BROOKFIELD PUBLIC SCHOOLS

SOCIAL STUDIES FRAMEWORK

NOVEMBER 2010

SOCIAL STUDIES PHILOSOPHY

The purpose of the Brookfield Public Schools social studies curriculum is to prepare students to become contributing citizens of their local, national and global communities. Every event has historical background, and geographic, economic, political and cultural components. Content integration is essential to create meaning.

Through the curriculum students and teachers will work together to apply 21st century skills to create independent learners who are capable of the following:

- knowing concepts and information from history and social studies
- making connections between the social studies curriculum with the past and the present
- building and applying empathic awareness to understanding historical and contemporary issues

SOCIAL STUDIES
PROGRAM GOALS

The social studies program is based on the 2009 draft of the Connecticut Social Studies Curriculum Framework. This document provides the outline for the development of essential content and skills in the social studies curriculum.

Students will learn content knowledge in the areas of history, geography, government, economics, sociology, anthropology and psychology.

The cornerstone for social studies learning is based on the premise that students use 21st century learning skills to solve real world problems through creativity and innovation, the use of technology, effective communication skills and collaboration.

Students will:

- Describe the importance of significant events and themes in local, Connecticut, United States and world history, and international studies.

- Describe and understand patterns of human movement across time and space, their interactions with the environment, and how this relates to geographic location.

- Describe and explain the purpose, structure and function of governments including the implementation of laws and the rights and responsibilities of citizens.

- Explain how people organize systems and use resources for the production, distribution and consumption of goods and services in local, state, national and global economies.

- Understand the characteristics of and interactions among cultures, social systems and institutions.

- Access, gather and interpret information from a variety of primary and secondary sources including electronic media.

- Create and present various forms of written, oral, visual and media resources to demonstrate an understanding of social studies concepts and information.

- Identify and analyze historical interpretations and alternative viewpoints to propose, evaluate, and solve historical and contemporary problems.

SOCIAL STUDIES
HALLMARKS OF BEST PRACTICE

- Teachers engage students in a comprehensive study of selected themes, in which they discover the complexities of human interaction.
- Instruction is delivered in a student-centered curriculum based upon inquiry, problem-solving and application of concepts.
- Opportunities are provided for students to participate in responsible decision-making regarding local, state, national and global issues.
- Teachers differentiate instruction for students based upon ability, readiness and interest level.
- Concepts are spiraled throughout the curriculum as is developmentally appropriate.
- Instruction is scaffolded on students' prior knowledge, understanding and experience.
- Teachers help students form connections between the past and the everyday world.
- Teachers promote students rich cultural experience to make connections among students' home, school lives and the heritage of others.
- Teachers foster student engagement by providing a choice of content, process and product.
- Teachers evaluate students' understanding of concepts and applications by using teacher reflection and student achievement data.
- Teachers monitor and adjust instruction using multiple forms of assessments.
- Teachers use their role as facilitators to help students become more independent learners, problem-solvers and employ multiple instructional groupings.

SOCIAL STUDIES
ESSENTIAL UNDERSTANDINGS

- ***Democracy***: Citizenship requires active participation in the governmental systems of the United States based upon an understanding of the rights and responsibilities of citizens at the local, state and national levels.
- ***Governmental Systems***: Various political systems regulate the relationships between individual rights and societal needs differently.
- ***Development of Civilizations***: Civilizations are shaped by political, cultural, economic, historical, geographic and technological factors and the contributions of individuals.
- ***Continuity and Change***: Knowledge of the past is essential to understand the present and to influence the future.
- ***Human Relations***: Events are influenced by how individuals, cultures, social systems and institutions interact with each other.
- ***Global Interdependence***: People are connected by civic, cultural, economic, geographic and technological factors.
- ***Geography:*** People are influenced by their physical and cultural environment.
- ***Human Identity and Development:*** Individuals develop a sense of self and create relationships with others.
- ***Cultural Diversity:*** Cultural diffusion is a dynamic process which brings both contributions and challenges to society.
- ***Economic Systems:*** The production, distribution and consumption of goods and services determine local, regional, national and global economic relationships.
- ***Science and Technology***: Science and technology impact the individual, society and the environment.

SOCIAL STUDIES
ESSENTIAL QUESTIONS

- Why is it necessary for individuals to understand their responsibilities and exercise their rights to be a good citizen?
- How do different political systems balance the rights of the individual with societal needs?
- How are civilizations shaped by the interactions of the political, cultural, economic, historical, geographic and technological factors and the contributions of individuals?
- How does the knowledge of the past help us understand the continuity of a culture and influence future change?
- How does the interaction of individuals, cultures, social systems and institutions affect historical events?
- To what degree are people connected by civic, cultural, economic, geographic and technological factors?
- To what extent are people influenced by their physical and cultural environment?
- How do individuals develop a sense of self and create relationships with others?
- How can cultural diffusion lead to changes and challenges in a society?
- To what extent are local, regional, national and global economic relationships determined by the production, distribution and consumption of goods and services?
- How do science and technology impact individuals, society and the environment?

SOCIAL STUDIES
CONTENT STANDARDS

PK

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:
1.1 – Demonstrate an understanding of significant events and themes in United States history.
1. Sequence events and describe time periods using terms such as morning, afternoon, night, yesterday, today and tomorrow.

Students will be able to:
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.
2. Sequence events and describe time periods using terms such as morning, afternoon, night, yesterday, today and tomorrow.

Students will be able to:
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.
3. Recognize that there are other cultures with different languages, foods, art, music, customs, forms of shelter.

Students will be able to:
1.4 – Demonstrate an understanding of geographical space and place.
4. Place familiar objects in appropriate geographical locations (e.g., bed in a bedroom, slide on playground, etc.)
5. Describe locations using positional words (e.g., on, under, behind, next to, between).

Students will be able to:
1.5 – Describe the interaction of humans and the environment.
6. Investigate one's impact on the immediate environment (e.g., why we need to pick up toys).

Students will be able to:
1.6 – Describe patterns of human movement across time and place.
7. Describe different means of transportation one has experienced.

Students will be able to:
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.
8. Follow classroom rules with prompts.
9. Explain some reasons for classroom rules.

Students will be able to:
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

10. Work collaboratively to develop classroom rules (with adult prompting and guidance).

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.
11. Dramatize roles of authority figures (e.g., teacher, firefighter, police officer).
12. Understand and discuss why certain responsibilities are important (e.g., cleaning up, caring for pets).

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
13. Participate in discussions related to the benefits of sharing.
14. Resolve conflicts related to limited resources with teacher support.

Students will be able to:
1.11 – Know how different economic systems organize resources.
15. Identify and role-play different jobs using associated materials.

Students will be able to:
1.12 – Under-stand the interdependence of local, national and global economies.
16. Dramatize the difference between purchasing and selling items.

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
17. Identify similarities and differences in personal and physical characteristics of self and others.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Gather information using various senses.
2. Name or access one source of information (e.g., an adult, a book, the Internet).

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
3. Share information gathered from senses, print or media sources in a variety of ways (e.g., retell a story, create a simple graph with assistance, draw a picture to represent an experience).

Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
4. Express personal events related to social studies topics using pictures and letter-like approximations.

Students will be able to:
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
5. Share personal experiences through group discussions and dramatization.

Students will be able to:
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

6. Represent geographic or community locations using classroom materials (e.g., use blocks to build a school, make a hill out of sand, draw a picture of one's house).

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Identify basic emotions in self and others.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

2. Participate in teacher-led discussion to generate solutions to classroom problems or situations.

K

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Recognize events that reoccur and the frequency of reoccurrence.
2. Compare past and present experiences (e.g., explain what was different when parents were little or what they were like as babies).

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

3. Recognize events that reoccur and the frequency of reoccurrence.
4. Locate yesterday, today and tomorrow on a calendar to sequence events.
5. Use terms such as before and after to compare events.

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

6. Examine similarities and differences between one's own culture and other cultures to which students are exposed through personal experience or media.

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

7. Explain the geographical relationships of familiar places in one's own community (e.g., home to school, home to store).
8. Identify and explain the significance of important locations in one's neighborhood.

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

9. Discuss how people's actions affect the environment (e.g., why we recycle or conserve energy).

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

10. Describe types of transportation and related geographical features (e.g., boats go in the water, cars have wheels to drive on land).
11. Explain how one travels to and from school and other places in the community.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

12. State basic classroom, school, family and community rules/laws.
13. Explain the reason for rules related to basic safety and fairness.

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

14. Work collaboratively to develop classroom rules.

Students will be able to:

1.9 – Understand the rights and responsibilities of citizens.

15. Participate in leadership roles within classroom.

16. Give basic reasons for the functions of classroom leaders (e.g., line leader, messenger).

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.
17. Discuss responsibilities students have to classmates and school community.

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
18. Problem-solve when materials are limited with teacher support as needed.

Students will be able to:
1.11 – Know how different economic systems organize resources.
19. Identify and role-play diverse jobs.
20. Describe basic functions of key community roles (e.g., police officer, mail carrier, farmer, merchant).

Students will be able to:
1.12 – Under-stand the interdependence of local, national and global economies.
21. Understand that money is represented by different forms (coins, currency, credit cards, checks).

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
22. Identify cultural characteristics of self and family (e.g., food, language, religion, traditions).

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Find a relevant source of information related to a specific topic (e.g., book about a particular topic, map or globe to find a location).

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
2. Share and interpret information gathered from senses, print or media sources in a variety of ways (e.g., retell a story, create a simple graph, draw a picture or write to represent an experience).

Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
3. Draw and write in journals to reflect on one's own histories.

Students will be able to:
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
4. Share personal past and future events or experiences through group discussions and dramatization.

Students will be able to:
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).
5. Represent geographic or community locations, including relevant details, using classroom materials.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Predict how another person might feel given a simple scenario.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

2. Solve conflicts and classroom issues using appropriate strategies.

Grade 1

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Explain the significance of historical figures and/or history-related holidays (e.g., Presidents Day, Memorial Day, Veterans Day).
2. Examine Native American culture through books and art.

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

3. Compare and contrast personal and peer experiences to the lives and experiences of people in different generations as it relates to specific topics.

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

4. Analyze how one's own cultural heritage (e.g., dress, customs, celebrations such as: birthdays, national, state and local holidays) has changed over time.

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

5. Use map and symbols to locate critical features of one's town.
6. Locate major physical features on maps and globes (e.g., oceans, continents, mountains).

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

7. Identify the changes humans have made in one's town or neighborhood and how they affect the environment.
8. Explain the difference between manmade and natural geographic features.
9. Observe weather changes and examine how these affect people lives.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

10. Describe where (town, state, country) members of one's extended family live.
11. Examine the geographic movement of one's extended family.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

12. Explain how rules and laws help to establish order and ensure school safety.

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

13. Work collaboratively to develop and justify classroom rules that ensure fair treatment.
14. Explain the need for laws and services (police, fire) in one's town.

Students will be able to:

1.9 – Understand the rights and responsibilities of citizens.

15. Give examples of an individual's responsibilities as a citizen in the school.
16. Describe characteristics and examples of good citizenship (e.g., student of the week, community volunteers).
17. Analyze how one's actions affect others.

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
18. Identify basic needs and wants by giving personal examples in school and family settings.
19. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

Students will be able to:
1.11 – Know how different economic systems organize resources.
20. Compare and contrast producers and consumers.
21. Identify examples of goods and services and describe how people obtain them.

Students will be able to:
1.12 – Under-stand the interdependence of local, national and global economies.
22. Recognize the relative value of common purchased goods.
23. Recognize that the goods one consumes are produced in a variety of locations.

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
24. Describe how individuals, family, school and government contribute to a community.
25. Analyze the neec for interpersonal relationships (e.g., family, friends, social organizations).

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Access and gather information from non-print materials with teacher support (e.g., artifacts, guest speakers, technology).
2. Gather information from listening to and reading nonfiction texts.

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
3. Interpret information from pictures, graphs and charts.
4. Identify and explain basic symbols on the map (e.g., cardinal directions, compass rose and key).

Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
5. Write to describe one's personal experiences as they relate to social studies topics.

Students will be able to:
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
6. Participate in group discussions of past or present events, people and or places.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

7. Create simple representations (e.g., maps, dioramas, models) of human and natural features in one's immediate environment.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Describe different points of view of an event.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

2. Give examples of how people's feelings and views can change over time.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

5. Identify contemporary issues and analyze one's responsibility for resolving them (e.g., recycling, nutrition, safety).

Grade 2

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:
1.1 – Demonstrate an understanding of significant events and themes in United States history.
1. Explain the contributions of historical figures (e.g., George Washington, Harriet Tubman, Sacagawea, Squanto, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Rosa Parks).

Students will be able to:
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.
2. Explain the roles that significant events and people play in shaping town/city history.
3. Identify and explain the significance of local historical sites.

Students will be able to:
1.4 – Demonstrate an understanding of geographical space and place.
5. Compare and contrast manmade and physical characteristics in one's town (e.g., rivers, lakes, town hall, high school).
6. Identify one's town on a state map.

Students will be able to:
1.5 – Describe the interaction of humans and the environment.
8. Explain how physical systems (weather and climate) affect people and their lives.

Students will be able to:
1.6 – Describe patterns of human movement across time and place.
10. Compare and contrast the differences among rural, suburban and urban areas, and explain why people might move from one area to another.

Students will be able to:
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.
11. Explain how rules and laws help to establish order and ensure safety in one's town.

Students will be able to:
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.
12. Explain how people elect a government by voting.
13. Experience the democratic process through personal participation.

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.
14. Analyze when an individual's rights must be limited to ensure safety.

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
15. Identify the resources needed to fulfill wants and needs.
16. Compare and contrast resources that are made, learned, built or grown.

Students will be able to:

1.11 – Know how different economic systems organize resources.
17. Compare and contrast producers and consumers.
18. Discuss how a variety of goods are produced.

Students will be able to:
1.12 – Under-stand the interdependence of local, national and global economies.
19. Explain how different occupations contribute to a marketplace (jobs that produce goods vs. jobs that provide services).

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
20. Identify social institutions (e.g., Scouts, service organizations, sports teams) and explain how they contribute to the wellbeing of the community.
21. Identify and discuss how norms and values vary across cultures.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Gather information with teacher support using reference materials and electronic media.

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
2. Identify and explain symbols on the map (scale, title, intermediate directions, etc.).
Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
3. Write to describe historical events, people and or places.

Students will be able to:
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
4. Present basic information about past or present events, people and or places.
5. Ask for clarification and explanation on social studies topics.

Students will be able to:
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).
6. Create visual presentations on social studies topics (e.g., poster, chart, picture, timeline).

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Explain why there are different points of view of an event.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

2. Predict how another person might feel in a historical and/or contemporary situation.
3. Analyze how a situation affects the way a person will feel.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

4. Identify a local contemporary issue and participate in a class or school wide resolution of the identified issue (e.g., recycling, nutrition, safety).

Grade 3

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Explain the significance of events surrounding historical figures (e.g., George Washington, Harriet Tubman, Squanto, Sacagawea, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Rosa Parks).
2. Recognize and evaluate the significance of historical national documents (e.g., Constitution, Bill of Rights, Declaration of Independence).

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

3. Identify and examine connections between events in local and regional history.

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

4. Investigate the national origins of prominent individuals (past and present) in one's town and examine the influence of their heritage.

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

5. Identify and locate Earth's various physical features (e.g., continents, oceans, mountains).
6. Create a representation of geographic features (e.g., map, graph, model).
7. Differentiate between absolute and relative locations (e.g., longitude and latitude versus proximity).

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

8. Evaluate the ways in which people affect the environment (e.g., dams, mining, global warming, preservation, recycling).
9. Discuss how geographical features and natural resources shape people's lives.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

10. Analyze how and why people settled in various areas in their community (e.g., religion, ethnicity, socioeconomic level).
11. Analyze the geographic features that promoted settlement in one's community.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

12. Explain how local government's structure provides basic services.

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

13. Explain how residents help create town laws.
14. Recognize that one purpose of taxes is to finance services.
15. Compare the relationship between residents and government in one's own town with towns in other parts of the United States and the world.

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.
16. Identify one's rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws).
17. Predict the impact on a state or nation if people did not meet their responsibilities.

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
18. Give examples of goods and services.
19. Explain how people use resources to make goods and services (factors of production).

Students will be able to:
1.11 – Know how different economic systems organize resources.
20. Compare and contrast how different communities determine what, how and for whom to produce goods and services.

Students will be able to:
1.12 – Under-stand the interdependence of local, national and global economies.
21. Analyze why certain products are produced in specific locations.

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
22. Explain characteristics that help define an ethnic group (e.g., language, religion, clothing).
23. Compare and contrast individual identity (e.g., beliefs, values, abilities) with that of peer group and other ethnic/cultural groups.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Gather information in content areas through independent use of reference material and electronic media.
2. Answer questions about content gathered from print and nonprint sources.

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
3. Explain different points of view expressed in fiction and nonfiction materials.
4. Compare and summarize information from political and physical maps by using map symbols.
5. Compare and summarize information from charts and graphs.

Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
6. Create written work (e.g., reports, poems) based on information gathered on a social studies topic, citing one source.
7. Organize information in graphic organizers.

Students will be able to:
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
8. Present information gathered on a social studies topic with clarity, voice and fluency.

9. Respond to questions related to information presented. .

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

10. Prepare maps of one's town depicting relevant information.
11. Create timelines of important events in one's town or community.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Use evidence to examine different points of view of an event.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

2. Discuss various points of view related to a historical situation.
3. Predict various points of view people might have on a contemporary issue (local level).

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

4. Identify a contemporary issue and develop a plan for resolving the issue (e.g., recycling, helping with a social need, nutrition, safety).
5. Participate in implementing a plan in one's class or school that addresses an identified contemporary issue.

Grade 4

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Identify the cultures and traditions of Native American peoples before colonization.
2. Compare and contrast the impact of colonization on both Native American peoples and the colonists in Connecticut.

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

3. Identify and analyze the impact of individuals, groups and events on Connecticut history (e.g., Mark Twain, Samuel Colt, Harriet Beecher Stowe, Nathan Hale, Native American tribes).
4. Research the significance of Connecticut historical sites.
5. Analyze the impact of historical changes on the state or region (e.g., location of capital, transportation).

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

6. Explain the influences that contributed to European exploration and colonization in Connecticut.
7. Trace the national origins of prominent individuals (past and present) in Connecticut.

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

8. Locate manmade and physical characteristics of Connecticut.
9. Compare and contrast map types (e.g., political, physical, population).

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

10. Describe how physical systems (weather and climate) have affected people's lives in Connecticut (e.g., economy, recreation, transportation).
11. Explain the relationship between the environment and Native Americans' way of life in Connecticut.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

12. Trace and explain Connecticut immigration settlement patterns over time.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

13. Explain how state government's structure provides basic services.
14. Analyze how a constitution provides structure for a government.

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

15. Explain the process for making and implementing laws in Connecticut.
16. Evaluate the impact of specific Connecticut laws on its residents.

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.
17. Explain significant characteristics of an effective and responsible resident in one's state (e.g., voting, participating in government).

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
18. Explain that when we buy something we also give up something (opportunity cost).
19. Hypothesize how people use their personal resources (e.g., spending, saving).

Students will be able to:
1.11 – Know how different economic systems organize resources.
20. Compare and contrast barter and cash exchanges.
21. Explain how taxes in Connecticut are used to provide goods and services.

Students will be able to:
1.12 – Under-stand the interdependence of local, national and global economies.
22. Analyze how trade among colonists and with Native Americans in Connecticut affected each group.

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
23. Compare and contrast different ethnic groups' contributions to the community and the state (e.g., literature, the arts, politics, festivals, cuisine, museums).

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Identify the difference between a primary and secondary source.
2. Summarize information from primary and secondary sources.

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
3. Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details.
4. Distinguish between useful and irrelevant information.

Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
5. Create written work (e.g., news articles, brochure) to describe historical events, people and/or places using evidence.
6. Organize information in outlines and graphic organizers.

Students will be able to:
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
7. Respond appropriately in a discussion, both listening and participating, with relevant information and/or questions.
8. Present information orally and answer questions about a social studies topic.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

9. Prepare accurate charts or graphs depicting relevant social studies information (e.g., immigration, exports, imports, population growth).

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Evaluate the evidence related to different points of view of an event.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

2. Cite evidence to explain the various feelings/points of view of people in a historical situation.
3. Predict various points of view people might have on a contemporary issue.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

4. Analyze articles from appropriate sources that propose solutions to contemporary issues.

Grade 5

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Explain how specific individuals and their ideas and beliefs influenced U.S. history (e.g., John Smith, Anne Hutchison, Uncas, Benjamin Franklin).
2. Compare and contrast the economic, political and/or religious differences that contributed to conflicts (e.g., French and Indian Wars, American Revolution).
3. Analyze how some conflicts have been resolved through compromise (e.g., U.S. Constitution, Northwest Ordinance).
4. Evaluate the relative influence of individual events that contributed to the American Revolution.
5. Explain the significance of the results achieved at the Constitutional Convention.

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

6. Explain the connections between local, state and national events (e.g., charter, Connecticut Constitution, colonization, American Revolution, U.S. Constitution).

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

7. Trace the evolving relationship between England and its American Colonies.
8. Compare the perspectives of England and the Colonies relative to the events preceding the American Revolution.
9. Compare and contrast the factors leading to Colonial settlement.

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

10. Compare and contrast the value of using local/regional thematic maps to research early settlements in America.
11. Examine the geographical, topographical significance of the location of early American Colonial settlements (e.g., coastal areas, mountains, rivers, plains).

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

12. Describe how early colonists had to adapt to their new environment (e.g., building materials, food).

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

13. Compare and contrast settlement patterns in specific areas of the 13 American Colonies.
14. Analyze and assess factors that contributed to European migration.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

15. Describe our national government's purpose, structure and functions.
16. Analyze how local, state and national governments share power in the United States.

Students will be able to:
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.
17. Explain the process through which citizens can influence lawmaking in the United States (e.g., Colonial government, state constitution).

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.
18. Demonstrate one's rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws).

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
19. Explain that when resources vary, so does wealth and poverty.
20. Analyze how businesses use limited re-sources to create goods and services.

Students will be able to:
1.11 – Know how different economic systems organize resources.
21. Demonstrate examples of disagreements between government and citizens regarding taxation.

Students will be able to:
1.12 – Under-stand the interdependence of local, national and global economies.
22. Illustrate how trade has linked different parts of the world (e.g., exploration, Colonial settlement, triangle trade, intra-Colonial trade).

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
23. Examine different ethnic/cultural groups' contributions to the settlement and growth of the United States.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Locate and gather information from primary and secondary sources.
2. Identify map symbols and map types (e.g., physical, political, economic products).

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
3. Describe an author's point of view using relevant social studies information (e.g., editorials).
4. Compare and contrast information provided by primary and secondary sources.
5. Interpret information from various map types using map symbols.

Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
6. Create written work (e.g., historical fiction essays) using primary sources (e.g., newspaper article, formal essay, poetry, play).

7. Organize information in outlines and graphic organizers.

Students will be able to:

2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

8. Debate conflicting points of view on historical issues or events using evidence.
9. Give oral presentations on social studies events or issues and use evidence from more than one source.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

10. Create maps of the United States (e.g., physical features, immigration, settlement, historical events).
11. Create timelines of significant events from a historical period.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Identify and explain different points of view about a historical event (cause and effect).
2. Make and support judgments about the quality of information in text material.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

3. Analyze why people might have different points of view on a national contemporary issue.
4. Describe views and feelings of people in the past (e.g., slavery, Colonial reaction to British regulations and taxes) using personal experience and/or outside readings.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

5. Predict how a current issue or event might affect one's life.
6. Assess the potential impact of proposed solutions to contemporary issues.

Grade 6

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Identify examples of interactions between the United States and other countries/areas worldwide.
2. Compare and contrast historical events in other nations with those in U.S. history (e.g., settlement, revolution, U.S. Constitution). *
3. Compare and contrast the influence of leaders in other nations with those in U.S. history. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

4. Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

5. Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history. *
6. Analyze how specific individuals and their ideas and beliefs influenced world history. *
7. Compare and contrast cultural contributions of a variety of past and present civilizations.
8. Identify examples where cultural differences have contributed to conflict among civilizations or nations.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

9. Locate and describe specific places on a map using latitude and longitude.
10. Examine geographic factors that help explain historical events or contemporary issues. *
11. Explain the distribution of physical features across the Earth's surface using appropriate maps.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

12. Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill projects).
13. Analyze and illustrate how the environment affects a nation, civilization's economic and social development.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

14. Compare and contrast significant world trade patterns in both the past and present.
15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

16. Compare and contrast different forms of governance in the past and present (e.g., monarchy, dictatorship, representative democracy, parliament).

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

17. Compare and contrast the roles of citizens in different forms of governments.
18. Analyze and critique examples where governments in other nations have changed through violent or peaceful means. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.9 – Understand the rights and responsibilities of citizens.

19. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.10 – Explain how limited resources influence economic decisions.

20. Compare and contrast the availability and distribution of resources across world regions.

Students will be able to:

1.11 – Know how different economic systems organize resources.

21. Compare and contrast different economic systems in the world. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.12 – Under-stand the interdependence of local, national and global economies.

22. Identify economic resources in the world and analyze their relationship to international trade. *
23. Analyze the impact of specialization on production and trade. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.13 Understand the characteristics of and interactions among culture, social systems and institutions.

24. Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions). *
25. Analyze the relationship among culture, government and social systems in various countries. *
26. Describe how social, cultural and economic circumstances influence individual lives.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:

2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

1. Gather information from charts, graphs and maps using labels and symbols (e.g., scale, elevation, projection).

Students will be able to:

2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).

2. Make inferences from both primary and secondary sources.

3. Assess an author's purpose and point of view and respond in literal, critical and evaluative ways. *
4. Understand and explain historical content using maps.

Students will be able to:
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.
5. Create written work (e.g., persuasive or informational pieces) that incorporates research and information to describe a social studies event or issue.
6. Organize information in outlines and graphic organizers.

Students will be able to:
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
7. Respond orally to opposing points of view and cite appropriate evidence.

Students will be able to:
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).
8. Create maps of areas, regions or nations and provide relevant information. *
9. Present social studies topics using visual forms of evidence (e.g., maps, pictures, portraits, graphs).
10. Make and use maps, globes, models and databases to analyze spatial distributions and patterns.
* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.
1. Evaluate the impact of historical background on a specific event or issue.
2. Evaluate the quality of evidence from various sources supporting a point of view. *
* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.
3. Compare and contrast how two or more groups or nations might view a historical or contemporary issue.
4. Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g., immigrant experience, wartime experiences).

Students will be able to:
3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.
5. Identify and evaluate the significance of any one factor influencing a contemporary event.

Grade 7

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Evaluate the impact of interactions between the United States and other countries/areas worldwide.
2. Compare and contrast historical events in other nations with those in U.S. history (e.g., settlement, Revolution, Constitution). *
3. Compare and contrast the influence of leaders in other nations with those in U.S. history. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

4. Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

5. Explain how a civilization/ nation's arts, architecture, music and literature reflect its culture and history.
6. Analyze how specific individuals and their ideas and beliefs influenced world history. *
7. Evaluate the cultural contributions of a variety of past and present civilizations.
8. Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

9. Identify selected countries and determine the advantages and challenges created by their locations.
10. Examine geographic factors that help explain historical events or contemporary issues. *
11. Analyze settlement patterns in different world regions using appropriate maps.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

12. Compare and contrast technology's impact on the environment at different times and in different places.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

13. Analyze and describe how technology influenced migration patterns in a region/ country.
14. Assess how ideas/religions affected migration in different regions (e.g., Crusades, South African trek, founding of Israel).
15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/ region. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

16. Identify the powers and functions of international governmental bodies.

17. Evaluate the strengths and weaknesses of different forms of government in the past and present (e.g., monarchy, dictatorship, representative democracy, parliament).

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

18. Analyze the factors that led to the rise of different types of governments worldwide.
19. Analyze and critique examples where governments in other nations have changed through violent or peaceful means. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.9 – Understand the rights and responsibilities of citizens.

20. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.10 – Explain how limited resources influence economic decisions.

21. Analyze how resources or lack of resources influenced a nation/region's development (e.g., diverstification vs. one-crop economies).

Students will be able to:

1.11 – Know how different economic systems organize resources.

22. Compare and contrast different economic systems in the world.
23. Analyze how different economic systems guide production and distribution.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.12 – Under-stand the interdependence of local, national and global economies.

24. Identify economic resources in the world and analyze their relationship to international trade.*
25. Analyze the impact of specialization on production and trade. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

1.13 Understand the characteristics of and interactions among culture, social systems and institutions.

26. Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).
27. Analyze the relationship among culture, government and social systems in various countries. *
28. Recognize how values, beliefs and attitudes develop in different cultures.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:

2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

1. Gather information from thematic maps (e.g., climate, population, GNP).

Students will be able to:

2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).

2. Explain why one would use a primary or secondary source in a specific context.
3. Assess an author's purpose and point of view and respond in literal, critical and evaluative ways. *
4. Interpret maps and charts to draw conclusions about historical events.

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

5. Create written work expressing more than one point of view, (e.g., perspective from a historical figure's viewpoint or persuasive piece) and properly cite evidence.
6. Organize information in outlines and graphic organizers.

Students will be able to:

2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

7. State and defend points of view using relevant evidence.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

8. Create maps of areas, regions or nations and provide relevant information. *
9. Compare two countries/regions or two historical periods in the same country/region using visual representations (e.g., charts, maps, graphs).

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Use evidence to describe and/or predict the impact of history on a nation's policies or behavior.
2. Evaluate the quality of evidence from various sources supporting a point of view. *

* This grade-level expectation will be applied to the study of different countries/regions in Grade 6 and Grade 7.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

3. Compare, contrast and evaluate two or more views of a contemporary national issue (e.g., immigration, economy, energy, civil liberties).
4. Explain the point of view of people engaged in a historical event (e.g., immigrant experience, wartime experiences) using primary sources.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

5. Compare, contrast and evaluate the significance of any one factor influencing a contemporary event.

Grade 8

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Describe examples of conflicts that have been resolved through compromise (e.g., compromises over slavery, social reforms).
2. Describe the influences that contributed to American social reform movements.
3. Explain how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity.
4. Explain how specific individuals and their ideas and beliefs influenced U.S. history.
5. Compare and contrast the causes and effects of the American Revolution and the Civil War.
6. Examine the significance of precedents established during the Federalist era.
7. Analyze the similarities and differences between Manifest Destiny in the 1840s and late 19th century imperialism.
8. Evaluate the impact of America's westward expansion on Native American nations (e.g., Trail of Tears, Dawes Act).
9. Evaluate the impact of the compromises made at the Constitutional Convention.

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

10. Analyze the connections among local, state and national historical events (e.g., immigration, Civil War participation, trade, manufacturing).

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

11. Assess the slave trade's impact on American social institutions.
12. Analyze foreign reactions to the institution of slavery in America (e.g., Amistad, Liberia, English abolition).
13. Describe examples of the U.S. influence on other cultures and world events (e.g., trade, wars, Monroe Doctrine).

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

14. Examine how geography influenced the economic and political development of the United States.

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

15. Weigh the impact of America's Industrial Revolution, industrialization and urbanization on the environment.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

16. Analyze and draw conclusions on immigration's impact on the United States at different stages in its history.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

17. Differentiate the functions (including checks and balances) of the United States' three branches of government, using contemporary examples.

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

18. Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens (e.g., amendments, court cases).

Students will be able to:

1.9 – Understand the rights and responsibilities of citizens.

19. Explain U.S. citizens' rights and responsibilities under the Constitution.
20. Analyze the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights.
21. Debate instances where rights and responsibilities of citizens are in conflict (e.g., free speech and public safety, private property and eminent domain).

Students will be able to:

1.10 – Explain how limited resources influence economic decisions.

22. Analyze how technology has influenced productivity (e.g., cotton gin, steam power, interchangeable parts).

Students will be able to:

1.11 – Know how different economic systems organize resources.

23. Show the relationship between supply and demand and the prices of goods and services in a market economy.

Students will be able to:

1.12 – Under-stand the interdependence of local, national and global economies.

24. Identify and analyze specific factors that promoted growth and economic expansion in the United States.
25. Outline how trade affected nationalism and sectionalism in U.S. history (e.g., roads, canals, railroads, "cotton culture").

Students will be able to:

1.13 Understand the characteristics of and interactions among culture, social systems and institutions.

26. Compare similarities and differences of ethnic/cultural groups in the United States (e.g., beliefs, values, traditions) and their impact on American social systems.
27. Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time.
28. Examine how stereotypes develop and explain the impact in history and contemporary events.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:

2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

1. Gather information from historical maps (e.g., Lewis and Clark, Colonial settlement, Civil War).

Students will be able to:

2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).

2. Compare information about the same event using a variety of primary sources.
3. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.
4. Detect and analyze propaganda, censorship and bias.
5. Evaluate the credibility of a speaker (e.g., hidden agendas, slants or biases).
6. Analyze maps and charts to support conclusions about historical events.

Students will be able to:

2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

7. Create written work (e.g., brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.
8. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.

Students will be able to:

2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

9. Orally present information on social studies events or issues and support with primary and secondary evidence.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

11. Present persuasive pieces on historical questions and use appropriate visual evidence.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Compare and contrast two or more interpretations of a historical event.
2. Cite evidence to support and/or critique a historian's interpretation of an event.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

3. Analyze the options available to an individual in a historical or contemporary situation.
4. Justify why people might have different points of view on a historical or contemporary issue.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

5. Develop a plan of action to provide a solution to a local, state or national issue.
6. Compare and contrast possible solutions to a current issue citing relevant information.

Grade 9

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

15. Explain how a civilization nation's arts, architecture, music and literature reflect its culture and history.
16. Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).
17. Explain imperialism's causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union).
18. Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank).
19. Compare and contrast political systems across historical time periods (e.g., totalitarian/authoritarian, monarchy, representative democracy).
20. Compare and contrast economic systems across historical time periods (e.g., command, mixed, market).
21. Compare and contrast the rise and fall of prominent civilizations (e.g., British Empire, Hapsburg Empire, China's Qing Empire).

22. Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gunpowder, vaccines, computers).
23. Analyze nationalism's impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).
24. Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial).
25. Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela).
26. Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

27. Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).
28. Analyze how geographic location and physical features have influenced national histories.

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

29. Analyze how a specific environment has influenced historical developments in a region/nation of the world.
30. Analyze globalization's impact on peoples around the world.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

31. Explain how environmental factors cause human movement (e.g., drought, disease, natural disasters).
32. Analyze geographical influences on the United States' development (e.g., settlement patterns, natural disasters, resources, land-use patterns).
33. Analyze migration patterns within and among nations.
34. Analyze human factors that cause migration (e.g., imperialism, discrimination, war, economic opportunity, genocide).
35. Compare and contrast migration's impact on the country of origin and country of settlement.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

36. Compare and contrast how different national governments throughout the world attempt to meet their citizens' needs.
37. Analyze the relationship between national governments and international organizations.

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

38. Analyze laws that have been modified to meet society's changing values and needs (e.g., civil rights laws, banking regulations).
39. Explain how different factors (e.g., religion, economic class) contribute to making and implementing laws in different government systems.
40. Analyze the relationship between law enforcement and personal behavior.
41. Analyze the role of technology, media and advertising in influencing voting and lawmaking.
42. Assess the role of lobbying and citizen petitioning in shaping legislation.

Students will be able to:

1.9 – Understand the rights and responsibilities of citizens.

43. Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).
44. Analyze the tension between the need for national security and protecting individual rights (e.g., World War I Sedition Act, Patriot Act).
45. Analyze historical and contemporary examples of the need to ensure human rights at the national and international levels (e.g., Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).

Students will be able to:

1.10 – Explain how limited resources influence economic decisions.

46. Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade).
47. Analyze how the abundance or scarcity of resources affects the nation and the individual.
48. Analyze how a government's resources can be used to influence economic decisions.

Students will be able to:

1.11 – Know how different economic systems organize resources.

49. Analyze how governments with different economic systems can influence production and distribution.
50. Examine how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions.
51. Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources.

Students will be able to:

1.12 – Under-stand the interdependence of local, national and global economies.

52. Explain how trade surpluses and deficits develop.
53. Compare and contrast free trade and fair trade.
54. Analyze ways governments and international organizations can promote or inhibit economic development.
55. Analyze factors that encourage a business to relocate to another country.

Students will be able to:

1.13 Understand the characteristics of and interactions among culture, social systems and institutions.

56. Recognize the importance of viewing a culture though a variety of perspectives.
57. Analyze examples of the impact of cultural diversity in different nations throughout history (e.g., Iraq, the former Yugoslavia, Rwanda, South Africa).

58. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.
59. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:

2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

1. Find relevant and accurate information from a variety of sources to answer a history social studies question.

Students will be able to:

2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).

2. Choose valid sources and provide evidence to answer a history social studies question.
3. Cite evidence from a source to determine an author's purpose and intended audience.
4. Analyze and explain multipurpose visual materials (e.g., graphic maps, pictographs).
5. Interpret social/political messages of cartoons.
6. Detect bias in data presented in various forms.

Students will be able to:

2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

7. Create written work (e.g., electronic medium or persuasive pieces) that analyzes a historical event, place or person using various news media sources.
8. Compose a thesis statement using primary and secondary sources.
9. Prepare a research paper project using primary and secondary sources and properly cite evidence.

Students will be able to:

2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

10. Participate in formal debates on issues related to social studies. 10. Prepare formal oral arguments using relevant evidence to defend a point of view.
11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

12. Create relevant visual social studies materials (e.g., maps, political cartoons, charts, Web pages) to support an essay or oral report.
13. Create multipurpose visuals (e.g., graphic maps, pictographs) to present information.
14. Represent information in various formats.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Use evidence to develop an interpretation of a historical event.
2. Evaluate primary and secondary interpretations of a historical event.
3. Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.
4. Predict how alternative actions by individuals or groups might have changed a historical outcome.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

5. Develop criteria for judging the actions or policies of an individual or group in the past.
6. Portray the attitudes reflected in a historical period using a variety of writing formats (eulogy, editorial, diary).
7. Develop criteria to evaluate alternative viewpoints on a contemporary issue.
8. Analyze how one's historical memory can contribute to one's view of a contemporary issue or event.
9. Cite examples and analyze how people and/or personal accounts can influence historical memory.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

10. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem.
11. Research a current issue and predict an outcome using relevant geographic, political, economic, cultural and historical evidence.
12. Formulate a historical question and devise a research procedure that would lead to an answer.
13. Devise a plan to resolve a local contemporary is-sue and develop a proposal for implementation.

Grade 10

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

15. Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.
16. Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).
17. Explain imperialism's causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union).
18. Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market European Union, World Bank).
19. Compare and contrast political systems across historical time periods (e.g., totalitarian/authoritarian, monarchy, representative democracy).
20. Compare and contrast economic systems across historical time periods (e.g., command, mixed, market).
21. Compare and contrast the rise and fall of prominent civilizations (e.g., British Empire, Hapsburg Empire, China's Qing Empire).

22. Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gunpowder, vaccines, computers).
23. Analyze nationalism's impact on world events (e.g., Balkans 1914, 1930s Germany/Italy/Japan, Israel).
24. Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s-90s South Africa, industrial).
25. Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela).
26. Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).

Students will be able to:

1.4 – Demonstrate an understanding of geographical space and place.

27. Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).
28. Analyze how geographic location and physical features have influenced national histories.

Students will be able to:

1.5 – Describe the interaction of humans and the environment.

29. Analyze how a specific environment has influenced historical developments in a region/nation of the world.
30. Analyze globalization's impact on peoples around the world.

Students will be able to:

1.6 – Describe patterns of human movement across time and place.

31. Explain how environmental factors cause human movement (e.g., drought, disease, natural disasters).
32. Analyze geographical influences on the United States' development (e.g., settlement patterns, natural disasters, resources, land-use patterns).
33. Analyze migration patterns within and among nations.
34. Analyze human factors that cause migration (e.g., imperialism, discrimination, war, economic opportunity, genocide).
35. Compare and contrast migration's impact on the country of origin and country of settlement.

Students will be able to:

1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.

36. Compare and contrast how different national governments throughout the world attempt to meet their citizens' needs.
37. Analyze the relationship between national governments and international organizations.

Students will be able to:

1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

38. Analyze laws that have been modified to meet society's changing values and needs (e.g., civil rights laws, banking regulations).
39. Explain how different factors (e.g., religion, economic class) contribute to making and implementing laws in different government systems.
40. Analyze the relationship between law enforcement and personal behavior.
41. Analyze the role of technology, media and advertising in influencing voting and lawmaking.
42. Assess the role of lobbying and citizen petitioning in shaping legislation.

Students will be able to:

1.9 – Understand the rights and responsibilities of citizens.

43. Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).
44. Analyze the tension between the need for national security and protecting individual rights (e.g., World War I Sedition Act, Patriot Act).
45. Analyze historical and contemporary examples of the need to ensure human rights at the national and international levels (e.g., Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).

Students will be able to:

1.10 – Explain how limited resources influence economic decisions.

46. Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade).
47. Analyze how the abundance or scarcity of resources affects the nation and the individual.
48. Analyze how a government's resources can be used to influence economic decisions.

Students will be able to:

1.11 – Know how different economic systems organize resources.

49. Analyze how governments with different economic systems can influence production and distribution.
50. Examine how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions.
51. Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources.

Students will be able to:

1.12 – Under-stand the interdependence of local, national and global economies.

52. Explain how trade surpluses and deficits develop.
53. Compare and contrast free trade and fair trade.
54. Analyze ways governments and international organizations can promote or inhibit economic development.
55. Analyze factors that encourage a business to relocate to another country.

Students will be able to:

1.13 Understand the characteristics of and interactions among culture, social systems and institutions.

56. Recognize the importance of viewing a culture though a variety of perspectives.
57. Analyze examples of the impact of cultural diversity in different nations throughout history (e.g., Iraq, the former Yugoslavia, Rwanda, South Africa).

58. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.
59. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:

2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

1. Find relevant and accurate information from a variety of sources to answer a history/social studies question.

Students will be able to:

2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).

2. Choose valid sources and provide evidence to answer a history/social studies question.
3. Cite evidence from a source to determine an author's purpose and intended audience.
4. Analyze and explain multipurpose visual materials (e.g., graphic maps, pictographs).
5. Interpret social/political messages of cartoons.
6. Detect bias in data presented in various forms.

Students will be able to:

2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

7. Create written work (e.g., electronic medium or persuasive pieces) that analyzes a historical event, place or person using various news media sources.
8. Compose a thesis statement using primary and secondary sources.
9. Prepare a research paper/project using primary and secondary sources and properly cite evidence.

Students will be able to:

2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

10. Prepare formal oral arguments using relevant evidence to defend a point of view.
11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

12. Create relevant visual social studies materials (e.g., maps, political cartoons, charts, Web pages) to support an essay or oral report.
13. Create multipurpose visuals (e.g., graphic maps, pictographs) to present information.
14. Represent information in various formats.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Use evidence to develop an interpretation of a historical event.

2. Evaluate primary and secondary interpretations of a historical event.
3. Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.
4. Predict how alternative actions by individuals or groups might have changed a historical outcome.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

5. Develop criteria for judging the actions or policies of an individual or group in the past.
6. Portray the attitudes reflected in a historical period using a variety of writing formats (eulogy, editorial, diary).
7. Develop criteria to evaluate alternative viewpoints on a contemporary issue.
8. Analyze how one's historical memory can contribute to one's view of a contemporary issue or event.
9. Cite examples and analyze how people and/or personal accounts can influence historical memory.

Students will be able to:

3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

10. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem.
11. Research a current issue and predict an outcome using relevant geographic, political, economic, cultural and historical evidence.
12. Formulate a historical question and devise a research procedure that would lead to an answer.
13. Devise a plan to resolve a local contemporary is-sue and develop a proposal for implementation.

Grade 11

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Investigate the causes and effects of migration within the United States (e.g., westward movement, African American Diaspora, urbanization, suburbanization).
2. Trace the evolution of citizens' rights (e.g., Palmer Raids, struggle for civil rights, women's rights movements, Patriot Act).
3. Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).
4. Explain the changing nature of the U.S. economy (e.g., agrarian, manufacturing, service, rise of unions, "green movement").
5. Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources, environmental issues).
6. Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).
7. Analyze the influence of nationalism on American society (e.g., wartime conservation programs, immigration policies, Japanese American internment).
8. Analyze the influence of sectionalism on American life (e.g., urban vs. rural, "solid south," "red" states vs. "blue" states).
9. Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, cultural pluralism, contributions of minority groups).
10. Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).
11. Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g., New Orleans Jazz, Harlem naissance, Frank Lloyd Wright, Maya Angelou, rock 'n' roll).
12. Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

13. Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g., Samuel Colt, Ella Grasso's election, Senator Lieberman switching political parties).
14. Describe how major events in U.S. history affected Connecticut citizens (e.g., Great Depression, World War II, Civil Rights).

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

15. Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.
16. Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).
17. Explain imperialism's causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union).
18. Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank).
19. Compare and contrast political systems across historical time periods (e.g., totalitarian/authoritarian, monarchy, representative democracy).
20. Compare and contrast economic systems across historical time periods (e.g., command, mixed, market).

21. Compare and contrast the rise and fall of prominent civilizations (e.g., British Empire, Hapsburg Empire, China's Qing Empire).

22. Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gunpowder, vaccines, computers).
23. Analyze nationalism's impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).
24. Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial).
25. Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela).
26. Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).

Students will be able to:
1.4 – Demonstrate an understanding of geographical space and place.
27. Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).
28. Analyze how geographic location and physical features have influenced national histories.

Students will be able to:
1.5 – Describe the interaction of humans and the environment.
29. Analyze how a specific environment has influenced historical developments in a region/nation of the world.
30. Analyze globalization's impact on peoples around the world.

Students will be able to:
1.6 – Describe patterns of human movement across time and place.
31. Explain how environmental factors cause human movement (e.g., drought, disease, natural disasters).
32. Analyze geographical influences on the United States' development (e.g., settlement patterns, natural disasters, resources, land-use patterns).
33. Analyze migration patterns within and among nations.
34. Analyze human factors that cause migration (e.g., imperialism, discrimination, war, economic opportunity, genocide).
35. Compare and contrast migration's impact on the country of origin and country of settlement.

Students will be able to:
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.
36. Compare and contrast how different national governments throughout the world attempt to meet their citizens' needs.
37. Analyze the relationship between national governments and international organizations.

Students will be able to:
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.
38. Analyze laws that have been modified to meet society's changing values and needs (e.g., civil rights laws, banking regulations).
39. Explain how different factors (e.g., religion, economic class) contribute to making and implementing laws in different government systems.
40. Analyze the relationship between law enforcement and personal behavior.
41. Analyze the role of technology, media and advertising in influencing voting and lawmaking.
42. Assess the role of lobbying and citizen petitioning in shaping legislation.

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.

43. Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).
44. Analyze the tension between the need for national security and protecting individual rights (e.g., World War I Sedition Act, Patriot Act).
45. Analyze historical and contemporary examples of the need to ensure human rights at the national and international levels (e.g., Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
46. Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade).
47. Analyze how the abundance or scarcity of resources affects the nation and the individual.
48. Analyze how a government's resources can be used to influence economic decisions.

Students will be able to:
1.11 – Know how different economic systems organize resources.
49. Analyze how governments with different economic systems can influence production and distribution.
50. Examine how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions.
51. Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources.

Students will be able to:
1.12 – Understand the interdependence of local, national and global economies.
52. Explain how trade surpluses and deficits develop.
53. Compare and contrast free trade and fair trade.
54. Analyze ways governments and international organizations can promote or inhibit economic development.
55. Analyze factors that encourage a business to relocate to another country.

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
56. Recognize the importance of viewing a culture though a variety of perspectives.
57. Analyze examples of the impact of cultural diversity in different nations throughout history (e.g., Iraq, the former Yugoslavia, Rwanda, South Africa).
58. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.
59. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.

Standard 2 – History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Students will be able to:
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
1. Find relevant and accurate information from a variety of sources to answer a history/social studies question.

Students will be able to:
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).
2. Choose valid sources and provide evidence to answer a history/social studies question.

3. Cite evidence from a source to determine an author's purpose and intended audience.
4. Analyze and explain multipurpose visual materials (e.g., graphic maps, pictographs).
5. Interpret social political messages of cartoons.
6. Detect bias in data presented in various forms.

Students will be able to:

2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

7. Create written work (e.g., electronic medium or persuasive pieces) that analyzes a historical event, place or person using various news media sources.
8. Compose a thesis statement using primary and secondary sources.
9. Prepare a research paper project using primary and secondary sources and properly cite evidence.

Students will be able to:

2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

10. Participate in formal debates on issues related to social studies. 10. Prepare formal oral arguments using relevant evidence to defend a point of view.
11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.

Students will be able to:

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).

12. Create relevant visual social studies materials (e.g., maps, political cartoons, charts, Web pages) to support an essay or oral report.
13. Create multipurpose visuals (e.g., graphic maps, pictographs) to present information.
14. Represent information in various formats.

Standard 3 – Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Students will be able to:

3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

1. Use evidence to develop an interpretation of a historical event.
2. Evaluate primary and secondary interpretations of a historical event.
3. Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.
4. Predict how alternative actions by individuals or groups might have changed a historical outcome.

Students will be able to:

3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

5. Develop criteria for judging the actions or policies of an individual or group in the past.
6. Portray the attitudes reflected in a historical period using a variety of writing formats (eulogy, editorial, diary).
7. Develop criteria to evaluate alternative viewpoints on a contemporary issue.
8. Analyze how one's historical memory can contribute to one's view of a contemporary issue or event.
9. Cite examples and analyze how people and/or personal accounts can influence historical memory.

Students will be able to:

3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

10. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem.
11. Research a current issue and predict an outcome using relevant geographic, political, economic, cultural and historical evidence.
12. Formulate a historical question and devise a research procedure that would lead to an answer.
13. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation.

Grade 12

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Students will be able to:

1.1 – Demonstrate an understanding of significant events and themes in United States history.

1. Investigate the causes and effects of migration within the United States (e.g., westward movement, African American Diaspora, urbanization, suburbanization).
2. Trace the evolution of citizens' rights (e.g., Palmer Raids, struggle for civil rights, women's rights movements, Patriot Act).
3. Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).
4. Explain the changing nature of the U.S. economy (e.g., agrarian, manufacturing, service, rise of unions, "green movement").
5. Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources, environmental issues).
6. Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).
7. Analyze the influence of nationalism on American society (e.g., wartime conservation programs, immigration policies, Japanese American internment).
8. Analyze the influence of sectionalism on American life (e.g., urban vs. rural, "solid south," "red" states vs. "blue" states).
9. Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, cultural pluralism, contributions of minority groups).
10. Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).
11. Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g., New Orleans Jazz, Harlem naissance, Frank Lloyd Wright, Maya Angelou, rock 'n' roll).
12. Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).

Students will be able to:

1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.

13. Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g., Samuel Colt, Ella Grasso's election, Senator Lieberman switching political parties).
14. Describe how major events in U.S. history affected Connecticut citizens (e.g., Great Depression, World War II, Civil Rights).

Students will be able to:

1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.

15. Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.
16. Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).
17. Explain imperialism's causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union).
18. Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank).
19. Compare and contrast political systems across historical time periods (e.g., totalitarian/authoritarian, monarchy, representative democracy).
20. Compare and contrast economic systems across historical time periods (e.g., command, mixed, market).

21. Compare and contrast the rise and fall of prominent civilizations (e.g., British Empire, Hapsburg Empire, China's Qing Empire).
22. Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gunpowder, vaccines, computers).
23. Analyze nationalism's impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).
24. Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial).
25. Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela).
26. Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).

Students will be able to:
1.4 – Demonstrate an understanding of geographical space and place.
27. Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).
28. Analyze how geographic location and physical features have influenced national histories.

Students will be able to:
1.5 – Describe the interaction of humans and the environment.
29. Analyze how a specific environment has influenced historical developments in a region/nation of the world.
30. Analyze globalization's impact on peoples around the world.

Students will be able to:
1.6 – Describe patterns of human movement across time and place.
31. Explain how environmental factors cause human movement (e.g., drought, disease, natural disasters).
32. Analyze geographical influences on the United States' development (e.g., settlement patterns, natural disasters, resources, land-use patterns).
33. Analyze migration patterns within and among nations.
34. Analyze human factors that cause migration (e.g., imperialism, discrimination, war, economic opportunity, genocide).
35. Compare and contrast migration's impact on the country of origin and country of settlement.

Students will be able to:
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.
36. Compare and contrast how different national governments throughout the world attempt to meet their citizens' needs.
37. Analyze the relationship between national governments and international organizations.

Students will be able to:
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.
38. Analyze laws that have been modified to meet society's changing values and needs (e.g., civil rights laws, banking regulations).
39. Explain how different factors (e.g., religion, economic class) contribute to making and implementing laws in different government systems.
40. Analyze the relationship between law enforcement and personal behavior.
41. Analyze the role of technology, media and advertising in influencing voting and lawmaking.
42. Assess the role of lobbying and citizen petitioning in shaping legislation.

Students will be able to:
1.9 – Understand the rights and responsibilities of citizens.
43. Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).

44. Analyze the tension between the need for national security and protecting individual rights (e.g., World War I Sedition Act, Patriot Act).
45. Analyze historical and contemporary examples of the need to ensure human rights at the national and international levels (e.g., Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).

Students will be able to:
1.10 – Explain how limited resources influence economic decisions.
46. Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade).
47. Analyze how the abundance or scarcity of resources affects the nation and the individual.
48. Analyze how a government's resources can be used to influence economic decisions.

Students will be able to:
1.11 – Know how different economic systems organize resources.
49. Analyze how governments with different economic systems can influence production and distribution.
50. Examine how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions.
51. Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources.

Students will be able to:
1.12 – Understand the interdependence of local, national and global economies.
52. Explain how trade surpluses and deficits develop.
53. Compare and contrast free trade and fair trade.
54. Analyze ways governments and international organizations can promote or inhibit economic development.
55. Analyze factors that encourage a business to relocate to another country.

Students will be able to:
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
56. Recognize the importance of viewing a culture though a variety of perspectives.
57. Analyze examples of the impact of cultural diversity in different nations throughout history (e.g., Iraq, the former Yugoslavia, Rwanda, South Africa).
58. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.
59. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.

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Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

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Social Studies Curriculum Revision Committee
Spring 2010

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