

## CT Social Studies Curriculum Framework Grades PK-12

The *Connecticut Social Studies Framework Grades PK-12* is a comprehensive document that provides a roadmap for teachers to understand what students should know and be able to do from prekindergarten through high school. The framework assists teachers in teaching content from the variety of history and social studies disciplines at every grade level instead of teaching these disciplines in isolation. Integration is a key tenet of this framework — the integration of the various social studies disciplines; the integration of content, literacy skills and application of knowledge; and the integration of social studies with other content areas, especially in the elementary grades.

Content integration within social studies strands is essential to create meaning from any one strand. Geographers remind us that “history takes place” so for students to better understand history, they must know something about the place as well as the people and their government, their culture and their economic systems. These are all significant elements of history. Thus, teachers are expected to combine *Content Knowledge* (Standard 1) strands and grade-level expectations (GLEs) to develop comprehensive units and lessons. Integration must also extend beyond the scope of this framework to include language arts, science, art and music as these disciplines enrich understandings of culture and history and can provide background for a student’s understanding and appreciation of social studies.

Besides the integration of multiple content strands, teachers must also integrate content with *History/Social Studies Literacy Skills* (Standard 2) to reinforce these skills across the curriculum. Standard 2 provides specific ways to incorporate literacy skills into the social studies curriculum in addition to the expectation that teachers provide frequent opportunities to practice and improve reading and writing skills throughout the school year. As students explore and master content, they must improve their ability to locate and interpret information and their ability to share that information through reading, writing, listening, speaking, viewing and presenting. Social studies information comes in a variety of formats, from text to picture to graph, from newspaper to blog to geographic information system. Some of these formats may challenge students, but they need to experience all these media to build the analytical and evaluative skills of effective citizens. The literacy strands and GLEs included in this framework align with the Connecticut State Department of Education’s publication *Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas* and the *PreK-8 English Language Arts Curriculum Standards*.

Teachers must engage students in applying content and skills to historical and contemporary issues through the integration of the Civic Engagement (Standard 3) GLEs. Suggested activities in this strand ask students to apply the information and skills they have acquired in Standards 1 and 2 to a deeper awareness and understanding of contemporary issues. The GLEs of this stand encourage students to distinguish the irrelevant from the significant; students must rigorously weigh evidence and examine other points of view. Ultimately, the student should evaluate alternative viewpoints in order to build, refine and support his or her own historical point of view. The Civil Engagement standard also asks students to use social studies skills that have developed to create thoughtful solutions for real world problems of today.

The GLEs of this strand help students develop empathic awareness, which is particularly important when studying peoples of the U.S. and other parts of the world. Teachers should help students to understand differences between individuals and societies and how these differences began and how they might be overcome. When working with this standard students should realize that seeing an issue through another’s viewpoint promotes awareness; it does not require acceptance of a different value, culture, or point of view. Global studies experiences can open students’ eyes and minds as a first step to understanding the world with all its opportunities and problems.

It is in this context that every social studies curriculum must include attention to and integration of current events as part of the Civic Engagement standard. Every current event has a historical background and geographic, economic, political and cultural components. This framework leads teachers to provide opportunities for responsible student engagement with real problems in the school,

community and world around them. As students mature and gain knowledge, skills and experience, they need to consider taking a more active part in solving local problems and weighing in on national and global issues. Since social studies is ultimately about encouraging informed, active and responsible citizenship, Connecticut's students must come to see the connections between past and present and between their social studies curriculum and the everyday world.

## **A Comprehensive Approach to Curriculum**

As described above, district social studies curriculum must integrate the content and skills in this framework and embed literacy throughout. Beyond this, several other important aspects, including 21st century skills, cultural responsiveness and developmental progression must be considered as districts develop their curriculum and implement with fidelity. For further information and assistance in the development of curriculum, consult the [Connecticut Curriculum Development Guide](#).

### *Integrating 21<sup>st</sup> Century Skills*

At all grade levels and in all subjects, it is essential to provide students with skills and understandings to best prepare them for today's world. As districts develop curriculum for social studies based on this framework, consider a 21st century learning environment where interactive learning, higher-level thinking skills, and student engagement are pervasive. Curriculums, teaching strategies and learning tools must be continually adapted to incorporate the changing demands of our 21st century societies. To meet the expectations, students are asked to think critically and set up and solve real-world problems; they are challenged to create and innovate; they learn to communicate effectively with a variety of audiences and in a variety of ways; they use technology strategically and effectively to learn and to convey ideas; and they understand their part in our global community. Particularly in social studies, these 21st century skills are *essential skills* and must be integrated into all aspects of the curriculum in meaningful ways.

### *Culturally Responsive Curriculum*

As social studies curriculum translates into classroom practice, it is important to recognize that students' cultures play a significant role in their learning. The curriculum and classroom experiences should reflect and capitalize on the beliefs, values, customs and perspectives of the students. The grade-level expectations in this social studies framework provide the basic material for teachers to promote students' rich cultural experiences and make connections between students' home and school lives. Support for a culturally responsive curriculum also means taking into account the various styles and strategies that students employ for learning, styles influenced by individual personalities, cultural backgrounds and life experiences. Teachers using this framework must employ a variety of teaching and assessment strategies that support and extend the learning styles of the students in the classroom and allow students to be successful. For example, to meet the expectations in this framework, teachers can provide students with opportunities for active and collaborative learning, to choose between making oral or written contributions or for demonstrating a performance as evidence of learning. Being a culturally responsive educator also requires that teachers examine personal biases and take precautions to ensure that these biases do not adversely affect the teaching, learning and assessment process. While this framework is ripe with opportunities to develop students' cultural awareness, it is up to the educators at the school level to deliver a culturally responsive curriculum.

### *Developmental Progression*

Development occurs on a continuum, with children first mastering skills and acquiring knowledge related to themselves and their immediate environment. Their skills and knowledge then broaden to include family, community and the wider world. In social studies, content in the earliest grades must be related to children's personal experiences and the experiences of those around them. The introduction of new information should be related to children and significant people in their lives, including family

members, classmates, etc. Teachers need to find ways to increase children’s opportunities to learn about the wider world to help broaden their skills and knowledge. They should draw upon the personal experiences of all students and their families to expand knowledge of the wider community, the nation, and other countries and cultures beginning at the earliest grades. In addition, classroom materials should intentionally expose children to a variety of cultures and diversity.

This framework identifies grade-level expectations; however, it allows districts flexibility to select specific content that must be taught at each grade level. Districts can take different approaches to help students meet the GLEs. The purpose of this framework is to identify specific standards, strands and GLEs that each student should be expected to know and be able to do, while allowing the flexibility for individual districts to determine the organization of the content at each grade level.

*Addressing Grade-Level Expectations*

The content outline that follows suggests how a district might address the GLEs each year, grounded in present practice, while including suggestions by many who responded to earlier drafts of this framework. To include more international experiences for young children, add comparisons to one’s family, town and state in the early grades. For Grades 5, 8 and the high school, avoid repetition and consider more recent events in U.S. history by creating curriculum that emphasizes different periods of time. Similarly, for Grades 6, 7 and the high school, arrange content for world history/international studies to minimize repetition and allow for greater depth of study of the historical periods and geographic areas selected. The following table provides suggestions for content to address the GLEs by grade level.

<b>Suggestions for Content to Address Grade-Level Expectations by Grade</b>	
<b>Prekindergarten</b>	The individual and his/her immediate and familiar environment, including home, school and community. Use opportunities from the lives of children and significant others to explore the wider world.
<b>Kindergarten</b>	The individual and his/her environment; include more opportunities related to the broader community. Continue to use opportunities from the lives of children and significant others to explore the wider world.
<b>Grade 1</b>	Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states or countries.
<b>Grade 2</b>	One’s town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut.
<b>Grade 3</b>	One’s town as a context to expand knowledge of geography, history, human interdependence, etc., incorporating international comparisons. This may include comparing the history and geography of the local community with at least one other town in the United States and at least two towns or regions in other parts of the world.
<b>Grade 4</b>	The study of significant events, people, and geographic features of Connecticut in the past and today, with comparisons to other U.S. states and one or more states, provinces, and/or areas in other countries.
<i>Note: By selecting comparisons with families, towns, regions and states from a different part of the United States and a different part of the world for Grades 1-4, students will become more familiar with a range of regions in the U.S. and the world during these four years.</i>	

<b>Grade 5</b>	The study of events, documents, and people addressing the founding of the United States as a nation, with connections to Connecticut and local history, emphasizing how government works today, with the use of primary source materials.
<b>Grade 6</b>	World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying China might include the Han Dynasty, Communist Revolution and modern China. In that Grades 6-7 will provide a student's first significant exposure to world history, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.
<b>Grade 7</b>	World Regional Studies of three or four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying Latin America might include the Mayan Empire, Independence movements of the 19th Century, and modern Latin America. Just as in Grade 6, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.
<i>Note: By the end of the two-year World Regional Studies program (grades 6 and 7) students should have had exposure to various regions in Africa, Latin America and the Caribbean, Asia, Europe, and Australia and Oceania.</i>	
<b>Grade 8</b>	The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials.
<b>High School</b>	<p>American History — This required course should emphasize 20th/21st century events with review of earlier events where necessary to provide appropriate background and context.</p> <p>World History/International Studies—Whether using a chronological or thematic approach, this required course should include a significant amount of 20<sup>th</sup>/21<sup>st</sup> century material with review of earlier events where necessary to provide appropriate background and context.</p> <p>Civics — The half-year required course should go beyond the organization and structure of government to emphasize applications to local, state and national issues.</p> <p>Electives — Most districts offer economics, geography, psychology, and other social science courses.</p>

## Framework Organization

The *Connecticut Social Studies Curriculum Framework* is organized around the following three interrelated standards:

### **Standard 1: Content Knowledge**

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

### **Standard 2: History/Social Studies Literacy Skills**

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

### **Standard 3: Civic Engagement**

Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.

Within each standard, strands identify important understandings. Grade-level expectations are a guide for what students should know and be able to do at the end of that grade in preparation for the next level. Many GLEs include suggestions (in parentheses) to clarify what those GLEs mean and show possible approaches to them. These examples are simply that — suggestions — and are not the only illustrative examples one might choose to use.

### **Correlations**

The *Connecticut Social Studies Curriculum Framework* is carefully aligned with key state and national documents:

[Blue - 21st Century Skills Social Studies Map](#)

[Green – National Council for the Social Studies National Curriculum Standards for Social Studies \(2010\)](#)

[Orange - Common Core State Standards for English Language Arts & Literacy in History/Social Studies](#)

[Pink – Connecticut Information and Technology Literacy Framework](#)

**PRE-KINDERGARTEN**

**Content Suggestion:** The Individual and his/her immediate and familiar environment, including home, school and community. Use opportunities from the lives of children and significant others to explore the wider world.

**Standard 1: Content Knowledge**

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

<p align="center"><b>Strand</b></p> <p align="center"><i>Demonstrate an understanding of:</i></p>	<p align="center"><b>Grade Level Expectations</b></p> <p align="center"><i>Students will be able to:</i></p>	<p align="center"><b>Correlations</b></p>
<p><b>1.1 – Significant events and themes in United States history.</b></p>	<p>1. Sequence events and describe time periods using terms such as morning, afternoon, night, yesterday, today and tomorrow.</p>	<p>Critical Thinking and Problem Solving Skills Civic Literacy NCSS 2 “Time, Continuity and Change”</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<p>2. Sequence events and describe time periods using terms such as morning, afternoon, night, yesterday, today and tomorrow.</p>	<p>Critical Thinking and Problem Solving Civic Literacy NCSS 2 “Time, Continuity and Change”</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<p>3. Recognize that there are other cultures with different languages, foods, art, music, customs, and forms of shelter.</p>	<p>Global Awareness Critical Thinking and Problem Solving Social and Cross-Cultural Understanding NCSS 1 “Culture” I&amp;TL: 3</p>
<p><b>1.4 – Geographical space and place.</b></p>	<p>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).</p>	<p>Global Awareness Contextual Learning Skills NCSS 3 “People Places and Environment”</p>
<p><b>1.5 – Interaction of humans and the environment.</b></p>	<p>6. Investigate one’s impact on the immediate environment (e.g. why we need to pick up toys).</p>	<p>Global Awareness Critical Thinking and Problem Solving Social and Cross-Cultural Understanding Contextual Learning Skills NCSS 3 “People Places and Environment” I&amp;TL: 6</p>
<p><b>1.6 – Patterns of human movement across time and place.</b></p>	<p>7. Describe different means of transportation one has experienced.</p>	<p>Global Awareness Critical Thinking and Problem Solving Contextual Learning Skills</p>

<p><b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b></p>	<p>8. Follow classroom rules with prompts. 9. Explain some reasons for classroom rules.</p>	<p>Critical Thinking and Problem Solving NCSS 6 “Power, Authority, and Governance”</p>
<p><b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b></p>	<p>10. Work collaboratively to develop classroom rules (with adult prompting and guidance).</p>	<p>Critical Thinking and Problem Solving Collaboration Skills NCSS 10 “Civic Ideals and Practices”</p>
<p><b>1.9 – The rights and responsibilities of citizens.</b></p>	<p>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).</p>	<p>Critical Thinking and Problem Solving Creativity and Innovation Skills Communication Skills NCSS 6 “Power, Authority, and Governance” NCSS 10 “Civic Ideals and Practices” I&amp;TL: 3, 6</p>
<p><b>1.10 – How limited resources influence economic decisions.</b></p>	<p>13. Participate in discussions related to the benefits of sharing. 14. Resolve conflicts related to limited resources with teacher support.</p>	<p>Critical Thinking and Problem Solving Communication Skills NCSS 7 “Production, Distribution, and Consumption”</p>
<p><b>1.11 – How different economic systems organize resources.</b></p>	<p>15. Identify and role-play different jobs using associated materials.</p>	<p>Critical Thinking and Problem Solving Creativity and Innovation Skills NCSS 7 “Production, Distribution, and Consumption” I&amp;TL: 3</p>
<p><b>1.12 – The interdependence of local, national and global economies.</b></p>	<p>16. Dramatize the difference between purchasing and selling items.</p>	<p>Critical Thinking and Problem Solving NCSS 7 “Production, Distribution, and Consumption” NCSS 9 “Global Connections”</p>
<p><b>1.13 - The characteristics of and interactions among culture, social systems and institutions.</b></p>	<p>17. Identify similarities and differences in personal and physical characteristics of self and others.</p>	<p>Global Awareness Social and Cross-Cultural Understanding Critical Thinking and Problem Solving NCSS 1 “Culture” NCSS 5 “Individual, Groups, and Institutions”</p>

**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.

Strand	Grade Level Expectations <i>Students will be able to:</i>	Correlations
<b>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).</b>	1. Gather information using various senses. 2. Name or access one source of information (e.g. an adult, a book, the Internet).	ICT Literacy Information and Media Literacy CCSS Not Identified I&TL: 1, 2, 5, 6
<b>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).</b>	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).	Critical Thinking and Problem Solving ICT Literacy Information and Media Literacy CCSS Not Identified I&TL: 3, 4, 5, 6, 7
<b>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.</b>	4. Express personal events related to social studies topics using pictures and letter-like approximations.	Critical Thinking and Problem Solving Information and Media Literacy Creativity and Innovation Skills Communication Skills CCSS Not Identified I&TL: 4, 5, 6, 7
<b>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b>	5. Share personal experiences through group discussions and dramatization.	Communication Skills CCSS Not Identified I&TL: 3
<b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b>	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).	Information and Media Literacy Creativity and Innovation Skills Communication Skills CCSS Not Identified I&TL: 4, 5, 6, 7



**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

Strand	Grade Level Expectations <i>Students will be able to:</i>	Correlations
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	1. Identify basic emotions in self and others.	Creativity and Innovation Skills Communication Skills NCSS 4 “Individual Development and Identity” I&TL: 3
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	2. Describe similarities of their feelings with those of others.	Critical Thinking and Problem Solving Social and Cross-Cultural Understanding Information and Media Literacy NCSS Appendix “Literacy Skills”
3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	3. Participate in teacher-led discussion to generate solutions to classroom problems or situations.	Critical Thinking and Problem Solving Information and Media Literacy Creativity and Innovation Skills Communication Skills I&TL: 4, 6, 7 NCSS Appendix 1 “Personal Interaction and Civic Engagement”

**KINDERGARTEN**

**Content Suggestion:** The individual and his/her environment; include more opportunities related to the broader community. Continue to use opportunities from the lives of children and significant others to explore the wider world.

**Standard 1: Content Knowledge**

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

<b>Strand</b> <i>Demonstrate an understanding of:</i>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>1.1 – Significant events and themes in United States history.</b>	<ol style="list-style-type: none"> <li>1. Recognize events that reoccur and the frequency of reoccurrence.</li> <li>2. Compare past and present experiences (e.g. explain what was different when parents were little or what they were like as babies).</li> </ol>	Civic Literacy Critical Thinking and Problem Solving Creativity and Innovation Skills Communication Skills NCSS 2 “Time, Continuity, and Change” I&TL: 3
<b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b>	<ol style="list-style-type: none"> <li>3. Recognize events that reoccur and the frequency of reoccurrence.</li> <li>4. Locate yesterday, today and tomorrow on a calendar to sequence events</li> <li>5. Use terms such as before and after to compare events.</li> </ol>	Civic Literacy Critical Thinking and Problem Solving Contextual Learning Skills NCSS 2 “Time, Continuity, and Change”
<b>1.3 – Significant events and themes in world history/international studies.</b>	<ol style="list-style-type: none"> <li>6. Examine similarities and differences between one’s own culture and other cultures to which students are exposed through personal experience or media.</li> </ol>	Global Awareness Critical Thinking and Problem Solving Information and Media Literacy Creativity and Innovation Skills Communication Skills NCSS 1 “Culture” I&TL: 2, 3, 5, 6
<b>1.4 – Geographical space and place.</b>	<ol style="list-style-type: none"> <li>7. Explain the geographical relationships of familiar places in one’s own community (e.g. home to school, home to store).</li> <li>8. Identify and explain the significance of important locations in one’s neighborhood.</li> </ol>	Global Awareness Critical Thinking and Problem Solving Contextual Learning Skills Creativity and Innovation Skills Communication Skills NCSS 3 “People, Places, and Environments” I&TL: 3
<b>1.5 – Interaction of humans and the environment.</b>	<ol style="list-style-type: none"> <li>9. Discuss how people’s actions affect the environment (e.g. why we recycle or conserve energy).</li> </ol>	Global Awareness Critical Thinking and Problem Solving Creativity and Innovation Skills Communication Skills I&TL: 3, 6

		NCSS 3 “People, Places, and Environments”
<b>1.6 – Patterns of human movement across time and place.</b>	<p>10. Describe types of transportation and related geographical features (e.g. boats go in the water, cars have wheels to drive on land).</p> <p>11. Explain how one travels to and from school and other places in the community.</p>	<p>Global Awareness Critical Thinking and Problem Solving Contextual Learning Skills NCSS 3 “People, Places, and Environments” I&amp;TL: 3</p>
<b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b>	<p>12. State basic classroom, school, family and community rules/laws.</p> <p>13. Explain the reason for rules related to basic safety and fairness.</p>	<p>Civic Literacy Critical Thinking and Problem Solving Communication Skills NCSS 6 “Power, Authority, and Governance” I&amp;TL: 3</p>
<b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b>	<p>14. Work collaboratively to develop classroom rules.</p>	<p>Civic Literacy Critical Thinking and Problem Solving Collaboration Skills NCSS 6 “Power, Authority, and Governance” I&amp;TL: 3</p>
<b>1.9 – The rights and responsibilities of citizens.</b>	<p>15. Participate in leadership roles within classroom.</p> <p>16. Give basic reasons for the functions of classroom leaders (e.g. line leader, messenger).</p> <p>17. Discuss responsibilities students have to classmates and school community.</p>	<p>Critical Thinking and Problem Solving Civic Literacy Collaboration Skills Communication Skills Creativity and Innovation Skills NCSS 10 “Civic Ideals and Practices” I&amp;TL: 3, 6</p>
<b>1.10 – How limited resources influence economic decisions.</b>	<p>18. Problem-solve when materials are limited with teacher support as needed.</p>	<p>Financial Literacy Critical Thinking and Problem Solving Creativity and Innovation Skills NCSS 7 “Production, Distribution, and Consumption” I&amp;TL: 3</p>
<b>1.11 – How different economic systems organize resources.</b>	<p>19. Identify and role-play diverse jobs.</p> <p>20. Describe basic functions of key community roles (e.g. police officer, mail carrier, farmer, merchant).</p>	<p>Financial Literacy Critical Thinking and Problem Solving Creativity and Innovation Skills NCSS 5 “Individuals, Groups, and Institutions” NCSS 7 “Production, Distribution, and Consumption” I&amp;TL: 3</p>
<b>1.12 – The interdependence of local, national and global</b>	<p>21. Understand that money is represented by different forms (coins, currency, credit</p>	<p>Critical Thinking and Problem Solving</p>

economies.	cards, checks).	Financial Literacy Global Awareness NCSS 7 “Production, Distribution, and Consumption” NCSS 10 “Global Connections” I&TL: 3
1.13 – 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).	Global Awareness Social and Cross-Cultural Awareness Critical Thinking and Problem Solving Creativity and Innovation Skills NCSS 1 “Culture” I&TL: 3

**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.*

Strand	Grade Level Expectations <i>Students will be able to</i>	Correlations
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).	<ol style="list-style-type: none"> <li>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).</li> <li>2. Actively engage in group social studies reading activities with purpose and understanding</li> </ol>	RIK- 10 WK- 7, 8 ICT Literacy Information and Media Literacy I&TL: 1 ,2, 5, 6
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).	<ol style="list-style-type: none"> <li>3. 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).</li> </ol>	WK- 2, 6 ICT Literacy Information and Media Literacy I&TL: 2, 3, 4, 5, 6, 7
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.	<ol style="list-style-type: none"> <li>4. Draw and write in journals to reflect on one’s own histories.</li> </ol>	WK- 3 Information and Media Literacy Creativity and Innovation Skills Communication Skills I&TL: 4, 5, 6
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	<ol style="list-style-type: none"> <li>5. Share personal past and future events or experiences through group discussions and dramatization.</li> </ol>	SLK- 4, 5, 6 Civic Literacy Communication Skills Collaboration Skills I&TL: 3

<b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b>	6. Represent geographic or community locations, including relevant details, using classroom materials.	IICT Literacy Information and Media Literacy Creativity and Innovation Skills  I&TL: 4, 5, 6, 7
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**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b>	1. Predict how another person might feel given a simple scenario.	Civic Literacy Information and Media Literacy Creativity and Innovation Skills I&TL: 3
<b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b>	2. Describe similarities and differences of their own feelings compared with others.	Civic Literacy Critical Thinking and Problem Solving
<b>3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b>	3. Solve conflicts and classroom issues using appropriate strategies.	Civic Literacy Global Awareness Creativity and Innovation Critical Thinking and Problem Solving I&TL: 3

**GRADE 1**

**Content Suggestion:** Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states or countries.

**Standard 1: Content Knowledge**

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

<b>Strand</b> <i>Demonstrate an understanding of:</i>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>1.1 - Significant events and themes in United States history.</b>	<ol style="list-style-type: none"> <li>1. Apply terms related to time (e.g. past, present, future, hours, days, weeks, months and years).</li> <li>2. Explain the significance of historical figures and/or history-related holidays (e.g. Presidents Day, Memorial Day, Veterans Day)</li> <li>3. Examine Native American culture through books and art.</li> </ol>	Civic Literacy Social & Cross Cultural Skills NCSS 2 "Time, Continuity, and Change" I&TL: 3
<b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b>	<ol style="list-style-type: none"> <li>4. Compare and contrast personal and peer experiences to the lives and experiences of people in different generations as it relates to specific topics.</li> </ol>	Critical Thinking & Problem Solving NCSS 2 "Time, Continuity, and Change" I&TL: 3
<b>1.3 – Significant events and themes in world history/international studies.</b>	<ol style="list-style-type: none"> <li>5. Analyze how one's own cultural heritage (e.g. holiday celebrations, dress and customs) has changed over time.</li> </ol>	Social & Cross Cultural Skills Critical Thinking & Problem Solving NCSS 1, "Culture" NCSS 2, "Time, Continuity, and Change" I&TL: 3
<b>1.4 – Geographical space and place.</b>	<ol style="list-style-type: none"> <li>6. Use map and symbols to locate critical features of one's town.</li> <li>7. Locate major physical features on maps and globes (e.g. oceans, continents, mountains)</li> </ol>	NCSS 3 "People, Places, and Environments" I&TL: 3
<b>1.5 – Interaction of humans and the environment.</b>	<ol style="list-style-type: none"> <li>8. Identify the changes humans have made in one's town or neighborhood and how they affect the environment.</li> <li>9. Explain the difference between man-made and natural geographic features.</li> <li>10. Observe weather changes and examine how these affect people's lives.</li> </ol>	Social & Cross Cultural Skills Critical Thinking & Problem Solving NCSS 3 "People, Places, and Environments" I&L: 6
<b>1.6 – Patterns of human movement across time and place.</b>	<ol style="list-style-type: none"> <li>11. Describe where (town, state, country) members of one's extended family live.</li> <li>12. Examine geographic movement of one's extended family.</li> </ol>	Critical Thinking & Problem Solving NCSS 3 "People, Places, and Environments"

<b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b>	13. Explain how rules and laws help to establish order and ensure school safety.	<b>Civic Literacy</b> NCSS 5 “Individual Development and Identity” NCSS 6 “Power, Authority, and Governance”
<b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b>	14. Work collaboratively to develop and justify classroom rules that ensure fair treatment. 15. Explain the need for laws and services in one’s town.	<b>Collaboration</b> <b>Civic Literacy</b> NCSS 5 “Individual Development and Identity” NCSS 6 “Power, Authority, and Governance”
<b>1.9 – The rights and responsibilities of citizens.</b>	16. Give examples of an individual’s responsibilities and citizens in the school. 17. Describe characteristics and examples of good citizenship (e.g. student of the week, community volunteers). 18. Analyze how one’s actions affect others.	<b>Civic Literacy</b> <b>Critical Thinking &amp; Problem Solving</b> NCSS 5 “Individual Development and Identity” NCSS 6 “Power, Authority, and Governance” NCSS 10 “Civic Ideals and Practices” I&TL: 6
<b>1.10 How limited resources influence economic decisions.</b>	19. Identify basic needs and wants by giving personal examples in school and family settings. 20. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	<b>Flexibility &amp; Adaptability</b> NCSS 7 “Production, Distribution, and Consumption”
<b>1.11 How different economic systems organize resources.</b>	21. Compare and contrast producers and consumers. 22. Identify examples of goods and services and explain how people obtain them.	<b>Critical Thinking &amp; Problem Solving</b> NCSS 6 “Power, Authority, and Governance” NCSS 7 “Production, Distribution, and Consumption”
<b>1.12 – The interdependence of local, national and global economies.</b>	23. Recognize the relative value of commonly purchased goods. 24. Recognize that the goods one consumes are produced in a variety of locations.	<b>Global Awareness</b> NCSS 7 “Production, Distribution, and Consumption” NCSS 9 “Global Connections”
<b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b>	25. Describe how individuals, family, school and government contribute to a community. 26. Analyze the need for interpersonal relationships (e.g. family, friends, social organizations).	<b>Flexibility &amp; Adaptability</b> NCSS 5 “Individual Development and Identity” NCSS 6 “Power, Authority, and Governance” NCSS 9 “Global Connections”

**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.*

<b>Strand</b>	<b>Grade Level Expectations:</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>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).</b>	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.	<b>Information Literacy</b> W1-7, 8 I&TL: 1, 2, 5, 6
<b>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).</b>	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).	RI1-5, 6, 7 I&TL: 2, 3, 5, 6
<b>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.</b>	5. Write to describe one's personal experiences as they relate to social studies topics. 6. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	W1-2,3,8 I&TL: 4, 5, 6, 7
<b>2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b>	7. Participate in group discussions of past or present events, people, and/or places. 8. Participate in collaborative conversations with diverse partners about social studies topics and texts with peers and adults in small and larger groups	<b>Collaboration</b> SL1-1, 4 I&TL: 3
<b>2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays)</b>	9. Create sample representations (e.g. maps, dioramas, models) of human and natural features in one's immediate environment.	<b>Communication</b> SL1- 5 I&TL: 4, 7

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<b>Strand</b>	<b>Grade Level Expectations:</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>3.1 - Use evidence to identify, analyze and evaluate historical interpretations.</b>	1. Describe different points of view of an event.	<b>Social &amp; Cross Cultural Skills</b> NCSS 4 "Individual Development and Identity" I&TL: 3
<b>3.2 - Analyze and evaluate human action in historical and/or contemporary</b>	2. Give examples of how people's feelings and views can change over time.	<b>Social &amp; Cross Cultural Skills</b> NCSS 4 "Individual Development and Identity"



<p><b>contexts from alternative points of view.</b></p>		
<p><b>3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b></p>	<p>3. Identify contemporary social issues and analyze one's responsibility for resolving them (e.g. recycling, nutrition, safety).</p>	<p>Civic Literacy  Social &amp; Cross Cultural Skills  NCSS 4 "Individual Development and Identity"  I&amp;TL: 3</p>

DRAFT

**GRADE 2**

One's town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut.

**Standard 1: Content Knowledge**

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

<p align="center"><b>Strand</b> <i>Demonstrate an understanding of:</i></p>	<p align="center"><b>Grade Level Expectations</b> <i>Students will be able to:</i></p>	<p align="center"><b>Correlations</b></p>
<p><b>1.1 – Significant events and themes in United States history.</b></p>	<ol style="list-style-type: none"> <li>1. Apply terms related to time (e.g. decades, centuries and generations).</li> <li>2. Place key events and people of the historical time period they are studying in a chronological sequence.</li> <li>3. Explain the contributions of historical figures (e.g. George Washington, Harriet Tubman, Sacagawea, Squanto, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Rosa Parks).</li> </ol>	<p>Civic Literacy Social &amp; Cross Cultural Skills NCSS 2 “Time, Continuity, and Change”</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<ol style="list-style-type: none"> <li>4. Explain the roles that significant events and people play in shaping town/city history.</li> <li>5. Identify and explain the significance of local historical sites.</li> </ol>	<p>Critical Thinking &amp; Problem Solving NCSS 3 “People, Places, and Environments” I&amp;TL: 3</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<ol style="list-style-type: none"> <li>6. Investigate one’s own family heritage, making comparisons to classmates and community members</li> </ol>	<p>Social &amp; Cross Cultural Skills NCSS 2 “Time, Continuity, and Change” I&amp;TL: 3</p>
<p><b>1.4 – Geographical space and place.</b></p>	<ol style="list-style-type: none"> <li>7. Compare and contrast man-made and physical characteristics in one’s town (e.g. rivers, lakes, town hall, high school).</li> <li>8. Identify one’s town on a state map.</li> </ol>	<p>Critical Thinking &amp; Problem Solving NCSS 3 “People, Places, and Environments” I&amp;TL: 3</p>
<p><b>1.5 – Interaction of humans and the environment.</b></p>	<ol style="list-style-type: none"> <li>9. Explain the effects of local and regional changes humans have made and how they affect the environment.</li> <li>10. Explain how physical systems (weather and climate) affect people and their lives.</li> </ol>	<p>Critical Thinking &amp; Problem Solving NCSS 3 “People, Places, and Environments” I&amp;TL: 3, 6</p>
<p><b>1.6 – Patterns of human movement across time and place.</b></p>	<ol style="list-style-type: none"> <li>11. Display and interpret the geographic movement patterns of one’s extended family.</li> <li>12. Compare and contrast the differences between rural, suburban and urban areas, and explain why people might move from one area to another.</li> </ol>	<p>Critical Thinking &amp; Problem Solving NCSS 3 “People, Places, and Environments”</p>

<p><b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b></p>	<p>13. Explain how rules and laws help to establish order and ensure safety in one's town.</p>	<p>Critical Thinking &amp; Problem Solving Civic Literacy NCSS 6 "Power, Authority, and Governance" I&amp;TL: 3</p>
<p><b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b></p>	<p>14. Explain how people elect a government by voting. 15. Experience the democratic process through personal participation.</p>	<p>Critical Thinking &amp; Problem Solving Civic Literacy NCSS 6 "Power, Authority, and Governance" I&amp;TL: 3, 4</p>
<p><b>1.9 – The rights and responsibilities of citizens.</b></p>	<p>16. Analyze when an individual's rights must be limited to ensure safety.</p>	<p>Critical Thinking &amp; Problem Solving Civic Literacy NCSS 6 "Power, Authority, and Governance" I&amp;TL: 3</p>
<p><b>1.10 – How limited resources influence economic decisions.</b></p>	<p>17. Identify the resources needed to fulfill wants and needs. 18. Compare and contrast resources that are made, learned, built or grown.</p>	<p>Critical Thinking &amp; Problem Solving I&amp;TL: 6 NCSS 7 "Production, Distribution, and Consumption"</p>
<p><b>1.11 – How different economic systems organize resources.</b></p>	<p>19. Compare and contrast producers and consumers. 20. Discuss how a variety of goods are produced</p>	<p>Critical Thinking &amp; Problem Solving Financial Literacy NCSS 7 "Production, Distribution, and Consumption"</p>
<p><b>1.12 – The interdependence of local, national and global economies.</b></p>	<p>21. Explain how different occupations contribute to a marketplace (jobs that produce goods vs. jobs that provide services).</p>	<p>Critical Thinking &amp; Problem Solving Financial Literacy NCSS 7 "Production, Distribution, and Consumption"</p>
<p><b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b></p>	<p>22. Identify social institutions (e.g. Scouts, service organizations, sports teams) and explain how they contribute to the well-being of the community. 23. Identify and discuss how norms and values vary across cultures.</p>	<p>Critical Thinking &amp; Problem Solving Civic Literacy 1.13.22 NCSS 5 "Individuals, Groups, and Institutions" 1.13.22 NCSS 1 "Culture" I&amp;TL: 1, 2, 3, 5, 6</p>

**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.*

Strand	Grade Level Expectations <i>Students will be able to:</i>	Correlations
<b>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).</b>	1. Gather information with teacher support using reference materials and electronic media.	ITC Literacy RI2- 1, 2, 4, 5, 6 W2- 2, 7, 8 I&TL: 1, 2, 5, 6
<b>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).</b>	2. Identify and explain symbols on the map (scale, title, intermediate directions, etc.). 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. Use the illustrations and details in a text to describe its key ideas. 5. Identify the reasons an author gives to support points in a text. 6. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions).	Information Literacy RI-2- 3, 7, 8, 9 I&TL: 2, 3, 4, 5, 6
<b>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.</b>	7. Write to describe historical events, people and/or places.	Critical Thinking & Problem Solving W2- 2, 3, 6 I&TL: 4, 5, 6
<b>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b>	8. Present basic information about past or present events, people and/or places. 9. Ask for clarification and explanation on social studies topics. 10. Participate in collaborative conversations with diverse partners about social studies topics and texts with peers and adults in small and larger groups	Communication SL2- 1, 2, 3 I&TL: 3
<b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b>	11. Create visual presentations on social studies topics (e.g. poster, chart, picture, timeline).	Communication None I&TL: 4, 5, 6, 7

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b>	1. Explain why there are different points of view of an event	Critical Thinking and Problem Solving Communication I&TL: 3
<b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b>	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.	Critical Thinking and Problem Solving I&TL: 3
<b>3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b>	4. Identify a local contemporary issue and participate in a class or schoolwide resolution of the identified issue (e.g. recycling, nutrition, safety).	Critical Thinking and Problem Solving Civic Literacy Collaboration Communication I&TL: 3

**GRADE 3**

**Content Suggestion:** One’s town as a context to expand knowledge of geography, history, human interdependence, etc., incorporating international comparisons. This may include comparing the history and geography of the local community with at least one other town in the United States and at least two towns or regions in other parts of the world.

**Standard 1: Content Knowledge**

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

<p align="center"><b>Strand</b> <i>Demonstrate an understanding of:</i></p>	<p align="center"><b>Grade Level Expectations</b> <i>Students will be able to:</i></p>	<p align="center"><b>Correlations</b></p>
<p><b>1.1 – Significant events and themes in United States history.</b></p>	<ol style="list-style-type: none"> <li>1. Create timelines using appropriate intervals of time and record events in the order they occurred.</li> <li>2. Identify and examine local connections to significant events and themes in United States history (e.g. American Revolution, Civil War, Industrial Revolution, Civil Rights Movement, WWI, WWII, 9/11).</li> <li>3. Recognize and evaluate the significance of historical national documents (e.g. Constitution, Bill of Rights, Declaration of Independence).</li> </ol>	<p>Critical Thinking and Problem Solving Civic Literacy NCSS 3 “People, Places, and Environments” NCSS 6 “Power, Authority, and Governance” I&amp;TL: 3</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<ol style="list-style-type: none"> <li>4. Identify and examine connections between events in local and regional history.</li> </ol>	<p>Critical Thinking and Problem Solving NCSS 2 “Time, Continuity, and Change” I&amp;TL: 3</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<ol style="list-style-type: none"> <li>5. Investigate one’s own family heritage, making comparisons to classmates and community members.</li> <li>6. Investigate the national origins of prominent individuals (past and present) in one’s town and examine the influence of their heritage on the community.</li> </ol>	<p>Critical Thinking and Problem Solving NCSS 3 “People, Places, and Environments” I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>1.4 – Geographical space and place.</b></p>	<ol style="list-style-type: none"> <li>7. Identify and locate Earth’s various physical features (e.g. continents, oceans, mountains).</li> <li>8. Create a representation of geographic features (e.g. map, graph, model).</li> <li>9. Differentiate between absolute and relative locations (e.g. longitude and latitude versus proximity).</li> </ol>	<p>Critical Thinking and Problem Solving Information Literacy NCSS 3 “People, Places, and Environments” I&amp;TL: 3, 4, 5, 6, 7</p>

<p><b>1.5– Interaction of humans and the environment.</b></p>	<p>10. Evaluate the ways in which people affect the environment (e.g. dams, mining, global warming, preservation, recycling). 11. Discuss how geographical features and natural resources shape people’s lives.</p>	<p>Critical Thinking and Problem Solving Information Literacy Global Awareness NCSS 3 “People, Places, and Environments” I&amp;TL: 3, 6</p>
<p><b>1.6 – Patterns of human movement across time and place.</b></p>	<p>12. Analyze how and why people settled in various areas in their community (e.g. religion, ethnicity, socioeconomic level). 13. Analyze the geographic features that promoted settlement in one’s community.</p>	<p>Critical Thinking and Problem Solving Global Awareness NCSS 3 “People, Places, and Environments” I&amp;TL: 3</p>
<p><b>1.7– The purpose, structures and functions of government and law at the local, state, national and international levels.</b></p>	<p>14. Explain how local government structure provides basic services.</p>	<p>Critical Thinking and Problem Solving Civic Literacy NCSS 5 “Individuals, Groups, and Institutions” NCSS 6 “Power, Authority, and Governance” I&amp;TL: 3</p>
<p><b>1.8– The interactions between citizens and their government in the making and implementation of laws.</b></p>	<p>15. Explain how residents help create town laws. 16. Recognize that one purpose of taxes is to finance services. 17. Compare the relationship between residents and government in one’s own town with towns in other parts of the United States and the world.</p>	<p>Critical Thinking and Problem Solving Civic Literacy Financial Literacy NCSS 6 “Power, Authority, and Governance” NCSS 10 “Civic Ideals and Practices” I&amp;TL: 3</p>
<p><b>1.9– The rights and responsibilities of citizens.</b></p>	<p>18. Identify one’s rights and responsibilities as a citizen (e.g. voting, paying taxes, obeying laws). 19. Predict the impact on a state or nation if people did not meet their responsibilities.</p>	<p>Critical Thinking and Problem Solving Civic Literacy NCSS 10 “Civic Ideals and Practices” I&amp;TL: 3</p>
<p><b>1.10– How limited resources influence economic decisions.</b></p>	<p>20. Give examples of goods and services. 21. Explain how people use resources to make goods and services (factors of production).</p>	<p>Critical Thinking and Problem Solving Financial Literacy NCSS 7 “Production, Distribution, and Consumption” I&amp;TL: 3</p>
<p><b>1.11 – How different economic systems organize resources.</b></p>	<p>22. Compare and contrast how different communities determine what, how and for whom to produce goods and services.</p>	<p>Critical Thinking and Problem Solving NCSS 7 “Production, Distribution, and Consumption” I&amp;TL: 3</p>

<p><b>1.12– The interdependence of local, national and global economies.</b></p>	<p>23. Analyze why certain products are produced in specific locations.</p>	<p>Critical Thinking and Problem Solving  NCSS 7 “Production, Distribution, and Consumption”  NCSS 9 “Global Connections”  I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b></p>	<p>24. Explain characteristics that help define an ethnic group (e.g. language, religion, clothing).  25. Compare and contrast individual identity (e.g. beliefs, values, abilities) with that of peer group and other ethnic/cultural groups.</p>	<p>Critical Thinking and Problem Solving  NCSS 1 “Culture”  I&amp;TL: 1, 3</p>

**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.*

<p><b>Strand</b></p>	<p><b>Grade Level Expectations</b>  <i>Students will be able to:</i></p>	<p><b>Correlations</b></p>
<p><b>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).</b></p>	<p>1. Gather information in content areas through independent use of reference material and electronic media.  2. Answer questions about content gathered from print and non-print sources.</p>	<p>Critical Thinking and Problem Solving  Information Literacy  RI3- 1, 2, 4, 5  W3- 7, 8  I&amp;TL: 1, 2, 5, 6</p>
<p><b>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).</b></p>	<p>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.</p>	<p>Critical Thinking and Problem Solving  Communication  Information Literacy  RI3- 3, 6, 7, 9  SL3- 2  I&amp;TL: 3</p>
<p><b>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.</b></p>	<p>6. Create written work (e.g. reports, poems) based on information gathered on a social studies topic, citing one source.</p>	<p>Critical Thinking and Problem Solving  Information Literacy  Communication  W3- 2, 4, 6, 10  I&amp;TL: 4, 5, 6, 7</p>
<p><b>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b></p>	<p>7. Present information gathered on a social studies topic with clarity, voice and fluency.  8. Respond to questions related to information presented.  9. Participate in collaborative conversations with diverse partners about social studies</p>	<p>Critical Thinking and Problem Solving  Information Literacy  Communication  SL3- 1, 3, 4, 6  I&amp;TL: 4, 5, 6, 7</p>



	topics and texts with peers and adults in small and larger groups.	
<b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b>	10. Create visual presentations on social studies topics depicting relevant information (e.g. poster, chart, picture, timeline, map)	Critical Thinking and Problem Solving Information Literacy Communication I&TL: 1, 2, 3, 4, 5, 6, 7

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b>	1. Use evidence to examine different points of view of an event.	Critical Thinking and Problem Solving Information Literacy Communication NCSS 4 “Individual Development and Identity” I&TL: 1, 2, 3, 5, 6
<b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b>	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).	Critical thinking and Problem solving Skills I&TL: 3
<b>3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b>	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.	Critical Thinking and Problem Solving Information Literacy Communication I&TL: 1, 2, 3, 4, 5, 6, 7

**GRADE 4**

The study of significant events, people, and geographic features of Connecticut in the past and today, with comparisons to other U.S. states and one or more states, provinces, and/or areas in other countries.

**Standard 1: Content Knowledge**

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

<p align="center"><b>Strand</b> <i>Demonstrate an understanding of:</i></p>	<p align="center"><b>Grade Level Expectations</b> <i>Students will be able to:</i></p>	<p align="center"><b>Correlations</b></p>
<p><b>1.1 – Significant events and themes in United States history.</b></p>	<ol style="list-style-type: none"> <li>1. Identify the cultures and traditions of Native American peoples before colonization.</li> <li>2. Compare and contrast the impact of colonization on both Native American peoples and the colonists in Connecticut.</li> </ol>	<p>Civic Literacy Critical Thinking and Problem Solving Skills NCSS 1 “Culture” NCSS 3 “People, Places, and Environments” I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<ol style="list-style-type: none"> <li>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).</li> <li>4. Research the significance of Connecticut historical sites.</li> <li>5. Analyze the impact of historical changes on the state or region (e.g. location of capital, transportation).</li> </ol>	<p>Critical Thinking and Problem Solving Skills Contextual Learning Skills Communication Skills Civic Literacy Information and Media Literacy NCSS 2 “Time, Continuity, and Change” NCSS 3 “People, Places, and Environments” NCSS 5 “Individuals, Groups, and Institutions” I&amp;TL: 1, 2, 3, 4, 5, 6</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<ol style="list-style-type: none"> <li>6. Explain the influences that contributed to European exploration and colonization in Connecticut.</li> <li>7. Trace the national origins of prominent individuals (past and present) in Connecticut.</li> </ol>	<p>Global Awareness Information and Media Literacy Civic Literacy Critical Thinking and Problem Solving Skills NCSS 2 “Time, Continuity, and Change” NCSS 3 “People, Places, and Environments” I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>1.4 – Geographical space and place.</b></p>	<ol style="list-style-type: none"> <li>8. Locate man-made and physical characteristics of Connecticut.</li> <li>9. Compare and contrast map types (e.g. political, physical, population).</li> </ol>	<p>Critical Thinking and Problem Solving Skills Contextual Learning Skills Global Awareness NCSS 3 “People, Places, and</p>

		Environments” I&TL: 1, 2, 3, 5, 6
<b>1.5 – Interaction of humans and the environment.</b>	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.	Global Awareness Critical Thinking and Problem Solving Skills Contextual Learning Skills NCSS 1 “Culture” NCSS 3 “People, Places, and Environments” I&TL: 1, 2, 3, 5, 6
<b>1.6 – Patterns of human movement across time and place.</b>	12. Trace and explain Connecticut immigration settlement patterns over time.	Global Awareness Critical Thinking and Problem Solving Skills Contextual Learning Skills NCSS 2 “Time, Continuity, and Change” I&TL: 1, 2, 3, 5, 6
<b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b>	13. Explain how state government’s structure provides basic services. 14. Analyze how a constitution provides structure for a government.	Civic Literacy Critical Thinking and Problem Solving Skills Contextual learning Flexibility and Adaptability NCSS 5 “Individuals, Groups, and Institutions” NCSS 5, 6 I&TL: 1, 2, 3, 5, 6
<b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b>	15. Explain the process for making and implementing laws in Connecticut. 16. Evaluate the impact of specific Connecticut laws on its residents.	Civic Literacy Flexibility and Adaptability Critical Thinking and Problem Solving Skills Contextual learning NCSS 5 “Individuals, Groups, and Institutions” NCSS 6 “Power, Authority, and Governance” NCSS 10 “Civic Ideals and Practices” I&TL: 1, 2, 3, 5, 6
<b>1.9 – The rights and responsibilities of citizens.</b>	17. Explain significant characteristics of an effective and responsible resident in one’s state (e.g. voting, participating in government).	Civic Literacy Flexibility and Adaptability Communication NCSS 10 “Civic Ideals and Practices” I&TL: 3
<b>1.10 - How limited resources influence economic decisions.</b>	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).	I&TL: 3 Financial Literacy Communication Flexibility and Adaptability
<b>1.11 - How different economic systems organize resources.</b>	20. Compare and contrast barter and cash exchanges.	I&TL: 1, 2, 3, 5, 6 Financial Literacy Critical Thinking and Problem

	21. Explain how taxes in Connecticut are used to provide goods and services.	Solving Skills Contextual learning
<b>1.12 – The interdependence of local, national and global economies.</b>	22. Analyze how trade among colonists and with Native Americans in Connecticut affected each group.	Financial Literacy Critical Thinking and Problem Solving Skills Contextual learning NCSS 7 “Production, Distribution, and Consumption” NCSS 9 “Global Connections” I&TL: 1, 2, 3, 5, 6
<b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b>	23. Compare and contrast different ethnic groups’ contributions to the community and the state (e.g. literature, the arts, politics, festivals, cuisine, museums).	Critical Thinking and Problem Solving Skills Contextual learning Creativity and Innovation NCSS 1 “Culture” NCSS 5 “Individuals, Groups, and Institutions” I&TL: 1, 2, 3, 5, 6

**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.*

<b>Strand</b>	<b>Grade Level Expectation</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>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).</b>	<ol style="list-style-type: none"> <li>Gather information in content areas through independent use of reference material and electronic media.</li> <li>Answer questions about content gathered from print and non-print sources.</li> <li>Identify the difference between a primary and secondary source.</li> <li>Summarize information from primary and secondary sources.</li> </ol>	RI4- 1, 2, 4 W4- 7, 8 Information and Media Literacy I&TL: 1, 2, 5, 6
<b>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).</b>	<ol style="list-style-type: none"> <li>Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details.</li> <li>Distinguish between useful and irrelevant information.</li> </ol>	RI4- 3, 5, 6, 7, 8 Information and Media Literacy Critical Thinking and Problem Solving Skills Contextual learning I&TL: 1, 2, 3, 5, 6
<b>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.</b>	<ol style="list-style-type: none"> <li>Create written work (e.g. news articles, brochure) to describe historical events, people and/or places using evidence.</li> <li>Organize information in outlines and graphic organizers.</li> </ol>	RI4- 9 W4 2, 4, 6, 10 Critical Thinking and Problem Solving Skills Contextual learning Communication Information and Media Literacy

		I&TL: 1, 2, 3, 4, 5, 6, 7
<b>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b>	<p>9. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.</p> <p>10. Present information orally and answer questions about a social studies topic.</p>	<p>SL4- 1, 4</p> <p>Communication Creativity and Innovation Skills Collaboration skills and ability to work effectively with diverse teams</p> <p>I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b>	<p>11. Prepare accurate charts or graphs depicting relevant social studies information (e.g. immigration, exports, imports, population growth).</p>	<p>Critical Thinking and Problem Solving Skills Contextual learning Communication</p> <ul style="list-style-type: none"> <li>• Search Engines</li> <li>• Online sources</li> <li>• Print resources</li> </ul> <p>I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>

### Standard 3: Civic Engagement

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b>	<p>1. Evaluate the evidence related to different points of view of an event.</p>	<p>Critical Thinking and Problem Solving Skills Contextual learning Information and Media Literacy</p> <p>I&amp;TL: 1, 2, 3, 5, 6</p>
<b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b>	<p>2. Cite evidence to explain the various feelings/points of view of people in a historical situation.</p> <p>3. Predict various points of view people might have on a contemporary issue.</p>	<p>Critical Thinking and Problem Solving Skills Contextual learning Information and Media Literacy</p> <p>I&amp;TL: 1, 2, 3, 5, 6</p>
<b>3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b>	<p>4. Analyze articles from appropriate sources that propose solutions to contemporary issues.</p>	<p>Critical Thinking and Problem Solving Skills Contextual learning Information and Media Literacy</p> <p>I&amp;TL: 1, 2, 3, 5, 6, 7</p>

**GRADE 5**

The study of events, documents, and people addressing the founding of the United States as a nation, with connections to Connecticut and local history, emphasizing how government works today, with the use of primary source materials.

**Standard 1: Content Knowledge**

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

<b>Strand</b> <i>Demonstrate an understanding of:</i>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>1.1 – Significant events and themes in United States history.</b>	<ol style="list-style-type: none"> <li>1. Explain how specific individuals and their ideas and beliefs influenced U.S. history (e.g. John Smith, Anne Hutchison, Uncas, Benjamin Franklin).</li> <li>2. Compare and contrast the economic, political and/or religious differences that contributed to conflicts (e.g. French and Indian Wars, American Revolution).</li> <li>3. Analyze how some conflicts have been resolved through compromise (e.g. U.S. Constitution, Northwest Ordinance).</li> <li>4. Evaluate the relative influence of individual events that contributed to the American Revolution.</li> <li>5. Explain the significance of the results achieved at the Constitutional Convention.</li> </ol>	<p>Critical Thinking and Problem Solving Skills Civic Literacy 1.1.1 NCSS 3 “People, Places, and Environments” 1.1.2 NCSS 1 “Culture” 1.1.2 NCSS 3 “People, Places, and Environments” 1.1.2 NCSS 7 “Production, Distribution, and Consumption” 1.1.3 NCSS 5 “Individuals, Groups, and Institutions” 1.1.4 NCSS 2 “Time, Continuity, and Change” 1.1.5 NCSS 6 “Power, Authority, and Governance” I&amp;TL: 1, 2, 3, 5, 6</p>
<b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b>	<ol style="list-style-type: none"> <li>6. Explain the connections between local, state and national events (e.g. Connecticut Constitution, colonization, American Revolution, U.S. Constitution).</li> </ol>	<p>Critical Thinking and Problem Solving Skills Civic Literacy NCSS 2 “Time, Continuity, and Change” NCSS 3 “People, Places, and Environments” I&amp;TL: 1, 2, 3, 5, 6</p>
<b>1.3 – Significant events and themes in world history/international studies.</b>	<ol style="list-style-type: none"> <li>7. Trace the evolving relationship between England and its American Colonies.</li> <li>8. Compare the perspectives of England and the Colonies relative to the events preceding the American Revolution.</li> <li>9. Compare and contrast the factors leading to Colonial settlement.</li> </ol>	<p>Critical Thinking and Problem Solving Skills Civic Literacy 1.3.7 NCSS 9 “Global Connections” 1.3.8 NCSS 2 “Time, Continuity, and Change” 1.3.8 NCSS 9 “Global Connections” 1.3.9 NCSS 2 “Time, Continuity, and Change”</p>

		I&TL: 1, 2, 3, 5, 6
<b>1.4 – Geographical space and place.</b>	<p>10. Compare and contrast the value of using local/regional/thematic maps to research early settlements in America.</p> <p>11. Examine the geographical/ topographical significance of the location of early American Colonial settlements (e.g. coastal areas, mountains, rivers, plains).</p>	<p>Critical Thinking and Problem Solving Skills 1.4.10 &amp; 11 NCSS “People, Places, and Environments” I&amp;TL: 3</p>
<b>1.5 – Interaction of humans and the environment.</b>	<p>12. Describe how early colonists had to adapt to their new environment (e.g. building materials, food).</p>	<p>Critical Thinking and Problem Solving Skills NCSS 3 “People, Places, and Environments” I&amp;TL: 3</p>
<b>1.6 – Patterns of human movement across time and place.</b>	<p>13. Compare and contrast settlement patterns in specific areas of the 13 American Colonies.</p> <p>14. Analyze and assess factors that contributed to European migration.</p>	<p>Critical Thinking and Problem Solving Skills NCSS 2 “Time, Continuity and Change” NCSS 3 “People, Places, and Environments” I&amp;TL: 3</p>
<b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b>	<p>15. Describe our national government’s purpose, structure and functions.</p> <p>16. Analyze how local, state and national governments share power in the United States.</p>	<p>Critical Thinking and Problem Solving Skills Civic Literacy NCSS 6 “Power, Authority, and Governance” I&amp;TL: 3</p>
<b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b>	<p>17. Explain the process through which citizens can influence lawmaking in the United States (e.g. Colonial government, state constitution).</p>	<p>Critical Thinking and Problem Solving Skills Civic Literacy NCSS 6 “Power, Authority, and Governance” I&amp;TL: 3</p>
<b>1.9 – The rights and responsibilities of citizens.</b>	<p>18. Demonstrate one’s rights and responsibilities as a citizen (e.g. voting, paying taxes, obeying laws).</p>	<p>Critical Thinking and Problem Solving Skills Civic Literacy NCSS 6 “Power, Authority, and Governance” I&amp;TL: 3</p>
<b>1.10 – How limited resources influence economic decisions.</b>	<p>19. Explain that when resources vary, so does wealth and poverty.</p> <p>20. Analyze how businesses use limited resources to create goods and services.</p>	<p>Critical Thinking and Problem Solving Skills Financial Literacy NCSS 7 “Production, Distribution, and Consumption” I&amp;TL: 3</p>
<b>1.11 – How different economic systems organize resources.</b>	<p>21. Demonstrate examples of disagreements between government and citizens regarding taxation</p>	<p>Critical Thinking and Problem Solving Skills NCSS 7 “Production, Distribution, and Consumption”</p>

		NCSS10 “Civic Ideals and Practices” I&TL: 3
<b>1.12 – The interdependence of local, national and global economies.</b>	22. Analyze how trade among colonists and with Native Americans in Connecticut affected each group.	Critical Thinking and Problem Solving Skills I&TL: 3
<b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b>	23. Compare and contrast different ethnic groups’ contributions to the community and the state (e.g. literature, the arts, politics, festivals, cuisine, museums).	Critical Thinking and Problem Solving Skills I&TL: 1, 2, 3, 5, 6

**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.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>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).</b>	<ol style="list-style-type: none"> <li>1. Locate and gather information from primary and secondary sources.</li> <li>2. Answer questions about content gathered from print and non-print sources</li> <li>3. Summarize information about primary and secondary sources</li> </ol>	Critical Thinking and Problem Solving Skills Information Literacy Communication RI5- 1, 2, 4, 7 W5- 7, 8 NCSS Appendix 1 “Critical Thinking Skills” I&TL: 1, 2, 3, 5, 6
<b>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).</b>	<ol style="list-style-type: none"> <li>4. Describe an author’s point of view using relevant social studies information (e.g. editorials).</li> <li>5. Compare and contrast information provided by primary and secondary sources.</li> <li>6. Identify map symbols and map types (e.g. physical, political, economic products).</li> <li>7. Interpret information from various map types using map symbols.</li> </ol>	Critical Thinking and Problem Solving Skills Information Literacy Communication RI5- 5, 6, 8 NCSS Appendix 1 “Literacy Skills” NCSS Appendix 1 “Critical Thinking Skills” I&TL: 1, 2, 3, 5, 6
<b>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.</b>	<ol style="list-style-type: none"> <li>8. Create written work (e.g. historical fiction essays) using primary sources (e.g. newspaper article, formal essay, poetry, play).</li> <li>9. Organize information in outlines and graphic organizers.</li> </ol>	Critical Thinking and Problem Solving Skills Information Literacy Communication RI5- 9 W5- 2, 4, 6, 10 2.3.6 NCSS Appendix 1 “Literacy Skills” 2.3.7 NCSS Appendix 1 “Critical Thinking Skills” I&TL: 1, 2, 3, 4, 5, 6, 7
<b>2.4 – Demonstrate an ability to participate in</b>	10. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	Critical Thinking and Problem Solving Skills



<p><b>social studies discourse through informed discussion, debate and effective oral presentation.</b></p>	<p>teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.</p> <p>11. Debate conflicting points of view on historical issues or events using evidence.</p> <p>12. Give oral presentations on social studies events or issues and use evidence from more than one source.</p>	<p>Information Literacy Communication SL4- 1, 4 NCSS Appendix 1 "Personal Interaction and Civic Engagement Strategies (PICES) I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b></p>	<p>13. Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Critical Thinking and Problem Solving Skills Information Literacy ITC Literacy Communication SL5- 5 NCSS Appendix 1 "Critical Thinking Skills" I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<p><b>Strand</b></p>	<p><b>Grade Level Expectations</b> <i>Students will be able to:</i></p>	<p><b>Correlations</b></p>
<p><b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b></p>	<p>1. Identify and explain different points of view about a historical event (cause and effect).</p> <p>2. Make and support judgments about the quality of information in text material.</p>	<p>Critical Thinking and Problem Solving Skills Information Literacy Communication NCSS Appendix 1 "Literacy Skills" I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b></p>	<p>3. Analyze why people might have different points of view on a national contemporary issue.</p> <p>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.</p>	<p>Critical Thinking and Problem Solving Skills Information Literacy Communication 3.2.3 NCSS Appendix 1 "Literacy Skills" 3.2.4 NCSS Appendix 1 "Critical Thinking Skills" I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b></p>	<p>5. Predict how a current issue or event might affect one's life.</p> <p>6. Assess the potential impact of proposed solutions to contemporary issues.</p>	<p>Critical Thinking and Problem Solving Skills Communication NCSS Appendix 1 "Learning Strategies" I&amp;TL: 1, 2, 3, 5, 6</p>

**GRADE 6**

World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying China might include the Han Dynasty, Communist Revolution and modern China. In that Grades 6-7 will provide a student's first significant exposure to world history, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.

**Standard 1: Content Knowledge**

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

<p align="center"><b>Strand</b></p> <p align="center"><i>Demonstrate an understanding of:</i></p>	<p align="center"><b>Grade Level Expectations</b></p> <p align="center"><i>Students will be able to:</i></p>	<p align="center"><b>Correlations</b></p>
<p><b>1.1 - Significant events and themes in United States history.</b></p>	<ol style="list-style-type: none"> <li>1. Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)</li> <li>2. Compare and contrast historical events in other nations with those in U.S. history (e.g. settlement, revolution, U.S. Constitution, effects of natural disasters).</li> <li>3. Compare and contrast the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).</li> </ol>	<p>Critical Thinking and Problem Solving Skills Civic Literacy I&amp;TL: 1, 2, 3, 5, 6 NCSS 1, "Culture" NCSS 2, "Time, Continuity, and Change"</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Critical Thinking and Problem Solving Skills Civic Literacy I&amp;TL: 1, 2, 3, 5, 6 NCSS 2, "Time, Continuity, and Change" NCSS 4, "Individual Development and Identity"</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<ol style="list-style-type: none"> <li>5. Explain how a civilization/ nation's arts, architecture, music and literature reflect its culture and history.</li> <li>6. Analyze how specific individuals and their ideas and beliefs influenced world history.</li> <li>7. Compare and contrast cultural contributions of a variety of past and present civilizations.</li> <li>8. Identify examples where cultural differences have contributed to conflict among civilizations or nations.</li> </ol>	<p>Critical Thinking and Problem Solving Skills Civic Literacy I&amp;TL: 1, 2, 3, 5, 6 1.3.5 NCSS 1 "Culture" 4 NCSS 4, "Individual Development and Identity" 7 NCSS 1, "Culture" 8 NCSS 5, "Individuals, Groups, and Institutions"</p>
<p><b>1.4 – Geographical space and place.</b></p>	<ol style="list-style-type: none"> <li>9. Locate and describe specific places on a map using latitude and longitude.</li> <li>10. Examine geographic factors that help explain historical events or contemporary issues.</li> <li>11. Explain the distribution of physical features</li> </ol>	<p>Critical Thinking and Problem Solving Skills Information Literacy Global Literacy Communication</p>

	across the Earth's surface using appropriate maps.	I&TL: 3 9 NCSS 3, "People, Places, and Environments" 10 NCSS 3, "People, Places, and Environments" 11 NCSS 3, "People, Places, and Environments"
<b>1.5 – Interaction of humans and the environment.</b>	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.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 12 NCSS 7, "Production, Distribution, and Consumption", 8, "Science, Technology, and Society" 13 NCSS 7, "Production, Distribution, and Consumption"
<b>1.6 – Patterns of human movement across time and place.</b>	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.	Critical Thinking and Problem Solving Skills I&TL: 1, 2, 3, 5, 6 14 NCSS 3, "People, Places, and Environments" 9, "Global Connections" 15 NCSS 3, "People, Places, and Environments" 7, "Production, Distribution, and Consumption"
<b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b>	16. Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 6, "Power, Authority, and Governance" 10, "Civic Ideals and Practices"
<b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b>	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.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 6, "Power, Authority, and Governance", 10, "Civic Ideals and Practices"
<b>1.9 – The rights and responsibilities of citizens.</b>	19. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world.	Critical Thinking and Problem Solving Skills Civic Literacy I&TL: 1, 2, 3, 5, 6 NCSS 10, "Civic Ideals and Practices"
<b>1.10 – How limited resources influence economic decisions.</b>	20. Compare and contrast the availability and distribution of resources across world regions.	Critical Thinking and Problem Solving Skills Financial Literacy

		I&TL: 1, 2, 3, 5, 6 NCSS 7, "Production, Distribution, and Consumption"
<b>1.11 – How different economic systems organize resources.</b>	21. Compare and contrast different economic systems in the world.	Critical Thinking and Problem Solving Skills Global Awareness Financial Literacy I&TL: 1, 2, 3, 5, 6 NCSS 7, "Production, Distribution, and Consumption"
<b>1.12 – The interdependence of local, national and global economies.</b>	22. Identify economic resources in the world and analyze their relationship to international trade. 23. Analyze the impact of specialization on production and trade.	Critical Thinking and Problem Solving Skills Global Awareness Financial Literacy I&TL: 1, 2, 3, 5, 6 NCSS 9, "Global Connections" NCSS 7, "Production, Distribution, and Consumption"
<b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b>	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.	Critical Thinking and Problem Solving Skills Civic Literacy Communication I&TL: 1, 2, 3, 5, 6 24 NCSS, 3, "People, Places, and Environments" 9, "Global Connections" 25 NCSS 9, "Global Connections" 10, "Civic Ideals and Practices" 26 NCSS 7, "Production, Distribution, and Consumption" , 9, "Global Connections" 10, "Civic Ideals and Practices"

**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.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps,</b>	1. Gather information from multiple print and digital sources, including text, visuals, charts, graphs and maps 2. Cite specific textual evidence to support analysis of primary and secondary sources.	RH- 1, 2, 3, 10 RI6-3 WHST- 7,8 Communication Information Literacy

<p><b>charts, graphs, images, artifacts, recordings and text).</b></p>	<ol style="list-style-type: none"> <li>3. Answer questions about content gathered from print and non-print sources</li> <li>4. Summarize information about primary and secondary sources</li> <li>5. Determine the central ideas or information of a primary or secondary source and provide an accurate summary.</li> <li>6. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered)</li> <li>7. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li> <li>8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ol>	<p>ICT Literacy I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>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).</b></p>	<ol style="list-style-type: none"> <li>9. Compare information about the same event using a variety of primary sources.</li> <li>10. Analyze the relationship between a primary and secondary source on the same topic.</li> <li>11. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.</li> <li>12. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.</li> <li>13. Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>14. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>15. Describe how a text presents information (e.g. sequentially, comparatively, causally).</li> <li>16. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>17. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> <li>18. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).</li> <li>19. Analyze maps and charts to support conclusions about historical events.</li> <li>20. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> </ol>	<p>Communication Information Literacy ICT Literacy RH-4, 5, 6, 7, 9 RI6- 8, 9 WHST-8 SL6-3 I&amp;TL: 1, 2, 3, 5, 6</p>

<p><b>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.</b></p>	<p>21. Write arguments using discipline-specific content.  22. Write informative/explanatory texts, including the narration of historical events, that incorporates research and information to describe a social studies event or issue.  23. Integrate information from multiple print and digital sources while avoiding plagiarism.</p>	<p>RH-1  WHST-1, 2, 6, 8  Communication  Information Literacy  I&amp;TL: 4, 5, 6, 7</p>
<p><b>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b></p>	<p>24. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.  25. Respond orally to opposing points of view and cite appropriate evidence.  26. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Communication  SL6- 1, 3, 4  I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b></p>	<p>27. Present social studies topics using visual forms of evidence, including multimedia components (e.g. maps, pictures, portraits, graphs, video, sound) to clarify information.  28. Create maps of areas, regions or nations and provide relevant information.  29. Make and use maps, globes, models and databases to analyze spatial distributions and patterns.</p>	<p>Communication  SL6-4, 5  I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<p><b>Strand</b></p>	<p><b>Grade Level Expectations</b>  <i>Students will be able to:</i></p>	<p><b>Correlations</b></p>
<p><b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b></p>	<p>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.</p>	<p>Information Literacy  I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b></p>	<p>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).</p>	<p>Flexibility and Adaptability  I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>3.3 - Apply appropriate historical, geographic, political, economic and</b></p>	<p>5. Identify and evaluate the significance of any one factor influencing a contemporary event.</p>	<p>Critical Thinking and Problem Solving Skills  I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>

<b>cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b>		
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**GRADE 7**

World Regional Studies of three or four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying Latin America might include the Mayan Empire, Independence movements of the 19th Century, and modern Latin America. Just as in Grade 6, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.

**Standard 1: Content Knowledge1**

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

<p align="center"><b>Strand</b></p> <p align="center"><i>Demonstrate an understanding of:</i></p>	<p align="center"><b>Grade Level Expectations:</b></p> <p align="center"><i>Students will be able to:</i></p>	<p align="center"><b>Correlations</b></p>
<p><b>1.1 – Significant events and themes in United States history.</b></p>	<ol style="list-style-type: none"> <li>Evaluate the impact of interactions between the United States and other countries/areas worldwide.</li> <li>Compare and contrast historical events in other nations with those in American history (e.g. settlement, Revolution, U.S. Constitution).</li> <li>Compare and contrast the influence of leaders in other nations with those in U.S. History.</li> </ol>	<p>Critical Thinking and Problem Solving Civic Literacy Global awareness 1 NCSS 9 “Individuals, Groups, and Institutions” 2 NCSS 5, “Individuals, Groups, and Institutions” 3 NCSS 5, “Individuals, Groups, and Institutions”</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Critical Thinking and Problem Solving Civic Literacy Global Awareness 4 NCSS 5, “Individuals, Groups, and Institutions”</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<ol style="list-style-type: none"> <li>Explain how a civilization/nation’s arts, architecture, music and literature reflect its culture and history.</li> <li>Analyze how specific individuals and their ideas and beliefs influenced world history.</li> <li>Evaluate the cultural contributions of a variety of past and present civilizations.</li> <li>Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.</li> </ol>	<p>Critical Thinking and Problem Solving Civic Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 5. NCSS 1, “Culture” 6. NCSS 3, “People, Places, and Environments” 7. NCSS 2, “Time, Continuity, and Change” 8. NCSS 1, “Culture”8- NCSS 1</p>
<p><b>1.4 – Geographical space and place.</b></p>	<ol style="list-style-type: none"> <li>Identify selected countries and determine the advantages and challenges created by their geography.</li> <li>Examine geographic factors that help explain historical events and contemporary issues.</li> <li>Analyze settlement patterns in different world regions using appropriate maps.</li> </ol>	<p>I&amp;TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Information Literacy Communication 9. NCSS 3 “People, Places, and Environments” 10. NCSS 3 “People,</p>



		Places, and Environments” 11. NCSS 3 “People, Places, and Environments”
<b>1.5 – Interaction of humans and the environment.</b>	12. Compare and contrast the impact of technology on the environment at different times and in different places.	I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Information Literacy 12. NCSS 8 “Science, Technology, and Society”
<b>1.6 – Patterns of human movement across time and place.</b>	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.	I&TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Information Literacy Global Awareness 13. NCSS 8 “Science, Technology, and Society” 14. NCSS 1 “Culture” 15. NCSS 3 “People, Places, and Environment”
<b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b>	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).	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Civic Literacy Information Literacy 16-NCSS 6, “Power, Authority, and Governance” 17-NCSS 6 “Power, Authority, and Governance”
<b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b>	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.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Civic Literacy Information Literacy 18-NCSS 6, “Power, Authority, and Governance” 19-NCSS 5, “Individuals, Groups, and Institutions”
<b>1.9 – The rights and responsibilities of citizens.</b>	20. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Civic Literacy Global Awareness Information Literacy 20. NCSS 10, “Civic, Ideals, and Practices”
<b>1.10 – How limited resources influence economic decisions.</b>	21. Analyze how resources or lack of resources influenced a nation/region’s development (e.g. diversification vs. one-crop economies).	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Financial Literacy

		Information Literacy 21- NCSS 7, “Production, Distribution, and Consumption”
<b>1.11 – How different economic systems organize resources.</b>	22. Compare and contrast different economic systems in the world. 23. Analyze how different economic systems guide production and distribution	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Global Awareness Financial Literacy Information Literacy 22-NCSS 7, “Production, Distribution, and Consumption” 23-NCSS 7, “Production, Distribution, and Consumption”
<b>1.12 – The interdependence of local, national and global economies.</b>	24. Identify economic resources in the world and analyze their relationship to international trade. 25. Analyze the impact of specialization on production and trade.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Global Awareness Financial Literacy Information Literacy 24- NCSS 7, “Production, Distribution, and Consumption” 25-NCSS 7, “Production, Distribution, and Consumption”
<b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b>	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.	I&TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Global Awareness Civic Literacy Information Literacy 26-NCSS 1, “Culture” 27-NCSS 9, NCSS 3 “People, Places, and Environments” 28-NCSS 1, “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.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps,</b>	1. Gather information from multiple print and digital sources, including text, visuals, charts, graphs and thematic maps 2. Cite specific textual evidence to support analysis of primary and secondary sources.	RH- 1, 2, 3, 10 RI7-3 WHST-7, 8 I&TL: 1, 2, 3, 5, 6 Information Literacy

<p><b>charts, graphs, images, artifacts, recordings and text).</b></p>	<ol style="list-style-type: none"> <li>3. Answer questions about content gathered from print and non-print sources</li> <li>4. Summarize information about primary and secondary sources</li> <li>5. Determine the central ideas or information of a primary or secondary source and provide an accurate summary.</li> <li>6. Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered)</li> <li>7. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li> <li>8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ol>	<p>Media Literacy ICT Literacy</p>
<p><b>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).</b></p>	<ol style="list-style-type: none"> <li>9. Compare information about the same event using a variety of primary sources.</li> <li>10. Explain why one would use a primary or secondary source in a specific context.</li> <li>11. Analyze the relationship between a primary and secondary source on the same topic.</li> <li>12. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.</li> <li>13. Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.</li> <li>14. Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>15. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>16. Describe how a text presents information (e.g. sequentially, comparatively, causally)</li> <li>17. Assess an author’s purpose and point of view and respond in literal, critical and evaluative ways.</li> <li>18. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>19. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> <li>20. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).</li> <li>21. Analyze and interpret maps and charts to support conclusions about historical events.</li> <li>22. Integrate visual information (e.g. in charts,</li> </ol>	<p>RH-4, 5, 6, 7, 9 RI7- 8, 9 WHST-8 SL7-3 I&amp;TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Communication Information Literacy Media Literacy ICT Literacy</p>

	graphs, photographs, videos, or maps) with other information in print and digital texts.	
<b>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.</b>	<p>23. 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.</p> <p>24. Write arguments on discipline-specific content.</p> <p>25. Write informative/explanatory texts, including the narration of historical events, that incorporates research and information to describe a social studies event or issue.</p> <p>26. Integrate information from multiple print and digital sources while avoiding plagiarism.</p>	<p>RH-1 WHST-1, 2, 6, 8 I&amp;TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication</p>
<b>2.4 - Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b>	<p>27. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.</p> <p>28. State and defend points of view using relevant evidence.</p> <p>29. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>SL7- 1,3 I&amp;TL: 1, 2, 3, 5, 6 Critical Thinking and Problem Solving Communication Information Literacy</p>
<b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b>	<p>30. Present social studies topics using visual forms of evidence, including multimedia components (e.g. maps, pictures, portraits, graphs, video, sound), to clarify claims and findings and emphasize salient points.</p> <p>31. Create maps of areas, regions or nations and provide relevant information.</p> <p>32. Compare two countries/regions or two historical periods in the same country/ region using visual representations (e.g. charts, maps, graphs).</p> <p>33. Make and use maps, globes, models and databases to analyze spatial distributions and patterns.</p>	<p>SL7-4, 5 I&amp;TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication Information Literacy Media Literacy</p>

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<b>Strand</b>	<b>Grade Level Expectations</b> <i>Students will be able to:</i>	<b>Correlations</b>
<b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b>	<p>1. Use evidence to describe and/or predict the impact of history on a nation's policies or behavior.</p> <p>2. Evaluate the quality of evidence from various sources supporting a point of view.</p>	<p>I&amp;TL: 1, 2, 3, 4, 5, 6, 7 Critical Thinking and Problem Solving Communication Information Literacy</p>

<p><b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b></p>	<p>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.</p>	<p>I&amp;TL: 1, 2, 3, 4, 5, 6, 7  Critical Thinking and Problem Solving  Communication  Information Literacy</p>
<p><b>3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b></p>	<p>5. Compare, contrast and evaluate the significance of any one factor influencing a contemporary event.</p>	<p>I&amp;TL: 1, 2, 3, 4, 5, 6, 7  Critical Thinking and Problem Solving  Communication  Information Literacy</p>

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**GRADE 8**

The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials.

**Standard 1: Content Knowledge**

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

<p align="center"><b>Strand</b> <i>Demonstrate an understanding of:</i></p>	<p align="center"><b>Grade Level Expectations</b> <i>Students will be able to:</i></p>	<p align="center"><b>Correlations</b></p>
<p><b>1.1 – Significant events and themes in United States history.</b></p>	<ol style="list-style-type: none"> <li>1. Create historical timelines and interpret the data presented in the timelines.</li> <li>2. Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).</li> <li>3. Evaluate the influences that contributed to American social reform movements.</li> <li>4. Explain how the arts, architecture, music and literature of the United States both influence and reflect its history and cultural heterogeneity.</li> <li>5. Analyze how specific individuals and their ideas and beliefs influenced U.S. history.</li> <li>6. Compare and contrast the causes and effects of the American Revolution and the Civil War.</li> <li>7. Examine the significance of Supreme Court precedents established during the Federalist era.</li> <li>8. Analyze the similarities and differences between Manifest Destiny in the 1840s and late 19th century imperialism.</li> <li>9. Evaluate the impact of America’s westward expansion on Native American nations (e.g. Trail of Tears, Dawes Act).</li> <li>10. Evaluate the impact of the compromises made at the Constitutional Convention.</li> </ol>	<p>Critical Thinking and Problem Solving Civic Literacy Communication 2, 3, 4. NCSS 1 “Culture” 4, 5,6,7,8, 9,10 NCSS 2 “Time, Continuity and Change” I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<ol style="list-style-type: none"> <li>11. Analyze the connections between and among local, state and national historical events (e.g. immigration, Civil War participation, trade, manufacturing).</li> </ol>	<p>Critical Thinking and Problem Solving Civic Literacy Financial literacy 11 NCSS 2 “Time, Continuity and Change” I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<ol style="list-style-type: none"> <li>12. Assess the slave trade’s impact on American social institutions.</li> <li>13. Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition).</li> </ol>	<p>Critical Thinking and Problem Solving Financial Literacy Global awareness Civic Literacy</p>

	14. Evaluate U.S. influence on other cultures and world events (e.g. trade, wars, Monroe Doctrine).	12, 13, 14 NCSS 2 “Time, Continuity and Change” I&TL: 1, 2, 3, 4, 5, 6, 7
<b>1.4 – Geographical space and place.</b>	15. Examine how geography influenced the economic and political development of the United States	Critical Thinking and Problem Solving Communication Information Literacy 15. NCSS 3 “People, Places and Environments” I&TL: 1, 2, 3, 4, 5, 6, 7
<b>1.5 – Interaction of humans and the environment.</b>	16. Weigh the impact of America’s Industrial Revolution, industrialization and urbanization on the environment.	Critical Thinking and Problem Solving 16. NCSS 3 “People, Places and Environments” 16. NCSS 7 “Production, Distribution, and Consumption” I&TL: 1, 2, 3, 4, 5, 6, 7
<b>1.6 – Patterns of human movement across time and place.</b>	17. Analyze and draw conclusions about the impact of immigration on the United States at different stages in its history.	Critical Thinking and Problem Solving Information Literacy Communication Civic literacy 17. NCSS 3 “People, Places and Environments” I&TL: 1, 2, 3, 4, 5, 6, 7
<b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b>	18. Differentiate the functions (including checks and balances) of the United States’ three branches of government, using contemporary examples.	Critical Thinking and Problem Solving Civic Literacy 18. NCSS 6 “Power, Authority and Governance” I&TL: 3
<b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b>	19. Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens (e.g. amendments, court cases).	Critical Thinking and Problem Solving Civic Literacy 19. NCSS 10 “Civic Ideals and Practices” I&TL: 1, 2, 3, 4, 5, 6, 7
<b>1.9 – The rights and responsibilities of citizens.</b>	20. Analyze U.S. citizens’ rights and responsibilities under the Constitution. 21. Assess the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights. 22. Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain).	Critical Thinking and Problem Solving Civic Literacy Communication Information Literacy 20. NCSS 6 “Power, Authority and Governance” 21, 22. NCSS 10 “Civic Ideals and Practices” I&TL: 1, 2, 3, 4, 5, 6, 7
<b>1.10 – How limited resources</b>	23. Analyze how technology has influenced	Critical Thinking and

influence economic decisions.	productivity (e.g. cotton gin, steam power, interchangeable parts, telegraph, telephone, manned flight, computers).	Problem Solving ITC Literacy 23. NCSS 7 “Production, Distribution, and Consumption” 23. NCSS 8 “Science, Technology, and Society” I&TL: 1, 2, 3, 5, 6
1.11 – How different economic systems organize resources.	24. Analyze the relationship between supply and demand and the prices of goods and services in a market economy.	Critical Thinking and Problem Solving Financial Literacy 24. NCSS 7 “Production, Distribution and Consumption” I&TL: 1, 2, 3, 5, 6
1.12 – The interdependence of local, national and global economies.	25. Identify and analyze specific factors that promoted growth and economic expansion in the United States. 26. Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, “cotton culture”).	Critical Thinking and Problem Solving Financial Literacy 25. NCSS 5 “Individuals, Groups and Institutions” 26. NCSS 7 “Production, Distribution and Consumption” I&TL: 1, 2, 3, 4, 5, 6, 7
1.13 – The characteristics of and interactions among culture, social systems and institutions.	27. Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems. 28. Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time. 29. Examine how stereotypes develop and explain their impact on history and contemporary events.	Critical Thinking and Problem Solving Civic Literacy Communication 27. NCSS 1 “Culture” 28. NCSS 2 “Time, Continuity and Change” 29. NCSS 5 “Individuals, Groups, and Institutions” I&TL: 1, 2, 3, 4, 5, 6, 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.*

Strand	Grade Level Expectations <i>Students will be able to:</i>	Correlations
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)	<ol style="list-style-type: none"> <li>Gather information from multiple print and digital sources.</li> <li>Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>Determine the central ideas or information of a primary or secondary source and provide an accurate summary.</li> <li>Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).</li> </ol>	RH-1, 2, 3, 10 RI8-3 WHST- 7, 8 Communication Information Literacy ICT Literacy I&TL: 1, 2, 3, 5, 6



	<ol style="list-style-type: none"> <li>5. Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.</li> <li>6. Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ol>	
<p><b>2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)</b></p>	<ol style="list-style-type: none"> <li>7. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>8. Describe how a text presents information (e.g. sequentially, comparatively, causally).</li> <li>9. Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>10. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> <li>11. Compare information about the same event using a variety of primary sources.</li> <li>12. Analyze the relationship between a primary and secondary source on the same topic.</li> <li>13. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.</li> <li>14. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.</li> <li>15. Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>16. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).</li> <li>17. Analyze maps and charts to support conclusions about historical events.</li> <li>18. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> </ol>	<p>RH-4, 5, 6, 7, 9  RI8- 8, 9  WHST-8  SL8-3  Communication  Information Literacy  ICT Literacy  I&amp;TL: 1, 2, 3, 5, 6</p>
<p><b>2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues</b></p>	<ol style="list-style-type: none"> <li>19. Write arguments using discipline-specific content.</li> <li>20. 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.</li> <li>21. Write informative/explanatory texts, including the narration of historical events.</li> <li>22. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.</li> <li>23. Integrate information from multiple print and digital sources without plagiarism.</li> </ol>	<p>RH-1  WHST-1, 2, 6, 8  Communication  Information Literacy  I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>

<p><b>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation</b></p>	<p>24. Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>25. Orally present information on social studies events or issues and support with primary and secondary evidence.</p> <p>26. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>SL8- 1, 4 Communication Information Literacy Flexibility and Adaptability</p>
<p><b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b></p>	<p>27. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>28. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.</p>	<p>RI8-7 SL8-5 Communication Information Literacy</p>

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

<p><b>Strand</b></p>	<p><b>Grade Level Expectations</b> <i>Students will be able to:</i></p>	<p><b>Correlations</b></p>
<p><b>3.1 Use evidence to identify, analyze and evaluate historical interpretations</b></p>	<p>1. In a group or team, work together to reach a decision on an issue and explain the reasons for the decision</p> <p>2. Compare and contrast two or more interpretations of a historical event.</p> <p>3. Cite evidence to support and/or critique a historian’s interpretation of an event.</p>	<p>Communication Information Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view</b></p>	<p>4. Analyze the options available to an individual in a historical or contemporary situation.</p> <p>5. Justify why people might have different points of view on a historical or contemporary issue.</p>	<p>Communication Information Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems</b></p>	<p>6. Develop a plan of action to provide a solution to a local, state or national issue.</p> <p>7. Compare and contrast possible solutions to a current issue citing relevant information.</p>	<p>Communication Information Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>

## HIGH SCHOOL

**C American History** — This required course should emphasize 20th/21st century events with review of earlier events where necessary to provide appropriate background and context.

**World History/International Studies**—Whether using a chronological or thematic approach, this required course should include a significant amount of 20<sup>th</sup>/21<sup>st</sup> century material with review of earlier events where necessary to provide appropriate background and context.

**Civics** — The half-year required course should go beyond the organization and structure of government to emphasize applications to local, state and national issues.

**Electives** — Most districts offer economics, geography, psychology, and other social science courses.

### Standard 1: Content Knowledge

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

Strand <i>Demonstrate an understanding of:</i>	Grade Level Expectations <i>Students will be able to:</i>	Correlations
<b>1.1 – Significant events and themes in United States history.</b>	<ol style="list-style-type: none"> <li>1. Apply chronological thinking to examine relationships among events and explain causes and effects of events.</li> <li>2. Investigate the causes and effects of migration within the United States (e.g. westward movement, African American Diaspora, urbanization, suburbanization).</li> <li>3. Analyze the evolution of citizens' rights (e.g. Palmer Raids, struggle for civil rights, women's rights movements, Patriot Act).</li> <li>4. Evaluate the changing role of U.S. participation and influence in world affairs (e.g. trade, United Nations, NATO, globalization).</li> <li>5. Evaluate the changing nature of the U.S. economy (e.g. agrarian, manufacturing, service, rise of unions, "green movement").</li> <li>6. Assess the influence of geography on the development of the United States (e.g. settlement patterns, natural disasters, resources, environmental issues).</li> <li>7. Compare and contrast various American Beliefs, values and political ideologies (e.g. political parties, nativism, Scopes trial, McCarthyism).</li> <li>8. Analyze the influence of nationalism on American society (e.g. wartime conservation programs, immigration policies, Japanese-American internment).</li> <li>9. Analyze the influence of sectionalism on American life (e.g. urban vs. rural, "solid south", "red" states vs. "blue" states).</li> </ol>	<p>Communication Collaboration Critical Thinking and Problem Solving Civic Literacy Creativity and Innovation Information Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7 2. NCSS 2, "Time, Continuity, and Change" 2. NCSS 3, "People, Places, and Environments" 3. NCSS 6, "Power, Authority, and Governance" 3. NCSS 10, "Civic Ideals and Practices" 4. NCSS 9, "Global Connections" 4. NCSS 3 "People, Places, and Environments" 5. NCSS 7, "Production, Distribution, and Consumption" 6. NCSS 3, "People, Places, and Environments" 7. NCSS 10, "Civic Ideals and Practices" 8. NCSS 1, "Culture" 9. NCSS 2, "Time, Continuity, and Change" 10. NCSS 1, "Culture",</p>

	<p>10. Assess the significance of the evolving heterogeneity of American society (e.g. role of immigrants, contributions of minority groups).</p> <p>11. Analyze the impact of technology and scientific discovery on American society (e.g. vaccines, interstate highways, space race, telecommunications).</p> <p>12. Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g. New Orleans Jazz, Harlem Renaissance, Frank Lloyd Wright, Maya Angelou, rock 'n' roll).</p> <p>13. Evaluate the role and impact that significant individuals have had on historical events (e.g. Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Malcolm X, Ronald Reagan).</p>	<p>10. NCSS 4, "Individual Development and Identity"</p> <p>11. NCSS 8, "Science, Technology, and Society"</p> <p>12. NCSS 1, "Culture" , 4</p> <p>13. NCSS 3, "People, Places, and Environments"</p> <p>13. NCSS 4, "Individual Development and Identity"</p> <p>13. NCSS 5, "Individuals, Groups, and Institutions"</p>
<p><b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b></p>	<p>14. Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. Samuel Colt, John Brown, Ella Grasso's election, Senator Lieberman switching political parties).</p> <p>15. Describe how major events in U.S. history affected Connecticut citizens (e.g. Great Depression, World War II, Civil Rights).</p>	<p>Critical Thinking and Problem Solving Civic Literacy Communication I&amp;TL: 1, 2, 3, 4, 5, 6, 7 14, 15. NCSS 2, "Time, Continuity, and Change"</p>
<p><b>1.3 – Significant events and themes in world history/international studies.</b></p>	<p>16. Describe and evaluate models of historical periodization used to categorize events.</p> <p>17. Apply chronological thinking to examine relationships among events and explain causes and effects of events.</p> <p>18. Assess how a civilization/nation's arts, architecture, music, and literature reflect its culture and history.</p> <p>19. Explain the significance of globalization (e.g. cross-border migrations economic trade, cultural exchange) on the world's nations and societies (spread of colonial rule in Asia and Africa, nationalist revolt in the Middle East, revolutions in China, Latin America)</p> <p>20. Assess the causes and impacts of imperialism (e.g. colonial rule, revolution, dictatorships, Cold War, independence movements, etc.).</p> <p>21. Analyze conflict and cooperation in world affairs (e.g. World Wars I and II, United Nations, Israel-Palestine, Kosovo, Afghanistan, Cote d'Ivoire, Middle East, North Africa)</p> <p>22. Compare and contrast political systems across historical time periods (e.g. totalitarianism/authoritarian, monarchy/theocracy, representative/parliamentary democracy).</p>	<p>Critical Thinking and Problem Solving Global Awareness Financial Literacy Civic Literacy Communication Collaboration Information Literacy Media Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7 17. NCSS 1, "Culture"</p> <p>18. NCSS 9, "Global Connections"</p> <p>19. NCSS 6, "Power, Authority, and Governance"</p> <p>20. NCSS 2, "Time, Continuity, and Change"</p> <p>21. NCSS 2, "Time, Continuity, and Change"</p> <p>21. NCSS 3, "People, Places, and Environments"</p> <p>21. NCSS 6. "Power, Authority, and Governance"</p> <p>22. NCSS 2, "Time, Continuity, and Change"</p>

	<p>23. Compare and contrast economic systems across historical time periods (e.g. traditional, market, command, and mixed).</p> <p>24. Compare and contrast the rise and fall of prominent civilizations (e.g. Greek, Roman, Mesopotamian, India, China, Muslim empires).</p> <p>25. Analyze the impact of technological and scientific change on world civilizations (e.g. printing press, gun powder, vaccine, and computers).</p> <p>26. Analyze nationalism’s impact on world events (e.g. Balkans and World War I, Latin American 19th century authoritarianism, revolution and dictatorship in the Middle East, westernization in Russia, China, and Southeast Asia).</p> <p>27. Analyze the cause and results of political/social revolution (e.g. October Revolution in Russia, Cuban Revolution, Industrial revolution, French revolution, 20th century revolutions in Turkey, China, India, Indonesia, Vietnam, Egypt and Iran).</p> <p>28. Evaluate the role and impact of the significant individuals on historical events (e.g. Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela, Arafat, Che Guevara, Gorbachev, Osama bin Laden).</p> <p>29. Evaluate the impact of major belief systems on societies and nations (e.g. religions, philosophies, political theories)</p>	<p>22. NCSS 7, “Production, Distribution, and Consumption”</p> <p>23. NCSS 2, “Time, Continuity, and Change”</p> <p>24. NCSS 8, “Science, Technology, and Society”</p> <p>25. NCSS 2, “Time, Continuity, and Change”</p> <p>26. NCSS 2, “Time, Continuity, and Change”</p> <p>27. NCSS 2, “Time, Continuity, and Change”</p> <p>28. NCSS 2, “Time, Continuity, and Change”</p>
<p><b>1.4 – Geographical space and place.</b></p>	<p>30. Explain how technological developments have changed our perception and understanding of location and space in the modern world (telecommunications, internet, e-mail, transportation).</p> <p>31. Analyze how geographic location and physical features have influenced national histories.</p>	<p>Critical Thinking and Problem Solving Financial Literacy Communication I&amp;TL: 1, 2, 3, 4, 5, 6, 7 30. NCSS 8, “Science, Technology, and Society” 31. NCSS 3, “People, Places, and Environments”</p>
<p><b>1.5 – Interaction of humans and the environment.</b></p>	<p>32. Analyze how a specific environment has influenced historical developments in a region/nation of the world.</p> <p>33. Analyze globalization’s impact on peoples around the world.</p>	<p>Critical Thinking and Problem Solving Global Awareness I&amp;TL: 1, 2, 3, 5, 6 32. NCSS 3, “People, Places, and Environments” 33. NCSS 3 “People, Places, and Environments” 33. NCSS 9, “Global Connections”</p>

<p><b>1.6 – Patterns of human movement across time and place.</b></p>	<p>34. Explain how environmental factors cause human movement (e.g. drought, disease, natural disasters).</p> <p>35. Analyze geographical influences on the United States' development (e.g. settlement patterns, natural disasters, resources, land-use patterns).</p> <p>36. Analyze migration patterns within and among nations.</p> <p>37. Analyze human factors that cause migration (e.g. imperialism, discrimination, war, economic opportunity, genocide).</p> <p>38. Compare and contrast migration's impact on the country of origin and country of settlement.</p>	<p>Critical Thinking and Problem Solving Global Awareness Communication Collaboration Information Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7 35, 36, 37, 38, 39. NCSS 3, "People, Places, and Environments"</p>
<p><b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b></p>	<p>39. Compare and contrast how different national governments throughout the world attempt to meet their citizens' needs.</p> <p>40. Analyze the relationship between national governments and international organizations.</p>	<p>Critical Thinking and Problem Solving Civic Literacy Global Awareness Collaboration Information Literacy I&amp;TL: 1, 2, 3, 5, 6 39, 40. NCSS 6, "Power, Authority, and Governance"</p>
<p><b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b></p>	<p>41. Analyze laws that have been modified to meet society's changing values and needs (e.g. civil rights laws, banking regulations, Prohibition).</p> <p>42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems.</p> <p>43. Explain how the Constitution limits the powers of government and protects the accused.</p> <p>44. Analyze the role of technology, media and advertising in influencing voting and law making.</p> <p>45. Assess the role of lobbying and citizen petitioning in shaping legislation.</p>	<p>Critical Thinking and Problem Solving Civic Literacy ITC Literacy Media Literacy Communication I&amp;TL: 1, 2, 3, 4, 5, 6, 7 42, 43, 44, 45. NCSS 10, "Civic Ideals and Practices" 44. NCSS 4, "Individual Development, and Identity" 45. NCSS, 8 "Science, Technology, and Society"</p>
<p><b>1.9 – The rights and responsibilities of citizens.</b></p>	<p>46. Investigate 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, Nelson Mandela, Mary McLeod Bethune, Martin Luther King, George McCarthy, Nazi Holocaust, Che Guevara).</p> <p>47. Analyze the tension between the need for national security and protection of individual rights (e.g. World War I Sedition Act, Patriot Act).</p> <p>48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national</p>	<p>Critical Thinking and Problem Solving Global Awareness Civic Literacy Communication I&amp;TL: 1, 2, 3, 4, 5, 6, 7 47, 48, 49. NCSS 6, "Power, Authority, and Governance" 47, 48, 49. NCSS 10, "Civic Ideals and Practices"</p>

	and international levels (e.g. Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).	
<b>1.10 – How limited resources influence economic decisions.</b>	<p>49. Describe how a nation’s availability of resources has changed over time (e.g. war, expansion, trade).</p> <p>50. Analyze how the abundance or scarcity of resources affects the nation and the individual.</p> <p>51. Analyze how a government’s resources can be used to influence economic decisions.</p>	<p>Critical Thinking and Problem Solving Financial Literacy Civic Literacy Communication I&amp;TL: 1, 2, 3, 4, 5, 6, 7 50, 51, 52. NCSS 7, “Production, Distribution, and Consumption”</p>
<b>1.11 – How different economic systems organize resources.</b>	<p>52. Analyze how governments with different economic systems can influence production and distribution.</p> <p>53. Examine how government activity (e.g. tariffs, taxes, social reforms) can influence an individual’s economic decisions.</p> <p>54. Analyze how government policies (e.g. taxation, spending) can influence how people and businesses use resources.</p>	<p>Critical Thinking and Problem Solving Financial Literacy Civic Literacy I&amp;TL: 1, 2, 3, 5, 6 53, 54, 55. NCSS 7, “Production, Distribution, and Consumption”</p>
<b>1.12 – The interdependence of local, national and global economies.</b>	<p>55. Explain how trade surpluses and deficits develop.</p> <p>56. Compare and contrast free trade and fair trade.</p> <p>57. Analyze ways governments and international organizations can promote or inhibit economic development.</p> <p>58. Analyze factors that encourage a business to relocate to another region or country.</p>	<p>Critical Thinking and Problem Solving Financial Literacy Civic Literacy Global awareness Communication Collaboration I&amp;TL: 1, 2, 3, 4, 5, 6, 7 57, 58, 59. NCSS 3 “People, Places, and Environments” 56, 57, 58, 59. NCSS 7, “Production, Distribution, and Consumption” 56, 57, 58, 59. NCSS 9, “Global Connections”</p>
<b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b>	<p>59. Demonstrate the importance of viewing a culture through a variety of perspectives.</p> <p>60. Analyze examples of the impact of cultural diversity in different nations (e.g. Iraq, the former Yugoslavia, Rwanda, South Africa).</p> <p>61. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.</p> <p>62. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.</p>	<p>Critical Thinking and Problem Solving Global awareness Collaboration I&amp;TL: 1, 2, 3, 5, 6 60, 61, 62, 63. NCSS 1 “Culture”</p>

**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

Strand	Grade Level Expectations <i>Students will be able to:</i>	Correlations
<b>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)</b>	<ol style="list-style-type: none"> <li>1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.</li> <li>2. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>3. Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.</li> <li>4. Draw information from informational texts to support analysis, reflection, and research.</li> </ol>	RH9-12- 1, 10 WHST9-12- 7, 8, 9 Information Literacy Media Literacy Critical Thinking and Problem Solving ICT Literacy I&TL: 1, 2, 3, 5, 6
<b>2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)</b>	<ol style="list-style-type: none"> <li>5. Choose valid sources and provide evidence to answer a history/social studies question.</li> <li>6. Determine the central ideas of, and be able to, summarize information from primary and secondary sources.</li> <li>7. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>8. Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text.</li> <li>9. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole</li> <li>10. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</li> <li>11. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</li> <li>12. Interpret social/political messages of visuals (e.g. political cartoons, posters, photographs, art of a period)</li> <li>13. Detect bias in data presented in various forms</li> <li>14. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> </ol>	RH9-12- 2, 3, 4, 5, 6, 7, 8 SL9-12- 3 Critical Thinking and Problem Solving Communication Information Literacy Media Literacy I&TL: 1, 2, 3, 5, 6
<b>2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues</b>	<ol style="list-style-type: none"> <li>15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.</li> <li>16. Write informative/explanatory texts about events and topics</li> <li>17. Compose a thesis statement using primary and secondary sources.</li> </ol>	RH9-12- 7, 9 WHST9-12- 1, 2 Creativity and Innovation Critical Thinking and Problem Solving Communication Information Literacy



	<p>18. Write arguments using discipline-specific content.</p> <p>19. Write informative/explanatory texts including the narration of historical events.</p> <p>20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation</p>	<p>Media Literacy ICT Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation</b></p>	<p>21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>22. Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.</p> <p>23. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.</p> <p>24. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>SL9-12- 1, 2, 4, 6 Creativity and Innovation Critical Thinking and Problem Solving Communication I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays)</b></p>	<p>25. Create relevant visual social studies materials (e.g. maps. Political cartoons, charts, Web pages) to support an essay or oral report.</p> <p>26. Create multipurpose visuals (e.g. graphic maps, pictographs) to present information.</p> <p>27. Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL9-12- 5 Creativity and Innovation Communication Media Literacy ICT Literacy I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

Strand	Grade Level Expectations <i>Students will be able to:</i>	Correlations
<p><b>3.1 Use evidence to identify, analyze and evaluate historical interpretations</b></p>	<p>1. Use evidence to develop an interpretation of a historical event.</p> <p>2. Evaluate primary and secondary interpretations of a historical event.</p> <p>3. Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.</p> <p>4. Predict how alternative actions by individuals or groups might have changed a historical outcome.</p> <p>5. In a group or team, research, analyze and present a current issue identifying all sides (of the issue).</p>	<p>Critical Thinking and Problem Solving Information Literacy Flexibility and Adaptability I&amp;TL: 1, 2, 3, 5, 6</p>

<p><b>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view</b></p>	<ol style="list-style-type: none"> <li>6. Develop criteria for assessing the actions or policies of an individual or group in the past.</li> <li>7. Portray the attitudes reflected in a historical period using a variety of writing formats (eulogy, editorial, diary).</li> <li>8. Develop criteria to evaluate alternative viewpoints on a contemporary issue.</li> <li>9. Analyze how one's historical memory can contribute to one's view of a contemporary issue or event.</li> <li>10. Cite examples and analyze how people and/or personal accounts can influence historical memory.</li> </ol>	<p>Creativity and Innovation  Communication  Critical Thinking and Problem Solving  Collaboration  Information Literacy  Flexibility and Adaptability  I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems</b></p>	<ol style="list-style-type: none"> <li>11. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem.</li> <li>12. Research a current issue and predict an outcome using relevant geographic, political, economic, cultural and historical evidence.</li> <li>13. Formulate a historical question and devise a research procedure that would lead to an answer.</li> <li>14. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation.</li> </ol>	<p>Critical Thinking and Problem Solving  Collaboration  Information Literacy  Social and Cross-Cultural Skills  Flexibility and Adaptability  Productivity and Accountability  Leadership and Responsibility  I&amp;TL: 1, 2, 3, 4, 5, 6, 7</p>