

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise). Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 3 Social Studies	Social Studies	Third Grade	N/A
Course Description:			
In Grade 3, students examine how Connecticut's history has shaped its identity. Students will investigate Connecticut's cultural diversity, state constitution and government, and economic growth over time using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communicating knowledge and ideas about Connecticut history.			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
Unit 1 The Impact of Indigenous People and Geography on Bristol slide deck Unit 2: The Structure and Function of Government slide deck Unit 3: The Role of Bristol and Connecticut in America's Story Slide deck		Communication <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving <ul style="list-style-type: none"> Collect, assess and analyze relevant information Civic Literacy <ul style="list-style-type: none"> Understand the local and global implications of civic decisions Understand other nations and cultures including the use of non-English language 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
How has Connecticut's history shaped the state's identity?		Grade 3 Social Studies Equity Curriculum Review	

<p>What was the significance of Connecticut's contribution to United States history?</p> <p>Students will build their understanding through:</p> <ol style="list-style-type: none"> 1. Cultural Communities-The Impact of Indigenous People and Geography on Bristol 2. The Structure and Function of Government 3. The Role of Bristol and Connecticut in America's Story 	
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Standard Matrix

[CT Elementary and Secondary Social Studies Standards](#)

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
3.Inq.1.a. Explain why compelling questions about Connecticut and Local History are important to others (e.g., peers, adults).	X	X	X
3.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about Connecticut history.	X	X	X
3.Inq.1.c Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.	X	X	X
Dimension 2- Apply Disciplinary Concepts and Tools			
3.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
Dimension 3- Evaluate Sources and Use Evidence			
3.Inq.3.a. Gather relevant information about Connecticut history.	X	X	X
3.Inq.3.b. Identify evidence from multiple sources in response to a compelling question about Connecticut history.	X	X	X
3.Inq.3.c. Use evidence to develop claims in response to a compelling question about a significant person or event in Connecticut history.	X	X	X
Dimension 4- Communicate Conclusions and Take Informed Action			
3.Inq.4.a. Construct arguments using claims and evidence from multiple sources about Connecticut history.	X	X	X
3.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	X	X	X
3.Inq.4.c. Critique arguments and explanations.	X	X	X
3.Inq.4.d. Present a summary of arguments and explanations to others using print, oral, and digital technologies.	X	X	X

3.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in Connecticut history.	X	X	X
3.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools	X	X	X
3-1. State Constitution and Government			
3.Civ.1.a. Identify the responsibilities and powers of government officials at the state and local level.	X	X	X
3.Civ.2.a. Explain how democracy relies on the responsible participation of individuals and groups within school, local and state communities.	X	X	X
3.Civ.4.a. Explain the significance of the sovereignty of Northeastern Woodland Native American tribes of Connecticut.	X	X	X
3.Civ.4.b. Explain how a bill becomes a law in Connecticut	X	X	X
3.Civ.5.a. Compare the origins, functions, and structures of the Constitution of the State of Connecticut while noting similarities and differences to the United States Constitution.		X	
3.Civ.6.a. Describe how people benefit from and face challenges working together in various settings to address problems.		X	
3.Civ.6.b. Describe ways in which families and communities in early United States History were organized to promote mutual benefit and address challenges.	X		
3.Civ.12.a. Explain how people influence rules and laws in Connecticut and how rules and laws influence people. .		X	X
3.Civ.13.a. Describe how Connecticut laws address public needs and concerns.		X	X
3.Eco.12.a. Explain how services in communities are paid for by local, state, and federal taxes. .		X	X
3-2. Cultural Communities in Connecticut Present and Past			
3.Geo.3.a. Use both local and state maps of Connecticut to describe location of cultural and environmental characteristics over time.	X	X	X
3.Geo.4.a. Explain the impact of diverse cultures within a local community and throughout Connecticut.	X	X	X
3.Geo.4.b. Explain the ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time.	X		
3.His.2.a. Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past.	X		
3.His.2.b. Describe the lived experiences of diverse cultural groups by comparing life in specific historical time periods to life in Connecticut today.	X		

3.His.3.a. Generate questions about individuals and groups who represented communities committed to change in Connecticut.	X	X	X
3.His.10.a. Compare information provided by different historical sources about an event or issue in Connecticut's history.	X	X	X
3.His.11.a. Make inferences about the intended audience and purpose of a variety of historical sources from information within the source itself.	X	X	X
3-3. Innovation, Industry, and Economic Growth			
3.Geo.2.a. Use maps and other visual representations to describe the relationship between the locations of places and regions throughout Connecticut and their environmental characteristics.	X	X	X
3.Geo.6.a. Describe how environmental and cultural characteristics influence where people live and work in Connecticut .	X	X	X
3.Geo.8.a. Explain how the location of Connecticut industries has been influenced by access to natural resources over time.	X	X	X
3.Eco.3.a. Identify examples of resources in Connecticut that are used to produce goods and services.	X	X	X
3.Eco.9.a. Describe the role of financial institutions in Connecticut.	X	X	X
3.Eco.13.a. Describe the ways in which Connecticut industries increase productivity by investing in education and technology.	X	X	X
3.His.1.a. Employ chronological thinking to create a chronological sequence of events illustrating developments in innovations and industries throughout Connecticut.	X	X	X
3.His.9.a. Summarize the information presented in multiple historical sources in order to explain the importance of a notable innovator or innovation in Connecticut.	X	X	X
3.His.12.a. Generate questions about multiple historical sources and their relationship to important economic developments in Connecticut.	X	X	X

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Unit 1: Cultural Communities-The Impact of Indigenous People and Geography on Bristol](#)

[Unit 2: The Structure and Function of State and Local Government](#)

[Unit 3: The Role of Bristol and Connecticut in America's Story](#)

Unit Title:	
Unit 1: Cultural Communities-The Impact of Indigenous People and Geography on Bristol	
Relevant Standards: Bold indicates priority	
See above	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How has our local community and its diverse groups of citizens contributed to Connecticut's story, past and present? • In what ways has our town and Connecticut changed and/or stayed the same over time? • What is the significance of Connecticut's contribution to America's story? 	<p>This unit requires the study of Bristol and Connecticut's geography and impact on America's story. Students use local/ state maps to learn specifically about the cultural and environmental characteristics of the state of Connecticut and Bristol. The required understandings for this unit include:</p> <ul style="list-style-type: none"> • The use of both local and state maps of Connecticut helps to describe the location of cultural and environmental characteristics over time. • The diverse cultures within local communities throughout Connecticut have impacted Connecticut's culture. • There are ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time. • There are regional and cultural characteristics of each Northeastern Woodland Native American tribes of Connecticut, present and past. • There are distinct individuals and groups who represent communities committed to change in Connecticut. • The role of Bristol in shaping Connecticut's history
Demonstration of Learning:	Pacing for Unit
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions 	6 weeks
Family Overview (link below)	Integration of Technology:
Family Overview- Grade 3 Unit 1	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																								
<p>Academic Vocabulary</p> <table border="1" data-bbox="107 306 745 554"> <tr> <td>Generate</td> <td>Explain</td> <td>Compare</td> </tr> <tr> <td>Describe</td> <td>identify</td> <td>Evidence</td> </tr> <tr> <td>summarize</td> <td>Opinion</td> <td>Generate</td> </tr> <tr> <td>Gather</td> <td></td> <td></td> </tr> </table> <p>Content Vocabulary</p> <table border="1" data-bbox="107 653 745 932"> <tr> <td>Culture</td> <td>Landscape</td> <td>Diverse</td> </tr> <tr> <td>regions</td> <td>Environmental characteristics</td> <td>Cultural identity</td> </tr> <tr> <td>Industries</td> <td>resources</td> <td>transportation</td> </tr> <tr> <td>innovation</td> <td>Institutions</td> <td></td> </tr> </table>	Generate	Explain	Compare	Describe	identify	Evidence	summarize	Opinion	Generate	Gather			Culture	Landscape	Diverse	regions	Environmental characteristics	Cultural identity	Industries	resources	transportation	innovation	Institutions		<p>Unit 1 Note Catcher</p>
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Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:																								
<ul style="list-style-type: none"> ● CCSS.ELA-Reading: Informational Texts: Standards 1-10 ● CCSS.ELA-Writing: Standards 1-2 and 7-10 ● CCSS.ELA-Speaking and Listening: Standards 1-6 ● CCSS.ELA-Language: Standards 1-3 	<p>Students may have misconceptions of:</p> <ul style="list-style-type: none"> ● Connecticut being part of New England ● That the land in Connecticut was unmanaged before European contact 																								
Connections to Prior Units:	Connections to Future Units:																								
<p>Students will enter Grade 3 having explored these course questions in their Grade 2 coursework:</p> <ul style="list-style-type: none"> ● How do people in communities work together? ● How do leaders make decisions? <p>Under Dimension 2, Grade 3 students will have engaged in learning (from Grade 2) to build on the following Grade 3 standards:</p> <ul style="list-style-type: none"> ● 2. His.3. a. which is a precursor standard to 3. His.3. a. ● 2. His.6. a. which is a precursor standard to 3. His.10. a ● 2.His.11. a., which is the precursor to standard 3.His.11. a 	<p>As students continue to engage in Social Studies Content throughout the year, the work that they do in Unit 2 will inform their work in the final unit: Innovation, Industry, and Economic Growth. Grade 3 students will apply the knowledge and skills they built in the first two units to determine how Connecticut’s history and cultural diversity has shaped its identity and sparked innovation in the geographical and economic structure of every town. Students will also learn about the impact of Bristol. They will also be familiar with the disciplinary tools and resources that support the development of inquiries and gathering of relevant information.</p>																								
Differentiation through Universal Design for Learning																									

UDL Indicator	Teacher Actions:
3 Building Knowledge 9 Emotional Capacity 1 Perception	<ul style="list-style-type: none"> ● Connect prior knowledge to new learning (3.1) ● Highlight and explore patterns, critical features, big ideas, and relationships (3.2) ● Cultivate multiple ways of knowing and making meaning (3.3) ● Maximize transfer and generalization <ul style="list-style-type: none"> ● Recognize expectations, beliefs, and motivations (9.1) ● Develop awareness of self and others (9.2) <ul style="list-style-type: none"> ● Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words.	<ul style="list-style-type: none"> ● I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can learn about the state of Connecticut and its characteristics.	I can read the text Connecticut. I can identify 4 characteristics of Connecticut.	Unit 1 Note Catcher
2	I can identify the geographical features of Connecticut and its impact on our state.	I can identify geographical features in Connecticut. I can explain how the features impact our state.	Unit 1 Note Catcher
3	I can locate the territories of indigenous people throughout the world.	I can locate on a map territories of indigenous people that have lived in what is now Connecticut. I can find who lived in the Bristol area.	Unit 1 Note Catcher
4	I can discuss the relationship between indigenous communities and their environment.	I can discuss the relationship between Indigenous communities and their environment . I can discuss ways in which a map represents communities and their	Unit 1 Note Catcher

		land.	
5	I can explore the Connecticut River and its impact on indigenous people and settlement.	I can listen to the article and take notes. I can use my notes to answer the questions and make a prediction. I can understand how the Connecticut River impacted the Indigenous people and their settlement.	Unit 1 Note Catcher
6	I can explore the Farmington River and its impact on indigenous people and settlement.	I can listen to the article and take notes. I can use my notes to answer the questions. I can understand how the Farmington River impacted the Indigenous people and their settlement.	Unit 1 Note Catcher
7	I can describe the relationship between Indigenous people and European settlers in Connecticut.	I can read the article. I use information from the text to answer the questions. I can understand the relationship between Indigenous people and European settlers.	Unit 1 Note Catcher
8-9	I can learn about and understand the early settlement of Bristol, CT.	I can understand the early settlement of Bristol, CT. I can tell how they worked together. I can identify early settlers of Bristol.	Unit 1 Note Catcher
10	I can explore the businesses that developed in our community.	I can understand why business grew in Bristol, CT. I can compare our community in the past to today.	Unit 1 Note Catcher
11	I can explore historical landmarks on the Federal Hill area and how this contributed to the growth of Bristol, CT.	I identified noticeable differences between historical and present day pictures. I learned about The Federal Hill Area of Bristol.	Unit 1 Note Catcher
12	I can explore the settlement and establishment of the Barnes Family.	I can tell facts about where the Barnes family settled and how they	Unit 1 Note Catcher

	and how they contributed to the growth of Bristol, CT.	established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	
13	I can explore the settlement and establishment of the Manross Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Manross family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
14	I can explore the settlement and establishment of the Ingraham Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Ingraham family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
15	I can explore the settlement and establishment of the Sessions Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Sessions family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
16	I can explore the settlement and establishment of the Rockwell Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Rockwell family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
17	I can explore the settlement and establishment of the Page Family and how they contributed to the growth of Bristol, CT.	I can tell facts about where the Page family settled and how they established themselves in Bristol. I identified noticeable differences between historical and present day pictures.	Unit 1 Note Catcher
18	I can explore the Bristol Public Library, a historical landmark and how it contributed to the growth of Bristol, CT.	I can tell facts about the historical landmark the Bristol Public Library. I identified how the library plays an important role in the development of the history of Bristol.	Unit 1 Note Catcher

19	I can explore Memorial Boulevard, a historical landmark and how it contributed to the growth of Bristol, CT.	I can tell facts about the historical landmarks on the Boulevard. I identified how the Boulevard plays an important role in the development of the history of Bristol.	Unit 1 Note Catcher
20	I can explore the Muzzy Field, a historical landmark and how it contributed to the growth of Bristol, CT.	I buddy read the Muzzy Field article with my partner using a reading strategy of our choice. I identified the history of Muzzy Field after reading the article with my partner.	Unit 1 Note Catcher
21	I can explore Rockwell Park, a historical landmark in Bristol, CT.	I buddy read the Rockwell Park article with my partner using a reading strategy of our choice. I identified the history of Rockwell Park after reading the article with my partner.	Unit 1 Note Catcher
22	I can explore Page Park, a historical landmark in Bristol, CT.	I identified the history of Page Park. I can tell facts about what I have learned.	Unit 1 Note Catcher
23	I can reflect on all I have learned about Bristol, CT.	I can determine if I was an early settler if I would have settled in Bristol, CT. I can share my thoughts with my partner.	Unit 1 Note Catcher

Unit Title:

Unit 2: The Structure and Function of State and Local Government

Relevant Standards: Bold indicates priority

Content Standards: See above.

Essential Question(s):

- What is the impact of governmental decisions made at the state and local levels?
- How can individual citizens impact Connecticut's

Enduring Understanding(s):

This unit requires students to learn specifically about the roles and responsibilities of the government, the origin and function of Connecticut's state

<p>government?</p>	<p>Constitution, the principles of democracy, and the significance and the impact of rules/laws in Connecticut. The required understandings for this unit include:</p> <ul style="list-style-type: none"> • There are specific responsibilities and powers of government officials at the state and local level. • There are distinct origins, functions, and structures of government established by Connecticut’s Constitution and similarities and differences to the United States Constitution. • People influence rules and laws in Connecticut and rules and laws influence people and address public needs and concerns. • The cultural influences of diverse communities within Connecticut have shaped local customs, celebrations, and societal values. • Bristol has and continues to contribute to Connecticut’s history. 						
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>						
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> • Development of questions • Planning inquiries • Evaluate sources • Use Evidence • Communicate conclusions 	<p>6 weeks</p>						
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>						
<p>Family Overview - Grade 3 Unit 2</p>	<p><i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i></p>						
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>						
<p>Academic Vocabulary</p> <table border="1" data-bbox="115 1654 829 1850"> <tr> <td>Identify</td> <td>Explain</td> <td>Compare</td> </tr> <tr> <td>Describe</td> <td></td> <td></td> </tr> </table> <p>Content Vocabulary</p>	Identify	Explain	Compare	Describe			<p>Unit 2 Slide deck Unit 2 Note Catcher</p>
Identify	Explain	Compare					
Describe							

Sovereignty	Constitution	Influence	
Organize	Northeastern Woodland Native American Tribes	Bill	
Law	Origin		
Attorney general	comptroller	Defendant	
district	Executive branch	evidence	
General assembly	governor	Judicial branch	
Jury	Legislative branch	Lieutenant governor	
plaintiff	representative	Secretary of state	
senator	statues	testimony	
treasurer	trial	Veto	
Opportunities for Interdisciplinary Connections:			Anticipated misconceptions:
<ul style="list-style-type: none"> ● CCSS.ELA-Reading: Informational Texts: Standards 1-10 ● CCSS.ELA-Writing: Standards 1-2 and 7-10 ● CCSS.ELA-Speaking and Listening: Standards 1-6 ● CCSS.ELA-Language: Standards 1-3 			Students may have misconceptions of: <ul style="list-style-type: none"> ● That the land in Connecticut was unmanaged before European contact ● The process of how a bill becomes law
Connections to Prior Units:			Connections to Future Units:
Students will enter Grade 3 having explored these course questions in their Grade 2 coursework: <ul style="list-style-type: none"> ● How do people in communities work together? ● How do leaders make decisions? Under Dimension 2, Grade 3 students will have engaged in learning (from Grade 2) to build on the following Grade 2 standards: <ul style="list-style-type: none"> ● 2.Civ.1. a., which is a precursor to standard 3. Civ.1.a ● 2.Civ.5. a., which is a precursor to standard 3. Civ.5.a 			The knowledge students gained in unit 1 around the Geography of Bristol and Connecticut will be expended upon as they learn about the structure of state and local government in unit 2. This will help students with their studies in unit 3 as they dive deeper into Bristol and Connecticut's role in America's story.

<ul style="list-style-type: none"> • 2.Civ.6. a., which is a precursor to standard 3. Civ.6.a • 2.Civ.6. b., which is a precursor to standard 3. Civ.6.b • 2.Eco.12. a., which is a precursor to standard 3. Eco.12. a 	
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Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
3 Building Knowledge	<ul style="list-style-type: none"> • Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity	<ul style="list-style-type: none"> • Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)
1 Perception	<ul style="list-style-type: none"> • Represent a diversity of perspectives and identities in authentic ways (1.3)

Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words.	<ul style="list-style-type: none"> • I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can identify the significance of the Connecticut State Capitol in Hartford.	I can learn facts about our state capitol. I can take quick notes demonstrating what I learned.	Video Unit 2 Note Catcher
2	I can identify the significance of the Connecticut Constitution.	I can learn facts about our state constitution. I can take quick notes demonstrating what I learned.	Video Unit 2 Note Catcher
3	I can identify symbolic representations of Connecticut.	I identified symbols of CT. I took quick notes	Unit 2 Note Catcher

		demonstrating what I learned about state symbols. I can learn more about the symbols by researching.	
4	I can identify significant individuals involved in the development of the state capital.	I can learn about Nathan Hale, Prudence Crandall, and William Buckingham and take quick notes. I can research these people using a variety of sources.	Unit 2 Note Catcher Video
5	I can identify features of the Connecticut State Capitol.	I can learn about the North Lobby Tour, and Hall of Flags. I can take quick notes as I watch the videos.	Unit 2 Note Catcher Video Video
6	I can create a brochure to display information about the Connecticut State Capitol.	I explored the information about the state capitol. I selected a focus for my brochure. I created a paper or digital brochure to encourage others to learn more about the state capitol.	Enrichment Activity Example of Brochure
7	I can identify the three branches of government in Connecticut and their responsibilities.	I can identify the 3 branches of government. I can explain the responsibilities of each branch of government.	Unit 2 Note Catcher Video
8	I can identify the executive branch of government in Connecticut and their responsibilities.	I can identify the 3 branches of government. I can explain the responsibilities of each branch of government.	Unit 2 Note Catcher Executive Branch Presentation
9	I can identify the judicial branch of government in Connecticut and their responsibilities.	I can identify the roles and responsibilities of the judicial branch.	Unit 2 Note Catcher Video
10	I can identify the roles and responsibilities of the legislative branch of government in Connecticut.	I can identify the roles and responsibilities of the legislative branch of government in CT.	Unit 2 Note Catcher Website
11	I can identify how a bill becomes a law with the help of government	I can identify how a bill becomes a law.	Unit 2 Note Catcher

	representative.		Video
12	I can identify symbolic representations for Bristol, CT.	I identified Bristol symbols. I identified the symbolic meaning of the Bristol All Heart logo.	Unit 2 Note Catcher Video
13	I can identify the development of local governments.	I identified how the local government was formed. I identified elected representatives for the city of Bristol.	Unit 2 Note Catcher
14	I can identify the role of the mayor as a leader in the Bristol community.	I identified the role of the mayor of Bristol. I followed schoolwide expectations during our meet and greet with the mayor. I identified how I can help my Bristol community.	Unit 2 Note Catcher
15	I can determine what citizens need from local governments.	I identified community services that impact the citizens of Bristol. I identified what is taxed in the city of Bristol. I identified the purpose of permits for properties and business.	Unit 2 Note Catcher
16	I can become an active citizen in my community.	I can explain what an active citizen is. I can identify a community issue that I am concerned about. I can craft a letter to the appropriate audience and support my opinion with a solution.	Unit 2 Note Catcher Be an Active Citizen in your Community by Helen Mason
17	I can contribute to my Bristol community by developing an action plan to support a nonprofit organization.	We identified a nonprofit organization to focus on. We developed a plan of action to advocate and support our	Unit 2 Note Catcher

		nonprofit.	
		We executed our plan of action.	

Unit Title:	
Unit 3: The Role of Bristol and Connecticut in America's Story	
Relevant Standards: Bold indicates priority	
Content Standards: See Above	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> Who were some of Bristol's notable citizens? What is your role as a citizen of Bristol and why is it important for you to take an active role? What are Bristol's famous landmarks and why are they important? Why was Bristol's industrial beginning so important for Bristol's future? 	<p>This unit requires students and teachers to learn specifically about the diverse geographical and economic landscape of Connecticut. The required understandings for this unit include:</p> <ul style="list-style-type: none"> Environmental and cultural characteristics influence where people live and work in Bristol and Connecticut. The significance of the location of Connecticut industries has been influenced by access to natural resources over time. The importance of a notable innovator or innovation in Bristol and Connecticut can be analyzed through the consideration of important information presented in multiple historical sources. Important economic developments in Bristol and Connecticut can be investigated by generating questions about multiple historical sources. The diverse cultural traditions and practices in Bristol and Connecticut have contributed to Connecticut's rich history and have helped to shape the identity of Connecticut's communities.
Demonstration of Learning:	Pacing for Unit
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> Development of questions Planning inquiries Evaluate sources Use Evidence Communicate conclusions 	6 weeks

Family Overview (link below)	Integration of Technology:																		
Family Overview - Grade 3 Unit 3	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																		
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																		
<p>Academic Vocabulary</p> <table border="1" data-bbox="110 493 834 682"> <tr> <td>Describe</td> <td>Explain</td> <td>Identify</td> </tr> <tr> <td>Evidence</td> <td>Summarize</td> <td>Opinion</td> </tr> <tr> <td>Generate</td> <td>Gather</td> <td></td> </tr> </table> <p>Content Vocabulary</p> <table border="1" data-bbox="110 779 834 1031"> <tr> <td>Regions</td> <td>Environmental Characteristics</td> <td>Cultural Identity</td> </tr> <tr> <td>Industries</td> <td>Resources</td> <td>Transportation</td> </tr> <tr> <td>Innovation</td> <td>Financial Institutions</td> <td>Educational Institutions</td> </tr> </table>	Describe	Explain	Identify	Evidence	Summarize	Opinion	Generate	Gather		Regions	Environmental Characteristics	Cultural Identity	Industries	Resources	Transportation	Innovation	Financial Institutions	Educational Institutions	Unit 3 Slide deck Note catcher
Describe	Explain	Identify																	
Evidence	Summarize	Opinion																	
Generate	Gather																		
Regions	Environmental Characteristics	Cultural Identity																	
Industries	Resources	Transportation																	
Innovation	Financial Institutions	Educational Institutions																	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:																		
<ul style="list-style-type: none"> ● CCSS.ELA-Reading: Informational Texts: Standards 1-10 ● CCSS.ELA-Writing: Standards 1-2 and 7-10 ● CCSS.ELA-Speaking and Listening: Standards 1-6 ● CCSS.ELA-Language: Standards 1-3 	Students may have misconceptions of: <ul style="list-style-type: none"> ● Bristol's role in America's story ● Importance of inventors and innovations 																		
Connections to Prior Units:	Connections to Future Units:																		
<p>Students will enter Grade 3 having explored these course questions in their Grade 2 coursework:</p> <ul style="list-style-type: none"> ● How do people in communities work together? ● How do leaders make decisions? <p>Under Dimension 2, Grade 3 students will have engaged in learning (from Grade 2) to build on the following Grade 2 standards:</p> <ul style="list-style-type: none"> ● 2.Civ.1. a., which is a precursor to standard 3. Civ.1.a ● 2.Civ.5. a., which is a precursor to standard 3. Civ.5.a ● 2.Civ.6. a., which is a precursor to standard 3. Civ.6.a ● 2.Civ.6. b., which is a precursor to standard 3. Civ.6.b ● 2.Eco.12. a., which is a precursor to standard 3. Eco.12. a 	The knowledge students gained in unit 1 & 2 will continue to be built upon with the story of Bristol and Connecticut and the role and impact on America's Story.																		
Differentiation through <i>Universal Design for Learning</i>																			

UDL Indicator	Teacher Actions:
3 Building Knowledge	<ul style="list-style-type: none"> Connect prior knowledge to new learning (3.1) Highlight and explore patterns, critical features, big ideas, and relationships (3.2) Cultivate multiple ways of knowing and making meaning (3.3) Maximize transfer and generalization
9 Emotional Capacity	
1 Perception	

Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
An EL with guidance and support, can participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words.	<ul style="list-style-type: none"> I can participate in conversations and discussions using academic and domain specific vocabulary

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can explore how clock making is an essential part of the growth and development of Bristol, CT.	<p>I can identify how clock making started.</p> <p>I can determine how clock making helped with the development of Bristol.</p>	Early Bristol Reading Clock Museum Reading
2	I can explore how the industries in Bristol prospered.	I can determine why the industries in Bristol prospered.	Industrial Beginnings of Bristol reading
3	I can explore how the Rockwell family established New Departure and the success of their inventions.	I can determine how the innovations were successful.	
4	I can discover how downtown Bristol was built.	I can explore and observe photographs of past and present Bristol, CT.	Downtown photographs
5	I can learn about the Trolley System that was used in the past.	I can explore photographs from the past.	Photographs
6	I can determine the beginnings of Lake	I can explore photographs from	Photographs

	Compounce.	the past.	
7	I can generate questions about individuals who have shaped significant historical changes and continuities.	I can explore influential and significant individuals from Bristol. I can use a timeline to identify historical events in Bristol's history.	Artifacts & photographs
8	I can learn about the schools in Bristol, past and present.	I can explore photographs and videos to gather information.	Video
9	I can learn about the significance of chrysanthemums in Bristol.	I can gather information about the significance of major products in Bristol CT.	artifacts , photographs, video
10	I can learn about the development of Bristol hospital, past and present.	I can explore photographs and artifacts.	Photographs
11	I can learn about ESPN and why it is in Bristol, CT.	I can gather information about the significance of major businesses.	Video Artifacts
12	I can learn about the park and recreation department in Bristol.	I can explore multiple park locations within Bristol.	Photographs
13	I can learn about manufacturing in Bristol.	I can gather information about the significance of major businesses.	Photographs
14	I can explore new opportunities for Bristol's future.	I can visualize and determine how Bristol can continue to contribute positively to CT.	Sketches & photographs
15	I can explore various neighborhoods in Bristol.	I can identify the different neighborhoods on a map.	Map
16	I can explore the importance of notable innovators or innovations in Connecticut.	I can gather information about the significant innovators and/or inventions.	Visuals