



**Connecticut
Social Studies
Curriculum
Framework
Grades PK-12**

INTRODUCTION TO THE CONNECTICUT 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 *Application* (Standard 3) GLEs. One component of application is helping students build empathic awareness along with the ability to apply that awareness

to understanding historical and contemporary issues. Empathic awareness increases from both knowledge and the skills to distinguish the irrelevant from the significant. It requires teachers and students to be willing to suspend judgment, weigh evidence and examine other points of view. At times, it may mean confronting controversial topics. A student must learn about alternative viewpoints in order to build, refine and support his or her own view.

Empathic awareness is particularly important when studying peoples across the U.S. communities and in other parts of the world. Teachers should help students to understand difference, to accept it when that difference meets the standards of human dignity and rights, and to consider how to work with situations that many find unacceptable. 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 includes attention to and the integration of current events as part of the *Application* 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 the 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.

Framework Organization

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

Standard 1: Content Knowledge

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

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

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.

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, culturally 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 21st 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, 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.



Connecticut Social Studies Curriculum Framework Grades PK-12

Suggestions for Content to Address Grade-Level Expectations by Grade	
Prekindergarten	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.
Kindergarten	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.
Grade 1	Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states or countries.
Grade 2	One's town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut.
Grade 3	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.
Grade 4	Connecticut as the context and include comparisons with another U.S. state and a state, province or area in another country.
<p><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></p>	
Grade 5	Early American History through the American Revolution/Constitution with an emphasis on local history connections and use of primary materials.
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.
Grade 7	World Regional Studies as a continuation of the Grade 6 program with three to four different countries.
Grade 8	American History from the Constitution through the 19th century with an emphasis on local history connections and extensive use of primary materials.
High School	<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 20th/21st century material.</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, social sciences, area studies and contemporary issues.</p> <p><i>Note: Advanced placement courses would likely deviate from these suggestions to meet college course requirements.</i></p>

While the curriculum outlined above is a suggestion, it makes clear that social studies instruction is an integral component of instruction at every grade level. In addition, the teaching of social studies involves the teaching of literacy skills within the content area. Given the curricular demands across content areas, districts must be integrative and flexible in devising a balanced curriculum that includes the standards, strands and GLEs presented in this framework and in others. For more information about the English Language Arts (ELA) Curriculum Standards or the *Beyond the Blueprint*, please visit, the [ELA home page](#).

Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.1 – Demonstrate an understanding of significant events and themes in United States history.	<ol style="list-style-type: none"> Sequence events and describe time periods using terms such as morning, afternoon, night, yesterday, today and tomorrow. 	<ol style="list-style-type: none"> Recognize events that reoccur and the frequency of reoccurrence. Compare past and present experiences (e.g., explain what was different when parents were little or what they were like as babies). 	<ol style="list-style-type: none"> Explain the significance of historical figures and/or history-related holidays (e.g., Presidents Day, Memorial Day, Veterans Day). Examine Native American culture through books and art. 	<ol style="list-style-type: none"> Explain the contributions of historical figures (e.g., George Washington, Harriet Tubman, Sacagawea, Squanto, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Rosa Parks). 	<ol style="list-style-type: none"> Explain the significance of events surrounding historical figures (e.g., George Washington, Harriet Tubman, Squanto, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Rosa Parks). Recognize and evaluate the significance of historical national documents (e.g., Constitution, Bill of Rights, Declaration of Independence). 	<ol style="list-style-type: none"> Identify the cultures and traditions of Native American peoples before colonization. Compare and contrast the impact of colonization on both Native American peoples and the colonists in Connecticut. 	<ol style="list-style-type: none"> Explain how specific individuals and their ideas and beliefs influenced U.S. history (e.g., John Smith, Anne Hutchinson, Uncas, Benjamin Franklin). Compare and contrast the economic, political and/or religious differences that contributed to conflicts (e.g., French and Indian Wars, American Revolution). Analyze how some conflicts have been resolved through compromise (e.g., U.S. Constitution, Northwest Ordinance). Evaluate the relative influ- 	<ol style="list-style-type: none"> Identify examples of interactions between the United States and other countries/areas worldwide. Compare and contrast historical events in other nations with those in U.S. history (e.g., settlement, revolution, U.S. Constitution)*. Compare and contrast the influence of leaders in other nations with those in U.S. history.* 	<ol style="list-style-type: none"> Evaluate the impact of interactions between the United States and other countries/areas worldwide. Compare and contrast historical events in other nations with those in U.S. history (e.g., settlement, Revolution, Constitution)*. Compare and contrast the influence of leaders in other nations with those in U.S. history.* 	<ol style="list-style-type: none"> Describe examples of conflicts that have been resolved through compromise (e.g., compromises over slavery, social reforms). Describe the influences that contributed to American social reform movements. Explain how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity. Explain how specific individuals and their ideas and beliefs influenced U.S. history. Compare and contrast the causes and ef- 	<ol style="list-style-type: none"> Investigate the causes and effects of migration within the United States (e.g., westward movement, African American Diaspora, urbanization, suburbanization). Trace the evolution of citizens’ rights (e.g., Palmer Raids, struggle for civil rights, women’s rights movements, Patriot Act). Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization). Explain the changing nature of the U.S. economy (e.g., agrarian, manufacturing, service, rise of unions, “green movement”). Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources, environmental issues). Compare and contrast

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

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Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
							<p>ence of individual events that contributed to the American Revolution.</p> <p>5. Explain the significance of the results achieved at the Constitutional Convention.</p>			<p>ffects of the American Revolution and the Civil War.</p> <p>6. Examine the significance of precedents established during the Federalist era.</p> <p>7. Analyze the similarities and differences between Manifest Destiny in the 1840s and late 19th century imperialism.</p> <p>8. Evaluate the impact of America’s westward expansion on Native American nations (e.g., Trail of Tears, Dawes Act).</p> <p>9. Evaluate the impact of the compromises made at the Constitutional Convention.</p>	<p>various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>7. Analyze the influence of nationalism on American society (e.g., wartime conservation programs, immigration policies, Japanese American internment).</p> <p>8. Analyze the influence of sectionalism on American life (e.g., urban vs. rural, “solid south,” “red” states vs. “blue” states).</p> <p>9. Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, cultural pluralism, contributions of minority groups).</p> <p>10. Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).</p> <p>11. Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural hetero-</p>

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Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
											geneity (e.g., New Orleans Jazz, Harlem naissance, Frank Lloyd Wright, Maya Angelou, rock 'n' roll). 12. Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).

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Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.	2. Sequence events and describe time periods using terms such as morning, afternoon, night, yesterday, today and tomorrow.	3. Recognize events that reoccur and the frequency of reoccurrence. 4. Locate yesterday, today and tomorrow on a calendar to sequence events 5. Use terms such as before and after to compare events.	3. Compare and contrast personal and peer experiences to the lives and experiences of people in different generations as it relates to specific topics.	2. Explain the roles that significant events and people play in shaping town/city history. 3. Identify and explain the significance of local historical sites.	3. Identify and examine connections between events in local and regional history.	3. Identify and analyze the impact of individuals, groups and events on Connecticut history (e.g., Mark Twain, Samuel Colt, Harriet Beecher Stowe, Nathan Hale, Native American tribes). 4. Research the significance of Connecticut historical sites. 5. Analyze the impact of historical changes on the state or region (e.g., location of capital, transportation).	6. Explain the connections between local, state and national events (e.g., charter, Connecticut Constitution, American Revolution, U.S. Constitution).	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.*	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.*	10. Analyze the connections among local, state and national historical events (e.g., immigration, Civil War participation, trade, manufacturing).	13. Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g., Samuel Colt, Ella Grasso’s election, Senator Lieberman switching political parties). 14. Describe how major events in U.S. history affected Connecticut citizens (e.g., Great Depression, World War II, Civil Rights).

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Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	3. Recognize that there are other cultures with different languages, foods, art, music, customs, forms of shelter.	6. Examine similarities and differences between one’s own culture and other cultures to which students are exposed through personal experience or media.	4. Analyze how one’s own cultural heritage (e.g., holiday celebrations, dress and customs) has changed over time.	4. Investigate one’s own family heritage, making comparisons to classmates and community members.	4. Investigate the national origins of prominent individuals (past and present) in one’s town and examine the influence of their heritage.	6. Explain the influences that contributed to European exploration and colonization in Connecticut. 7. Trace the national origins of prominent individuals (past and present) in Connecticut.	7. Trace the evolving relationship between England and its American Colonies 8. Compare the perspectives of England and the Colonies relative to the events preceding the American Revolution. 9. Compare and contrast the factors leading to Colonial settlement.	5. Explain how a civilization/nation’s arts, architecture, music and literature reflect its culture and history.* 6. Analyze how specific individuals and their ideas and beliefs influenced world history.* 7. Compare and contrast cultural contributions of a variety of past and present civilizations. 8. Identify examples where cultural differences have contributed to conflict among civilizations or nations.	5. Explain how a civilization/nation’s arts, architecture, music and literature reflect its culture and history.* 6. Analyze how specific individuals and their ideas and beliefs influenced world history.* 7. Evaluate the cultural contributions of a variety of past and present civilizations. 8. Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.	11. Assess the slave trade’s impact on American social institutions. 12. Analyze foreign reactions to the institution of slavery in America (e.g., Amistad, Liberia, English abolition). 13. Describe examples of the U.S. influence on other cultures and world events (e.g., trade, wars, Monroe Doctrine).	15. Explain how a civilization/nation’s arts, architecture, music and literature reflect its culture and history. 16. Explain the significance of globalization on the world’s nations and societies (e.g., cross-border migrations, economic trade, cultural exchange). 17. Explain imperialism’s causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union). 18. Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank). 19. Compare and contrast political systems across historical time periods (e.g., totalitarian/authoritarian, monarchy, representative democracy). 20. Compare and contrast economic systems across historical time periods (e.g., command, mixed, market). 21. Compare and contrast

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Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
											the rise and fall of prominent civilizations (e.g., British Empire, Hapsburg Empire, China’s Qing Empire). 22. Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gunpowder, vaccines, computers). 23. Analyze nationalism’s impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel). 24. Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial). 25. Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela). 26. Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).

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Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.4 – Demonstrate an understanding of geographical space and place.	<p>4. Place familiar objects in appropriate geographical locations (e.g., bed in a bedroom, slide on playground, etc.)</p> <p>5. Describe locations using positional words (e.g., on, under, behind, next to, between).</p>	<p>7. Explain the geographical relationships of familiar places in one’s own community (e.g., home to school, home to store).</p> <p>8. Identify and explain the significance of important locations in one’s neighborhood.</p>	<p>5. Use map and symbols to locate critical features of one’s town.</p> <p>6. Locate major physical features on maps and globes (e.g., oceans, continents, mountains).</p>	<p>5. Compare and contrast man-made and physical characteristics in one’s town (e.g., rivers, lakes, town hall, high school).</p> <p>6. Identify one’s town on a state map.</p>	<p>5. Identify and locate Earth’s various physical features (e.g., continents, oceans, mountains).</p> <p>6. Create a representation of geographic features (e.g., map, graph, model).</p> <p>7. Differentiate between absolute and relative locations (e.g., longitude and latitude versus proximity).</p>	<p>8. Locate man-made and physical characteristics of Connecticut.</p> <p>9. Compare and contrast map types (e.g., political, physical, population).</p>	<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>9. Locate and describe specific places on a map using latitude and longitude.</p> <p>10. Examine geographic factors that help explain historical events or contemporary issues. *</p> <p>11. Explain the distribution of physical features across the Earth’s surface using appropriate maps.</p>	<p>9. Identify selected countries and determine the advantages and challenges created by their locations.</p> <p>10. Examine geographic factors that help explain historical events or contemporary issues. *</p> <p>11. Analyze settlement patterns in different world regions using appropriate maps.</p>	<p>14. Examine how geography influenced the economic and political development of the United States.</p>	<p>27. Explain how technological developments have changed our perception and understanding of location and space in the modern world (e-mail, transportation, world markets).</p> <p>28. Analyze how geographic location and physical features have influenced national histories.</p>

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Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.5 – Describe the interaction of humans and the environment.	6. Investigate one’s impact on the immediate environment (e.g., why we need to pick up toys).	9. Discuss how people’s actions affect the environment (e.g., why we recycle or conserve energy).	7. Identify the changes humans have made in one’s town or neighborhood and how they affect the environment. 8. Explain the difference between man-made and natural geographic features. 9. Observe weather changes and examine how these affect people lives.	7. Explain the effects of local and regional changes humans have made and how they affect the environment. 8. Explain how physical systems (weather and climate) affect people and their lives.	8. Evaluate the ways in which people affect the environment (e.g., dams, mining, global warming, preservation, recycling). 9. Discuss how geographical features and natural resources shape people’s lives.	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.	12. Describe how early colonists had to adapt to their new environment (e.g., building materials, food).	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.	12. Compare and contrast technology’s impact on the environment at different times and in different places.	15. Weigh the impact of America’s Industrial Revolution, industrialization and urbanization on the environment.	29. Analyze how a specific environment has influenced historical developments in a region/nation of the world. 30. Analyze globalization’s impact on peoples around the world.

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Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.6 – Describe patterns of human movement across time and place.	7. Describe different means of transportation one has experienced.	10. Describe types of transportation and related geographical features (e.g., boats go in the water, cars have wheels to drive on land). 11. Explain how one travels to and from school and other places in the community.	10. Describe where (town, state, country) members of one’s extended family live. 11. Examine the geographic movement of one’s extended family.	9. Display and interpret the geographic movement patterns of one’s extended family. 10. Compare and contrast the differences among rural, suburban and urban areas, and explain why people might move from one area to another.	10. Analyze how and why people settled in various areas in their community (e.g., religion, ethnicity, socioeconomic level). 11. Analyze the geographic features that promoted settlement in one’s community.	12. Trace and explain Connecticut immigration settlement patterns over time.	13. Compare and contrast settlement patterns in specific areas of the 13 American Colonies. 14. Analyze and assess factors that contributed to European migration.	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.*	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.*	16. Analyze and draw conclusions on immigration’s impact on the United States at different stages in its history.	31. Explain how environmental factors cause human movement (e.g., drought, disease, natural disasters). 32. Analyze geographical influences on the United States’ development (e.g., settlement patterns, natural disasters, resources, land-use patterns). 33. Analyze migration patterns within and among nations. 34. Analyze human factors that cause migration (e.g., imperialism, discrimination, war, economic opportunity, genocide). 35. Compare and contrast migration’s impact on the country of origin and country of settlement.

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

Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	8. Follow classroom rules with prompts. 9. Explain some reasons for classroom rules.	12.State basic classroom, school, family and community rules/laws. 13.Explain the reason for rules related to basic safety and fairness.	12.Explain how rules and laws help to establish order and ensure school safety.	11.Explain how rules and laws help to establish order and ensure safety in one’s town.	12.Explain how local government’s structure provides basic services.	13.Explain how state government’s structure provides basic services. 14.Analyze how a constitution provides structure for a government.	15.Describe our national government’s purpose, structure and functions. 16.Analyze how local, state and national governments share power in the United States.	16.Compare and contrast different forms of governance in the past and present (e.g., monarchy, dictatorship, representative democracy, parliament).	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).	17.Differentiate the functions (including checks and balances) of the United States’ three branches of government, using contemporary examples.	36.Compare and contrast how different national governments throughout the world attempt to meet their citizens’ needs. 37.Analyze the relationship between national governments and international organizations.

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

Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	10. Work collaboratively to develop classroom rules (with adult prompting and guidance).	14. Work collaboratively to develop classroom rules.	13. Work collaboratively to develop and justify classroom rules that ensure fair treatment. 14. Explain the need for laws and services (police, fire) in one's town.	12. Explain how people elect a government by voting. 13. Experience the democratic process through personal participation.	13. Explain how residents help create town laws. 14. Recognize that one purpose of taxes is to finance services. 15. Compare the relationship between residents and government in one's own town with towns in other parts of the United States and the world.	15. Explain the process for making and implementing laws in Connecticut. 16. Evaluate the impact of specific Connecticut laws on its residents.	17. Explain the process through which citizens can influence lawmaking in the United States (e.g., Colonial government, state constitution).	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.*	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.*	18. Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens (e.g., amendments, court cases).	38. Analyze laws that have been modified to meet society's changing values and needs (e.g., civil rights laws, banking regulations). 39. Explain how different factors (e.g., religion, economic class) contribute to making and implementing laws in different government systems. 40. Analyze the relationship between law enforcement and personal behavior. 41. Analyze the role of technology, media and advertising in influencing voting and law-making. 42. Assess the role of lobbying and citizen petitioning in shaping legislation.

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

Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.9 – Understand the rights and responsibilities of citizens.	<p>11. Dramatize roles of authority figures (e.g., teacher, firefighter, police officer).</p> <p>12. Understand and discuss why certain responsibilities are important (e.g., cleaning up, caring for pets).</p>	<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>15. Give examples of an individual's responsibilities as a citizen in the school.</p> <p>16. Describe characteristics and examples of good citizenship (e.g., student of the week, community volunteers).</p> <p>17. Analyze how one's actions affect others.</p>	<p>14. Analyze when an individual's rights must be limited to ensure safety.</p>	<p>16. Identify one's rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws).</p> <p>17. Predict the impact on a state or nation if people did not meet their responsibilities.</p>	<p>17. Explain significant characteristics of an effective and responsible resident in one's state (e.g., voting, participating in government).</p>	<p>18. Demonstrate one's rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws).</p>	<p>19. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. *</p>	<p>20. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. *</p>	<p>19. Explain U.S. citizens' rights and responsibilities under the Constitution.</p> <p>20. Analyze the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights.</p> <p>21. Debate instances where rights and responsibilities of citizens are in conflict (e.g., free speech and public safety, private property and eminent domain).</p>	<p>43. Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).</p> <p>44. Analyze the tension between the need for national security and protecting individual rights (e.g., World War I Sedition Act, Patriot Act).</p> <p>45. Analyze historical and contemporary examples of the need to ensure human rights at the national and international levels (e.g., Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).</p>

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

Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.10 – Explain how limited resources influence economic decisions.	13. Participate in discussions related to the benefits of sharing. 14. Resolve conflicts related to limited resources with teacher support.	18. Problem-solve when materials are limited with teacher support as needed.	18. Identify basic needs and wants by giving personal examples in school and family settings. 19. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	15. Identify the resources needed to fulfill wants and needs. 16. Compare and contrast resources that are made, learned, built or grown.	18. Give examples of goods and services. 19. Explain how people use resources to make goods and services (factors of production).	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).	19. Explain that when resources vary, so does wealth and poverty. 20. Analyze how businesses use limited resources to create goods and services.	20. Compare and contrast the availability and distribution of resources across world regions.	21. Analyze how resources or lack of resources influenced a nation/region's development (e.g., diversification vs. one-crop economies).	22. Analyze how technology has influenced productivity (e.g., cotton gin, steam power, interchangeable parts).	46. Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade). 47. Analyze how the abundance or scarcity of resources affects the nation and the individual. 48. Analyze how a government's resources can be used to influence economic decisions.
1.11 – Know how different economic systems organize resources.	15. Identify and role-play different jobs using associated materials.	19. Identify and role-play diverse jobs. 20. Describe basic functions of key community roles (e.g., police officer, mail carrier, farmer, merchant).	20. Compare and contrast producers and consumers. 21. Identify examples of goods and services and describe how people obtain them.	17. Compare and contrast producers and consumers. 18. Discuss how a variety of goods are produced.	20. Compare and contrast how different communities determine what, how and for whom to produce goods and services.	20. Compare and contrast barter and cash exchanges. 21. Explain how taxes in Connecticut are used to provide goods and services.	21. Demonstrate examples of disagreements between government and citizens regarding taxation.	21. Compare and contrast different economic systems in the world.*	22. Compare and contrast different economic systems in the world.* 23. Analyze how different economic systems guide production and distribution.	23. Show the relationship between supply and demand and the prices of goods and services in a market economy.	49. Analyze how governments with different economic systems can influence production and distribution. 50. Examine how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions. 51. Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources.

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

Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.12 – Understand the interdependence of local, national and global economies.	16. Dramatize the difference between purchasing and selling items.	21. Understand that money is represented by different forms (coins, currency, credit cards, checks).	22. Recognize the relative value of common purchased goods. 23. Recognize that the goods one consumes are produced in a variety of locations.	19. Explain how different occupations contribute to a marketplace (jobs that produce goods vs. jobs that provide services).	21. Analyze why certain products are produced in specific locations.	22. Analyze how trade among colonists and with Native Americans in Connecticut affected each group.	22. Illustrate how trade has linked different parts of the world (e.g., exploration, Colonial settlement, triangle trade, intra-Colonial trade).	22. Identify economic resources in the world and analyze their relationship to international trade.* 23. Analyze the impact of specialization on production and trade.*	24. Identify economic resources in the world and analyze their relationship to international trade.* 25. Analyze the impact of specialization on production and trade.*	24. Identify and analyze specific factors that promoted growth and economic expansion in the United States. 25. Outline how trade affected nationalism and sectionalism in U.S. history (e.g., roads, canals, railroads, “cotton culture”).	52. Explain how trade surpluses and deficits develop. 53. Compare and contrast free trade and fair trade. 54. Analyze ways governments and international organizations can promote or inhibit economic development. 55. Analyze factors that encourage a business to relocate to another country.

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

Connecticut Social Studies Curriculum Framework Grades PK-12

Standard 1 – Content Knowledge											
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.											
Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1.13 Understand the characteristics of and interactions among culture, social systems and institutions.	17. Identify similarities and differences in personal and physical characteristics of self and others.	22. Identify cultural characteristics of self and family (e.g., food, language, religion, traditions).	24. Describe how individuals, family, school and government contribute to a community. 25. Analyze the need for interpersonal relationships (e.g., family, friends, social organizations).	20. Identify social institutions (e.g., Scouts, service organizations, sports teams) and explain how they contribute to the well-being of the community. 21. Identify and discuss how norms and values vary across cultures.	22. Explain characteristics that help define an ethnic group (e.g., language, religion, clothing). 23. Compare and contrast individual identity (e.g., beliefs, values, abilities) with that of peer group and other ethnic/cultural groups.	23. Compare and contrast different ethnic groups' contributions to the community and the state (e.g., literature, the arts, politics, festivals, cuisine, museums).	23. Examine different ethnic/cultural groups' contributions to the settlement and growth of the United States.	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.	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.	26. Compare similarities and differences of ethnic/cultural groups in the United States (e.g., beliefs, values, traditions) and their impact on American social systems. 27. Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time. 28. Examine how stereotypes develop and explain the impact in history and contemporary events.	56. Recognize the importance of viewing a culture through a variety of perspectives. 57. Analyze examples of the impact of cultural diversity in different nations throughout history (e.g., Iraq, the former Yugoslavia, Rwanda, South Africa). 58. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development. 59. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.

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

Standard 2 – History/Social Studies Literacy

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
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"> 1. Gather information using various senses. 2. Name or access one source of information (e.g., an adult, a book, the Internet). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Access and gather information from nonprint materials with teacher support (e.g., artifacts, guest speakers, technology). 2. Gather information from listening to and reading nonfiction texts. 	<ol style="list-style-type: none"> 1. Gather information with teacher support using reference materials and electronic media. 	<ol style="list-style-type: none"> 1. Gather information in content areas through independent use of reference material and electronic media. 2. Answer questions about content gathered from print and nonprint sources. 	<ol style="list-style-type: none"> 1. Identify the difference between a primary and secondary source. 2. Summarize information from primary and secondary sources. 	<ol style="list-style-type: none"> 1. Locate and gather information from primary and secondary sources. 2. Identify map symbols and map types (e.g., physical, political, economic products). 	<ol style="list-style-type: none"> 1. Gather information from charts, graphs and maps using labels and symbols (e.g., scale, elevation, projection). 	<ol style="list-style-type: none"> 1. Gather information from thematic maps (e.g., climate, population, GNP). 	<ol style="list-style-type: none"> 1. Gather information from historical maps (e.g., Lewis and Clark, Colonial settlement, Civil War). 	<ol style="list-style-type: none"> 1. Find relevant and accurate information from a variety of sources to answer a history/social studies question.

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

Standard 2 – History/Social Studies Literacy

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).	3. Share information gathered from senses, print or media sources in a variety of ways (e.g., re-tell a story, create a simple graph with assistance, draw a picture to represent an experience).	2. Share and interpret information gathered from senses, print or media sources in a variety of ways (e.g., re-tell a story, create a simple graph, draw a picture or write to represent an experience).	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).	2. Identify and explain symbols on the map (scale, title, intermediate directions, etc.).	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.	3. Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details. 4. Distinguish between useful and irrelevant information.	3. Describe an author’s point of view using relevant social studies information (e.g., editorials). 4. Compare and contrast information provided by primary and secondary sources. 5. Interpret information from various map types using map symbols.	2. Make inferences from both primary and secondary sources. 3. Assess an author’s purpose and point of view and respond in literal, critical and evaluative ways.* 4. Understand and explain historical content using maps.	2. Explain why one would use a primary or secondary source in a specific context. 3. Assess an author’s purpose and point of view and respond in literal, critical and evaluative ways.* 4. Interpret maps and charts to draw conclusions about historical events.	2. Compare information about the same event using a variety of primary sources. 3. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity. 4. Detect and analyze propaganda, censorship and bias. 5. Evaluate the credibility of a speaker (e.g., hidden agendas, slants or biases). 6. Analyze maps and charts to support conclusions about historical events.	2. Choose valid sources and provide evidence to answer a history/social studies question. 3. Cite evidence from a source to determine an author’s purpose and intended audience. 4. Analyze and explain multipurpose visual materials (e.g., graphic maps, pictographs). 5. Interpret social/political messages of cartoons. 6. Detect bias in data presented in various forms.

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

Standard 2 – History/Social Studies Literacy

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	4. Express personal events related to social studies topics using pictures and letter-like approximations.	3. Draw and write in journals to reflect on one’s own histories.	5. Write to describe one’s personal experiences as they relate to social studies topics.	3. Write to describe historical events, people and/or places.	6. Create written work (e.g., reports, poems) based on information gathered on a social studies topic, citing one source. 7. Organize information in graphic organizers.	5. Create written work (e.g., news articles, brochure) to describe historical events, people and/or places using evidence. 6. Organize information in outlines and graphic organizers.	6. Create written work (e.g., historical fiction essays) using primary sources (e.g., newspaper article, formal essay, poetry, play). 7. Organize information in outlines and graphic organizers.	5. Create written work (e.g., persuasive or informational pieces) that incorporates research and information to describe a social studies event or issue. 6. Organize information in outlines and graphic organizers.	5. Create written work expressing more than one point of view, (e.g., perspective from a historical figure’s viewpoint or persuasive piece) and properly cite evidence. 6. Organize information in outlines and graphic organizers.	7. Create written work (e.g., brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence. 8. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.	7. Create written work (e.g., electronic medium or persuasive pieces) that analyzes a historical event, place or person using various news media sources. 8. Compose a thesis statement using primary and secondary sources. 9. Prepare a research paper/project using primary and secondary sources and properly cite evidence.

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

Standard 2 – History/Social Studies Literacy

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	5. Share personal experiences through group discussions and dramatization.	4. Share personal past and future events or experiences through group discussions and dramatization.	6. Participate in group discussions of past or present events, people and/or places.	4. Present basic information about past or present events, people and/or places. 5. Ask for clarification and explanation on social studies topics.	8. Present information gathered on a social studies topic with clarity, voice and fluency. 9. Respond to questions related to information presented.	7. Respond appropriately in a discussion, both listening and participating, with relevant information and/or questions. 8. Present information orally and answer questions about a social studies topic.	8. Debate conflicting points of view on historical issues or events using evidence. 9. Give oral presentations on social studies events or issues and use evidence from more than one source.	7. Respond orally to opposing points of view and cite appropriate evidence.	7. State and defend points of view using relevant evidence.	9. Orally present information on social studies events or issues and support with primary and secondary evidence. 10. Participate in formal debates on issues related to social studies.	10. Prepare formal oral arguments using relevant evidence to defend a point of view. 11. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.

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

Standard 2 – History/Social Studies Literacy

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	6. Represent geographic or community locations using classroom materials (e.g., use blocks to build a school, make a hill out of sand, draw a picture of one’s house).	5. Represent geographic or community locations, including relevant details, using classroom materials.	7. Create simple representations (e.g., maps, dioramas, models) of human and natural features in one’s immediate environment.	6. Create visual presentations on social studies topics (e.g., poster, chart, picture, timeline).	10. Prepare maps of one’s town depicting relevant information. 11. Create timelines of important events in one’s town or community.	9. Prepare accurate charts or graphs depicting relevant social studies information (e.g., immigration, exports, imports, population growth).	10. Create maps of the United States (e.g., physical features, immigration, settlement, historical events). 11. Create timelines of significant events from a historical period.	8. Create maps of areas, regions or nations and provide relevant information.* 9. Present social studies topics using visual forms of evidence (e.g., maps, pictures, portraits, graphs). 10. Make and use maps, globes, models and databases to analyze spatial distributions and patterns.	8. Create maps of areas, regions or nations and provide relevant information.* 9. Compare two countries/regions or two historical periods in the same country/region using visual representations (e.g., charts, maps, graphs).	11. Present persuasive pieces on historical questions and use appropriate visual evidence.	12. Create relevant visual social studies materials (e.g., maps, political cartoons, charts, Web pages) to support an essay or oral report. 13. Create multipurpose visuals (e.g., graphic maps, pictographs) to present information. 14. Represent information in various formats.

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

Standard 3 – Application

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	1. Identify basic emotions in self and others.	1. Predict how another person might feel given a simple scenario.	1. Describe different points of view of an event.	1. Explain why there are different points of view of an event.	1. Use evidence to examine different points of view of an event.	1. Evaluate the evidence related to different points of view of an event.	1. Identify and explain different points of view about a historical event (cause and effect). 2. Make and support judgments about the quality of information in text material.	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.*	1. Use evidence to describe and/or predict the impact of history on a nation's policies or behavior. 2. Evaluate the quality of evidence from various sources supporting a point of view.*	1. Compare and contrast two or more interpretations of a historical event. 2. Cite evidence to support and/or critique a historian's interpretation of an event.	1. Use evidence to develop an interpretation of a historical event. 2. Evaluate primary and secondary interpretations of a historical event. 3. Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions. 4. Predict how alternative actions by individuals or groups might have changed a historical outcome.

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

Standard 3 – Application

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	N/A	N/A	<p>2. Give examples of how people’s feelings and views can change over time.</p>	<p>2. Predict how another person might feel in a historical and/or contemporary situation.</p> <p>3. Analyze how a situation affects the way a person will feel.</p>	<p>2. Discuss various points of view related to a historical situation.</p> <p>3. Predict various points of view people might have on a contemporary issue (local level).</p>	<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>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>3. Compare and contrast how two or more groups or nations might view a historical or contemporary issue.</p> <p>4. Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g., immigrant experience, wartime experiences).</p>	<p>3. Compare, contrast and evaluate two or more views of a contemporary national issue (e.g., immigration, economy, energy, civil liberties).</p> <p>4. Explain the point of view of people engaged in a historical event (e.g., immigrant experience, wartime experiences) using primary sources.</p>	<p>3. Analyze the options available to an individual in a historical or contemporary situation.</p> <p>4. Justify why people might have different points of view on a historical or contemporary issue.</p>	<p>5. Develop criteria for judging the actions or policies of an individual or group in the past.</p> <p>6. Portray the attitudes reflected in a historical period using a variety of writing formats (eulogy, editorial, diary).</p> <p>7. Develop criteria to evaluate alternative viewpoints on a contemporary issue.</p> <p>8. Analyze how one’s historical memory can contribute to one’s view of a contemporary issue or event.</p> <p>9. Cite examples and analyze how people and/or personal accounts can influence historical memory.</p>

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

Standard 3 – Application

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

Students will be able to:	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	2. Participate in teacher-led discussion to generate solutions to classroom problems or situations.	2. Solve conflicts and classroom issues using appropriate strategies.	3. Identify contemporary issues and analyze one’s responsibility for resolving them (e.g., recycling, nutrition, safety).	4. Identify a local contemporary issue and participate in a class or schoolwide resolution of the identified issue (e.g., recycling, nutrition, safety).	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.	4. Analyze articles from appropriate sources that propose solutions to contemporary issues.	5. Predict how a current issue or event might affect one’s life. 6. Assess the potential impact of proposed solutions to contemporary issues.	5. Identify and evaluate the significance of any one factor influencing a contemporary event.	5. Compare, contrast and evaluate the significance of any one factor influencing a contemporary event.	5. Develop a plan of action to provide a solution to a local, state or national issue. 6. Compare and contrast possible solutions to a current issue citing relevant information.	10. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem. 11. Research a current issue and predict an outcome using relevant geographic, political, economic, cultural and historical evidence. 12. Formulate a historical question and devise a research procedure that would lead to an answer. 13. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation.

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