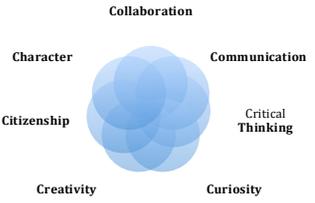


Content Area: Social Studies	Course: Grade 3 Social Studies	Grade Level: Third
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • The Impact of Indigenous Peoples and Geography on Connecticut and our town 	<ul style="list-style-type: none"> • 6-9 weeks 	
<ul style="list-style-type: none"> • The Structure and Function of State and Local Government 	<ul style="list-style-type: none"> • 5-7 weeks 	
<ul style="list-style-type: none"> • The Role of our town and Connecticut in America's Story 	<ul style="list-style-type: none"> • 4-6 weeks 	



Strands	Course Level Expectations
History	<ul style="list-style-type: none"> • Identify how the indigenous peoples affected the history and culture of our town. • Know how people of the past affect my community
Civics	<ul style="list-style-type: none"> • Identify key features, individuals, and structures of government in our town and Connecticut. • Recognize how citizens can affect decisions made by state and local officials. •
Economics	<ul style="list-style-type: none"> • Recognize how our town has affected the growth and development of Connecticut • Recognize our town's and Connecticut's contributions to America.
Geography	<ul style="list-style-type: none"> • Analyze how various groups and industry utilized geographic features in our town to develop communities and economic systems. • Know that maps tell us about our community.

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Unit Title	The Impact of Indigenous Peoples and Geography on Our Town	Length of Unit	6-9 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What effect did indigenous peoples and geography have on our town? • How has our local community contributed to Connecticut history? • In what ways has our town and Connecticut changed and/or stayed the same over time?
Standards	<p>Developing Questions and Planning Inquiry INQ 3-5.1, INQ 3-5.4</p> <p>Evaluating Sources and Using Evidence INQ 3-5.6, INQ 3-5.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 3.5.10</p> <p>Applying Disciplinary Concepts and Tools HIST 3.1, HIST 3.2, HIST 3.3, ECO 3.1, ECO 3.2, ECO 3.3, GEO 3.1, GEO 3.2, GEO 3.3, GEO 3.4, GEO 3.7, GEO 3.8, RI 3.1, W 3.7, SL 3.1</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Indigenous peoples effect on the history and culture of our town. • The role of geographic features in development of communities and economic systems in our town. • Our town’s contributions to Connecticut history.
Key Vocabulary	indigenous, geographical features, culture, economic growth, landmark

Standards based on: *Connecticut Elementary and Secondary Social Studies Frameworks*

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	The Impact of Indigenous Peoples and Geography on our Town.	Length of Unit	5-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Who the indigenous peoples were and how their culture influenced our town. • How the daily lives of the indigenous peoples were affected by the arrival of the early settlers. • How geographical features in Connecticut influenced development in our town. • The histories of our town’s landmarks and geographical features that are named after indigenous peoples in Connecticut. • How life was similar and different from life now. 	<ul style="list-style-type: none"> • Critically understand how the indigenous peoples and their culture influenced our town. • Analyze how daily lives of indigenous peoples were affected by the arrival of the early settlers. • Evaluate how geographical features in Connecticut influenced development in our town. • Critically evaluate which landmarks and geographical features in our town are named after indigenous peoples and analyze the significance behind it. • Critically evaluate how earlier settlements in Connecticut were similar and different from past to present.

Assessments:	<ul style="list-style-type: none"> • Performance based assessment, Social studies journal
Teacher Resources:	Indigenous Peoples in Connecticut , Woodland Native Americans , Teach It Connecticut History Pebble Go Next , Map of Tribes of CT Indigenous People 1625 Various eBooks: i.e. <i>Early American Indian Tribes</i> , <i>Native Peoples of the Northeast</i> Woodbury Primary Sources , Connecticut History Illustrated: Woodbury , Giant CT Travelling Map

Unit Title	The Structure and Function of State and Local Government	Length of Unit	5-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do local government and state government run? • How can citizens affect decisions made by state and local officials? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 3-5.1, INQ 3-5.4</p> <p>Evaluating Sources and Using Evidence INQ 3-5.6, INQ 3-5.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 3-5.16, INQ 3-5.17,</p> <p>Applying Disciplinary Concepts and Tools HIST 3.2, HIST 3.6, HIST 3.7, HIST 3.9, ECO 3.1, ECO 3.4, CIV 3.1, CIV 3.2, CIV 3.3, CIV 3.6, CIV 3.7</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Identify key features, individuals, and structures of government in our town and Connecticut. • Recognize how citizens can affect decisions made by state and local officials. 		
Key Vocabulary	taxes, government (local and state), citizen, economics, laws/rules, finances, democracy,		

Unit Title	The Structure and Function of State and Local Government	Length of Unit	5-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • How laws changed or stayed the same over time. • How our local government and state government run. • What taxes are and how financial decisions are made in our town and Connecticut. 	<ul style="list-style-type: none"> • Evaluate and compare how laws have changed or stayed the same over time. • Analyze how our local and state government run. • Explain how financial decisions are made in our town and Connecticut.

Assessments:	Performance based assessment in understanding government
Teacher Resources:	http://teachitct.org/grade-3-local-history/ https://bensguide.gpo.gov/ Pebble Go Next Bethlehem and Woodbury Historical Societies

Unit Title	The Role of Our Town and Connecticut in America's Story	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is the significance of our town's contribution to America's story? • What is the significance of Connecticut's contribution to America's story? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 3-5.1, INQ 3-5.4</p> <p>Evaluating Sources and Using Evidence INQ 3-5.6, INQ 3-5.9, INQ 3-5.10</p> <p>Communicating Conclusions and Taking Informed Action INQ 3-5.16, INQ 3-5.17,</p> <p>Applying Disciplinary Concepts and Tools HIS 3.3, HIS 3.5, HIS 3.11, ECO 3.2, ECO 3.3, GEO 3.4</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Our town's contributions to America's story. • Connecticut's contributions to America's story. 		
Key Vocabulary	heroes, constitution, contributions, industries, manufacturing, technology, local, history, influence		

Unit Title	The Role of Our Town and Connecticut in America's Story	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Historical Connecticut residents and their impact on Connecticut and national history. • How Connecticut's historical government leaders influenced the development of the Constitution. • How industries have created Connecticut's history and contributed to America's story. • What attracts a person to our town today and how is that different from what may have attracted them in the past. 	<ul style="list-style-type: none"> • Analyze Connecticut residents and their impact on Connecticut and national history. • Evaluate Connecticut's historical government leaders and their influence on the development of the Constitution. • Critically analyze how industries have created Connecticut's history and contributed to America's story. • Analyze features that attract a person to our town today and in the past.

Assessments:	<ul style="list-style-type: none"> • Research Project
Teacher Resources:	Where I Live Connecticut (Web based ebook by CT Explored Magazine, grades 3-4) , Connecticut Facts Woodbury Primary Resources , Pebble Go Next , http://teachitct.org/grade-3-local-history/ Bethlehem Historical Society, Woodbury Historical Society, Connecticut Historical Society