personal freedoms and the common good?</p> <p>Q3 Why is it important for me to be an active participant in my community?</p> <p>Q4 How can an idea become a movement? How does a movement shape law/policy?</p> <p>Q5 How does power impact the function of government?</p>	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

- D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.  
*920748 Participation and Deliberation: Applying Civic Virtues and Democratic Principles*  
*920749 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group
- D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.
- D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
- D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.  
*920754 Processes, Rules, and Laws*  
*920755 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
- D2.Civ.13.3-5. Explain how policies are developed to address public problems.
- D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.  
*920828 Dimension 3. Evaluating Sources & USING EVIDENCE*  
*920833 Developing Claims and Using Evidence*  
*920834 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D3.4.3-5. Use evidence to develop claims in response to compelling questions.  
*920837 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*  
*920838 Communicating Conclusions*  
*920839 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...*
- D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.  
*920843 Critiquing Conclusions*  
*920844 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D4.5.3-5. Critique explanations.  
*920847 Taking Informed Action*  
*920848 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have

**ACQUISITION OF KNOWLEDGE AND SKILL**

**KNOWLEDGE**

**SKILLS**

K1 Laws are made through a process that includes citizens and elected officials. Legislators are elected to debate and pass laws.

K2 Laws can be changed through a similar process to how they are created. Another elected official, the governor, is responsible for enforcing these laws.

K3 Citizens can participate in government by voting, paying taxes, serving on juries, and communicating with their elected officials, among other actions.

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 Vocabulary: Law, Bill, Governor, Senator, legislator, constituent, judge, veto, taxes, vote, jury duty, enforce, lawyer

S1 Recognizing that actions have consequences

S2 Determining cause and effect

S3 Evaluating laws and rules

S4 Questioning and interacting with outside experts

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

- D4.7.3-5. 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.

**Student Growth and Development 21st Century Capacities Matrix**

*Self-Direction*

- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.

*Global Thinking*

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.