

## **INTRODUCTION TO CONNECTICUT'S SOCIAL STUDIES FRAMEWORK**

This draft of Connecticut's Social Studies Framework is organized around the following three interrelated standards:

- **Content Knowledge** — Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.
- **History/Social Studies Literacy Skills** — Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
- **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 (GLEs) 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 how one might approach them. These examples are simply that — suggestions. They are not requirements and they are not the only illustrative examples that one might choose to use.

### **The Framework and History/Social Studies Content**

Connecticut's Social Studies Framework does not require every school and district to address the same specific content at each grade level. 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 some flexibility to individual districts to determine the organization of the content at each grade level. While most GLEs can be met regardless of content, it may be necessary for a district to adjust a portion of its local social studies curriculum.

As districts begin a review of their social studies curriculum, it becomes apparent that all history and social studies content cannot be included. That being the case, when determining what should be included and what should be left out, districts should emphasize content that can serve as building blocks for content to follow. As one example: If teachers are to “teach” Manifest Destiny at some point in the curriculum, it should mean more than a chapter heading for the Mexican War. Students should know its meaning and historical context to better understand and compare it later with exploration, imperialism, the Crusades and perhaps some elements of Islamic jihad. Content in one unit should serve as the basis for content to be taught in the next unit and the next grade. This framework encourages reinforcement and comparison of themes.

Additionally, it may be helpful to consider the following questions and ideas. Do we devote too much of our curriculum to American history with frequent overlap and repetitive coverage? Do we include survey history courses covering vast amounts of information at the expense of any real depth? What do we leave out? Often, some combination of Asia, Latin America or Africa is noticeable by its absence and when these regions do appear, it is often in the context of the arrival of the Europeans or Americans. Student exposure to the rich cultures of other civilizations in other parts of the world has important value in promoting global awareness and appreciation of variety and “difference.”

## Social Studies Framework

We must see this framework not as a guide to coverage, but as a roadmap for teachers and students to move together to build informed civic competence and commitment. The Connecticut Social Studies Framework assists teachers in teaching content from the variety of history and social studies disciplines every year instead of teaching these disciplines in isolation. A year of geography followed by two years with virtually no geography will ensure that students will know no geography. Geographers remind us that “history takes place.” If students are to better understand history, it is important for them to 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. In this way, the framework helps teachers to see how content in one social studies discipline can enhance learning in another.

### **The Integration of Social Studies Literacy Skills and Content Knowledge**

This framework is based on an integration of appropriate grade-level skills and content rather than placing skills in a secondary category, almost a sidebar to content coverage. If the content is worth knowing, it should serve as the grist for building skills. This framework encourages teachers and students to expand their research skills, learn to use the ever-increasing number of research tools available to gather information, and then make informed judgments about the meaning, accuracy and value of that information. In addition, since literacy development is integral across all content areas, this social studies framework guides districts to incorporate social studies literacy skills into the curriculum at appropriate grade levels. Many of the literacy strands and GLEs included in this draft are drawn or adapted from the Connecticut State Department of Education’s publication [\*Beyond the Blueprint\*](#).

Beyond these specific skills listed in the framework is an underlying expectation that students will be reading and developing vocabulary. Many social studies concepts (e.g., supply, desertification, lobbying, class and ethnicity) are included as content-specific vocabulary. It is assumed that when a student writes an essay on a social studies topic, he or she will use appropriate social studies vocabulary in that essay. Likewise, when a student reads social studies material, he or she will be encouraged, if not required, to “read between the lines” to determine an author’s purpose and point of view. These literacy competencies are the foundation for understanding social studies concepts as well as the means by which we gather, interpret, describe and present information.

### **The Application of Content Knowledge and Skills**

A framework should help students build empathic awareness along with the ability to apply that awareness to understanding both historical and contemporary issues. Real empathic awareness grows out of both knowledge and the skills to distinguish the irrelevant from the significant. It requires one to be willing to suspend judgment, weigh evidence and examine another point of view. At times, it may require us to confront controversial topics. A student needs to hear and read about alternative viewpoints as a start to building, refining and supporting his or her own view.

This framework guides and encourages teachers to open opportunities for responsible student engagement with real problems in the school and community. Kindergartners can address issues like recycling. Middle grade and high school students can organize clothing drives and volunteer in soup kitchens. If school leaders and social studies teachers talk of preparing informed and responsible citizens, we must help students determine when and how to take positive action to solve problems in society.

## Social Studies Framework

### The Importance of Social Studies Instruction Every Year

Some may point out that the power and influence of a framework in any given subject is directly related to a statewide test in that subject. While there is no specific statewide assessment for social studies at the elementary grades, the CSDE recognizes social studies instruction as being an essential part of the educational program. Given the curricular demands across content areas, districts must be creative in the delivery of a balanced curriculum including the standards, strands and GLEs presented in this framework. Further, elementary teachers should be encouraged and assisted to integrate social studies concepts into reading and language arts, math and science instruction.

This framework will be useful to Connecticut's local school districts as they review and revise social studies programs, as well as individual teachers to help clarify what students should know and be able to do at each grade level. Ultimately, the framework should promote a meaningful, challenging and exciting social studies experience for students at each grade level throughout their education in Connecticut.

DRAFT

## Social Studies Framework

### 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.**

Strand	Grade-Level Expectations									
The student 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><b>1.1 – Demonstrate an understanding of significant events and themes in United States history.</b></p>	<p>Identify national heroes (e.g., George Washington, Abraham Lincoln, Martin Luther King Jr.).</p>	<p>Identify history-related holidays.</p>	<p>Explain the importance of history-related holidays.</p>	<p>Explain the significance of events surrounding historical figures (e.g., George Washington, Abraham Lincoln, Martin Luther King Jr.).</p>	<p>Compare and contrast the cultures and traditions of American Indian peoples.</p> <p>Compare and contrast the impact of exploration and colonization on both native peoples and the colonists.</p>	<p>Explain how specific individuals and their ideas and beliefs influenced American history.</p> <p>Compare and contrast the economic, political and/or religious differences that contributed to conflicts (e.g., French and Indian Wars, American Revolution.).</p> <p>Analyze how some conflicts have been resolved through compromise (e.g., U.S. Constitution, Northwest Ordinance).</p> <p>Rate the influence of individual events that contributed to the American Revolution.</p> <p>Evaluate the results achieved at the Constitutional Convention.</p>	<p>Identify examples of interactions between the United States and other countries/areas of the world.</p> <p>Compare and contrast historical events in other nations with those in American history (e.g., settlement, revolution, American Constitution).</p> <p>Compare and contrast the influence of leaders in other nations with those in American history.</p>	<p>Compare and contrast historical events in other nations with those in American history (e.g., settlement, revolution, constitution).</p> <p>Compare and contrast the influence of leaders in other nations with those in American History.</p> <p>Evaluate the impact of interactions between the United States and other countries/areas of the world.</p>	<p>Describe examples of conflicts that have been resolved through compromise (compromises over slavery, social reforms).</p> <p>Describe the influences that contributed to American social reform movements.</p> <p>Explain how the arts, architecture, music and literature of the United States reflect its history and the heterogeneity of its culture.</p> <p>Explain how specific individuals and their ideas and beliefs influenced American history.</p> <p>Compare and contrast the causes of the American Revolution and the Civil War.</p> <p>Analyze the significance of precedents established during the Federalist era.</p> <p>Analyze the similarities and differences between colonization in the 1600s and Manifest Destiny in the 1840s.</p> <p>Analyze the similarities and differences between a political revolution and the Industrial Revolution of the 1800s.</p> <p>Evaluate the impact of the compromises made at the Constitutional Convention.</p>	<p>Describe the forces of migration within the United States (e.g., westward movement, African-American Diaspora, urbanization, suburbanization).</p> <p>Trace the evolving nature of citizens’ rights (e.g., Alien and Sedition Acts, civil rights laws, women’s suffrage/rights).</p> <p>Trace the changing role of American participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).</p> <p>Explain the changing nature of the American economy (e.g., agrarian, manufacturing, service, rise of unions).</p> <p>Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources).</p> <p>Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Manifest Destiny).</p> <p>Analyze the influence of nationalism on American society (e.g., wartime attitudes, immigration policies, Japanese-American internment).</p> <p>Analyze the influence of sectionalism on American life (e.g., antebellum America, urban vs. rural, “red” states vs. “blue” states).</p> <p>Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, treatment of American Indians, “melting pot” vs. “salad bowl” theories).</p> <p>Analyze the impact of technology and scientific discovery on American society (e.g., cotton gin, transcontinental railroad, telecommunications).</p> <p>Analyze how the arts, architecture, music and literature of the United States reflect its history and the heterogeneity of its culture (e.g., New Orleans Jazz, Harlem Renaissance, Mark Twain, Frank Lloyd Wright).</p> <p>Evaluate the role and impact of the individual on historical events (e.g., Susan B. Anthony, Franklin D. Roosevelt, Martin Luther King Jr.).</p>

## Social Studies Framework

### Standard 1 – Content Knowledge (continued)

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

Strand		Grade-Level Expectations								
The student 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><b>1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.</b></p>	<p>Identify examples that illustrate differences between past and present (then and now).</p>	<p>Identify characteristics of family and ancestry.</p> <p>Compare and contrast differences in the lives and experiences of people in different generations.</p>	<p>Explain the significance of events and people on the history of one’s town.</p> <p>Identify and explain the significance of local historical sites.</p>	<p>Describe historical events, sites and people in the local region including American Indians.</p> <p>Identify connections between events in local and regional history.</p> <p>Analyze how changes made in the past affect a state or region today (e.g., location of capital, transportation).</p>	<p>Identify events, people and historical sites important in Connecticut history (e.g., Mark Twain, Samuel Colt, Harriet Beecher Stowe, Nathan Hale).</p> <p>Analyze the impact of individuals on the history of Connecticut.</p>	<p>Explain the connections between local, state and national events (e.g., colonization, American Revolution, U.S. Constitution).</p>	<p>Compare and contrast historical events in other nations with those in Connecticut’s history (e.g., settlement, American Revolution, U.S. Constitution).</p> <p>Compare and contrast how the status of family, gender and ethnicity have evolved in Connecticut and other areas of the world.</p>	<p>Compare and contrast historical events in other nations with those in Connecticut’s history (e.g., settlement, American Revolution, U.S. constitution).</p> <p>Compare and contrast how the status of family, gender and ethnicity have evolved in Connecticut and other areas of the world.</p>	<p>Analyze the connections between local, state and national historical events (e.g., immigration, Civil War participation, trade, manufacturing).</p>	<p>Using local and state examples, analyze how events and people in Connecticut both reflect and have contributed to developments in United States history.</p> <p>Compare and contrast the experiences of Connecticut citizens with other U.S. citizens throughout American history.</p>
<p><b>1.3 – Demonstrate an understanding of significant events and themes in world history.</b></p>			<p>Trace the national origins of prominent individuals – past and present – in one’s town.</p>		<p>Explain the influences that contributed to European exploration and colonization.</p> <p>Trace the national origins of prominent individuals – past and present – in Connecticut.</p>	<p>Trace the evolving relationship between England and its American colonies.</p> <p>Compare and contrast the “push” and “pull” factors leading to exploration and Colonial settlement.</p>	<p>Explain how the arts, architecture, music and literature of a civilization/nation reflect its culture and history.</p> <p>Compare and contrast cultural contributions of various past and present civilizations.</p> <p>Analyze how specific individuals and their ideas and beliefs influenced world history.</p> <p>Identify examples where cultural differences have sometimes contributed to conflict between civilizations or nations.</p>	<p>Explain how the arts, architecture, music and literature of a civilization/nation reflect its culture and history.</p> <p>Analyze how specific individuals and their ideas and beliefs influenced world history.</p> <p>Analyze how cultural differences have sometimes contributed to conflict between civilizations or nations.</p> <p>Evaluate the cultural contributions of various past and present civilizations.</p>	<p>Describe the influence of the slave trade on American social institutions.</p> <p>Identify examples of American influence on other cultures and world events (e.g., trade, wars, United Nations, international business).</p>	<p>Explain how the arts, architecture, music and literature of a civilization/nation reflect its culture and history.</p> <p>Explain the significance of globalization on the world’s nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).</p> <p>Explain the causes and impact of imperialism (e.g., Roman Empire, Ottoman Empire, Mongols, British Empire, Soviet Union).</p> <p>Explain examples of conflict and cooperation in world affairs (e.g., Crusades, World Wars, United Nations, Common Market/European Union, World Bank).</p> <p>Compare and contrast political systems across historical time periods (e.g., totalitarian/authoritarian, monarchy, representative democracy).</p> <p>Compare and contrast economic systems across historical time periods (e.g., command, mixed, market).</p> <p>Compare and contrast the rise and fall of prominent civilizations (e.g., Songhai, Inca, ancient Rome, Han China).</p> <p>Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gunpowder, vaccines, computers).</p> <p>Analyze the impact of nationalism on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).</p> <p>Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s–90s South Africa, industrial).</p> <p>Evaluate the role and impact of the individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela).</p> <p>Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).</p>

## Social Studies Framework

### Standard 1 – Content Knowledge (continued)

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

Strand	Grade-Level Expectations									
The student will be able to:	PK–K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>1.4 – Demonstrate an understanding of geographical space and place.</b>	<p>Use terms to describe location, direction and distance (up/down, near/far, front/back).</p> <p>Explain how to get to an important location in the school building.</p>	<p>Recall the phone number, address and location of one’s home and street.</p> <p>Identify and explain the significance of important locations in one’s neighborhood.</p>	<p>Compare and contrast man-made and physical characteristics in their town (e.g., rivers, lakes, town hall, high school).</p> <p>Identify and explain the importance of sites one’s family frequents.</p>	<p>Use map symbols to locate critical features of one’s town.</p> <p>Identify and locate the Earth’s continents and oceans.</p>	<p>Locate man-made and physical characteristics of Connecticut.</p> <p>Compare and contrast map types (e.g., political, physical, population).</p>	<p>Compare and contrast the value of using local/regional/thematic maps to identify early settlements in America.</p> <p>Analyze the geographical significance of the location of early American Colonial settlements.</p>	<p>Using latitude and longitude, locate and describe specific places on a map.</p> <p>Analyze geographic factors that help explain historical events or contemporary issues.</p>	<p>Identify selected countries and analyze the advantages and challenges created by their locations.</p> <p>Analyze geographic factors that help explain historical events or contemporary issues.</p>	<p>Analyze how geography influenced the economic and political development of the United States.</p>	<p>Explain how technological developments have changed our sense and understanding of location and space in the modern world (e-mail, transportation, world markets).</p> <p>Use maps, charts and graphs to analyze how geographic location and resources influenced historical and contemporary imperialism.</p> <p>Analyze how geographic location and physical features have influenced national histories.</p>
<b>1.5 – Describe the interaction of humans and the environment.</b>	<p>Describe how climate and weather determine the clothes people wear.</p>	<p>Explain the difference between man-made and natural geographic features.</p> <p>Identify the man-made changes in one’s town or neighborhood.</p>	<p>Explain effects of man-made changes in one’s town.</p>	<p>Explain how physical systems (weather and climate) affect people and their lives.</p>	<p>Describe how physical systems (weather and climate) have affected the lives of people in Connecticut (e.g., economy, recreation, transportation).</p> <p>Explain the relationship between environment and the way of life of American Indians.</p>	<p>Explain connections between environment and European exploration and early European settlement in America.</p>	<p>Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill projects such as Boston’s Back Bay).</p> <p>Analyze how the environment affects a nation’s/civilization’s economic and social development.</p>	<p>Compare and contrast the impact of technology on the environment at different times and in different places.</p>	<p>Weigh the impact of America’s Industrial Revolution, industrialization and urbanization on the environment.</p>	<p>Analyze how a specific environment has influenced historical developments in a region/nation of the world.</p> <p>Analyze how a specific environment has influenced historical developments in a region of the United States.</p>

## Social Studies Framework

### Standard 1 – Content Knowledge (continued)

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

Strand	Grade-Level Expectations									
The student 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><b>1.6 – Describe patterns of human movement across time and place.</b></p>	Describe different means of transportation one has experienced.	<p>Explain how one travels to and from school and other places in the community.</p> <p>Describe where (town, state, country) members of one’s extended family live.</p>	Compare and contrast the differences between rural, suburban and urban areas and explain why people might move from one area to another.	Analyze how and why people settled in various areas in their community (e.g., religion, ethnicity, socioeconomic level).	Trace and explain immigration patterns of settlement in Connecticut over time.	<p>Compare and contrast patterns of settlement in specific areas of the 13 American colonies.</p> <p>Analyze “push” and “pull” factors that contributed to European migration.</p>	<p>Compare and contrast significant world trade patterns in both past and present.</p> <p>Evaluate the positive and/or negative impacts of movements of large groups of people on both people and a nation/region.</p>	<p>Analyze examples where technological change influenced migration patterns in a region/country.</p> <p>Assess how ideas/religions affected migration in different regions (e.g., Crusades, South African trek, founding of Israel).</p> <p>Evaluate the positive and/or negative impacts of movements of large groups of people on both people and a nation/region.</p>	Analyze immigration’s impact on the United States at different stages in its history.	<p>Explain environmental factors that cause human movement (e.g., drought, disease).</p> <p>Analyze the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources).</p> <p>Analyze patterns of migration both within and among nations.</p> <p>Analyze man-made factors that cause human movement (e.g., imperialism, discrimination, war, economic opportunity).</p> <p>Compare and contrast the impact of migration on both the country of origin and country of settlement.</p>
<p><b>1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.</b></p>	<p>Name symbols that represent the United States.</p> <p>Identify holidays and traditions that represent important ideas and events in America.</p> <p>explain why rules are needed to establish school safety</p>	Explain how rules and laws help to establish order and ensure safety.	Hypothesize a society without laws to one with rules and laws.	Explain how the structure of local government provides basic services.	<p>Explain how the structure of state government provides basic services.</p> <p>Analyze how a constitution provides structure for a government.</p>	<p>Describe the purpose, structure and functions of our national government.</p> <p>Analyze how power in the United States is shared among local, state and national governments.</p>	<p>Compare and contrast different forms of government past and present (e.g., chief, monarchy, pharaoh, representative democracy, parliament).</p>	<p>Identify the powers and functions of international governmental bodies.</p> <p>Evaluate the strengths and weaknesses of different forms of government past and present (e.g., chief, monarchy, pharaoh, representative democracy, parliament).</p>	Use contemporary examples to analyze the functions of the three branches (including checks and balances) of the United States government.	<p>Compare and contrast how different national governments throughout the world attempt to meet the needs of their citizens.</p> <p>Analyze the relationship between national governments and international organizations.</p>

## Social Studies Framework

### Standard 1 – Content Knowledge (continued)

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

Strand	Grade-Level Expectations									
The student 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><b>1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.</b></p>	<p>Explain the importance of teacher-generated rules and their consequences.</p>	<p>Help create and justify classroom rules.</p>	<p>Explain the need for laws and services (police, fire) in one’s town.</p> <p>Recognize that services are usually financed by taxes.</p> <p>Explain the ballot and voting procedure for student officers.</p>	<p>Explain how citizens assist in the creation of town ordinances.</p>	<p>Explain the process for making and implementing laws in Connecticut.</p> <p>Evaluate the impact of specific Connecticut laws on its citizens.</p>	<p>Explain the process through which citizens can influence the making of laws in the United States.</p>	<p>Compare and contrast the types of governments in different nations.</p> <p>Analyze examples where governments in other nations have been changed by revolution or peaceful change.</p>	<p>Analyze the factors that led to the rise of different types of governments in nations of the world.</p> <p>Analyze examples where governments in other nations have been changed by revolution or peaceful change.</p>	<p>Analyze the effect of the United States Constitution on the lives of United States citizens.</p>	<p>Describe examples of laws that have been modified to meet the changing needs of society.</p> <p>Explain the factors that contribute to making and implementing laws in different government systems.</p> <p>Analyze the relationship between law enforcement and personal behavior.</p> <p>Analyze the role of blogs, media and advertising in influencing voting and lawmaking.</p> <p>Assess the role of lobbying and citizen petitioning in shaping legislation.</p>
<p><b>1.9 – Understand the rights and responsibilities of citizens.</b></p>	<p>Explain that members of a community have both needs and responsibilities.</p> <p>Recognize that there are immediate consequences to one’s actions.</p>	<p>Give examples of an individual’s responsibilities as a citizen in the school.</p> <p>Describe examples of models of good citizenship (e.g., student of the week, historical examples).</p> <p>Analyze how one’s actions affect others.</p>	<p>Analyze when an individual’s rights in school must be limited to ensure safety.</p>	<p>Explain one’s rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws).</p> <p>Predict the impact on a state or nation if people did not meet their responsibilities.</p>	<p>Identify significant characteristics of an effective and responsible citizen (e.g., voting, participating in government).</p>	<p>Analyze one’s rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws).</p>	<p>Compare and contrast the rights of citizens under different forms of government throughout the world.</p>	<p>Compare and contrast the rights of citizens under different forms of government throughout the world.</p>	<p>Explain the rights and responsibilities of U.S. citizens under the Constitution.</p> <p>Analyze the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights.</p> <p>Analyze points where rights and responsibilities of citizens are in conflict (e.g., free speech and public safety, eminent domain).</p>	<p>Give examples of how individuals or groups have worked to expand or limit citizens’ rights in the United States and other nations of the world.</p> <p>Analyze the tension between the need for national security and protecting individual rights.</p> <p>Analyze historical and contemporary examples of the need to ensure human rights at both the national and international levels.</p>



## Social Studies Framework

### Standard 1 – Content Knowledge (continued)

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

Strand	Grade-Level Expectations									
The student will be able to:	PK–K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>1.10 – Explain how limited resources influence economic decisions.</b>	Identify wants and needs (personal and those of others).	Give examples of and describe differences between wants and needs (personal and those of others).	Identify the resources needed to fulfill wants and needs.  Compare resources that are made, learned, built or grown.	Give examples of goods and services.  Explain how people use resources to make goods and services (factors of production).	Explain that when we buy something we also give up something (opportunity cost).  Explain the local exchange system.  Hypothesize how people use their personal resources to buy, save or invest.	Explain that when resources vary, so does wealth and poverty.  Analyze how businesses use limited resources to create goods and services.  Weigh the purposes and impact of spending and saving money.	Compare and contrast availability and distribution of resources vary across world regions.	Analyze how resources or lack of resources influenced a nation's/region's development.	Analyze the impact (past and present) of technology on productivity.	Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade).  Analyze how the abundance or scarcity of resources affects the nation and the individual.  Analyze how a government's resources can be used to influence economic decisions.
<b>1.11 – Know how different economic systems organize resources.</b>	Identify different kinds of jobs.	Compare and contrast differences between producers and consumers.	Explain how buyers and sellers exchange goods and services (market system).	Explain and give examples for the three basic economic questions: what to produce? How to produce it? For whom to produce it?	Compare and contrast barter and cash exchanges.	Explain how the government needs taxes to provide goods and services.  Analyze examples of disagreement between government taxation and citizen resentment and resistance.	Analyze how prices influence producer and consumer decisions (supply and demand).	Compare and contrast basic differences among economic systems in the world (e.g., command, market, mixed).  Analyze how different economic systems guide production and distribution.	Analyze the relationship between supply and demand and the prices of goods and services.	Analyze how governments with different economic systems can influence production and distribution  Analyze how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions.  Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources.

## Social Studies Framework

Standard 1 – Content Knowledge (continued)										
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.										
Strand	Grade-Level Expectations									
The student 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><b>1.12 – Understand the interdependence of local, national, and global economies.</b></p>		Identify ways that one needs others to provide for one’s well-being.	Explain where one’s personal belongings were produced.	Explain how different occupations contribute to a market place (jobs that produce goods vs. jobs that provide services).	Analyze how trade among colonists and with American Indians affected each group.	Analyze how trade has linked different parts of the world.	Identify economic resources in the world and analyze their relationship to international trade.  Analyze the importance of specialization and its impact on production and trade.	Identify economic resources in the world and analyze their relationship to international trade.  Analyze the importance of specialization and its impact on production and trade.	Identify and analyze specific factors that promoted growth and economic expansion in the United States.  Analyze how trade affected nationalism and sectionalism in American history.	Explain how trade surpluses and deficits develop.  Compare and contrast free trade and fair trade.  Analyze ways in which governments and international organizations can promote or inhibit economic development.  Analyze factors that encourage businesses to relocate to another country.
<p><b>1.13 Understand the characteristics of and interactions among culture, social systems and institutions.</b></p>	identify cultural characteristics of self (e.g., food, language, religion, holidays)	Identify cultural characteristics of self and family (e.g., food, language, religion, traditions)>  Describe how to interact appropriately in a social group.  Describe how family, school and church/synagogue/mosque contribute to a community.  Analyze the need for interpersonal relationships (e.g., describe best friend, why that friend is important).	Identify different cultural/ethnic groups within one’s community.  Identify social institutions in the community (e.g., Scouts, service organizations, sports teams).  Analyze importance of family and family connections.	Explain characteristics that help define an ethnic group (e.g., language, religion, clothing).  Compare and contrast individual identity (e.g., beliefs, values, abilities) with that of both peer group and other ethnic/cultural groups.	Compare and contrast contributions of different ethnic groups to the community and the state (e.g., festivals, restaurants, casinos, museums).	Analyze how European and African cultures influenced the culture and systems that emerged in the American Colonies.  Evaluate contributions of different ethnic/cultural groups to the settlement and growth of the United States.	Compare similarities and differences of cultural groups in different regions of the world (e.g., beliefs, values, traditions, institutions).  Analyze the relationship among culture, government and social systems in various countries.  Analyze how individual lives are influenced by social, cultural and material contexts.	Compare similarities and differences of cultural groups in different regions of the world (e.g., beliefs, values, traditions, institutions).  Analyze the relationship among culture, government and social systems in various countries.  Analyze how values, beliefs and attitudes are created in different cultures.	Compare similarities and differences of ethnic/cultural groups in the United States (e.g., beliefs, values, traditions) and their impact on American social systems.  Analyze the contributions of and challenges to different cultural/ethnic groups in the United States over time.  Analyze reasons for and ramifications of stereotyping and conformity in both history and contemporary events.	Analyze the importance of viewing a culture through a variety of perspectives.  Analyze examples of the impact of cultural diversity in different nations.  Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.

## Social Studies Framework

### 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									
The student will be able to:	PK–K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>2.1 – Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).</b>	Understand that information comes from a variety of sources.	Access information from nonprint materials with assistance.  Gather information from listening to and reading nonfiction texts.	Access information from print materials with assistance.  Use dictionaries and other print materials to gather information.	Explain grade-appropriate content-area vocabulary.  Answer questions about grade-level content, texts, charts and graphs.  Use maps, charts and Internet sources to gather information.	Identify the difference between a primary and secondary source  Summarize information from primary and secondary sources.	Independently locate primary and secondary sources.  Identify map symbols and map types (e.g., physical, political, economic products).	Use labels and symbols to gather information from charts, graphs and maps (e.g., scale, elevation, projection).	Gather information from thematic maps (e.g., climate, population, GNP).	Gather information from historical maps (e.g., Lewis and Clark, Colonial settlement, Civil War).	Find relevant information to answer a history/social studies question.
<b>2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).</b>	Interpret information from photographs, pictographs and “tally marks.”  Identify water and land areas on a map.	Interpret information from pictures, graphs and charts.	Identify and explain symbols on a map (e.g., compass rose, cardinal directions, scale, key).	Explain different points of view expressed in texts (fiction and nonfiction).  Compare and summarize information from political and physical maps by using map symbols.  Compare and summarize information from charts and graphs.	Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details.  Distinguish between useful and irrelevant information.	Use relevant social studies information to describe an author’s point of view (editorials).  Compare and contrast information provided by both primary and secondary sources.  Use map symbols to interpret information from various map types.	Use maps to understand and explain historical content.  Make inferences from both primary and secondary sources.  Use critical reading skills to assess an author’s purpose and point of view.	Use critical reading skills to assess an author’s purpose and point of view.  Explain why one would use a primary or secondary source in a specific context.  Analyze maps and charts to draw conclusions about historical events.	Compare information about the same event by using a variety of primary sources.  Interpret primary and secondary sources to determine accuracy and validity.  Analyze maps and charts to support conclusions about historical events.	Use relevant evidence to justify using a source to answer a history/social studies question.  Cite evidence from a source to determine an author’s purpose and intended audience.  Analyze and explain multipurpose visual materials (e.g., graphic maps, pictographs).
<b>2.3 – Create various forms of written work to demonstrate an understanding of history and social studies issues.</b>	Draw a picture to depict a historical event.	Write one-sentence descriptions of historical scenes.	Write one- to two-sentence descriptions of historical events people and/or places.	Write one- to two-paragraph descriptions of historical events, people and/or places by using relevant social studies vocabulary.	Write a three-or-more paragraph essay using evidence to describe historical events, people and/or places.	Create an expository piece using evidence to describe a historical event or issue (e.g., newspaper, form, poetry, play).	Compose an expository essay using evidence to describe a social studies event or issue.	Prepare an essay that takes a point of view on a social studies topic and properly cite evidence.	Compose an essay stating a personal opinion on a historical event or social studies issue and support it with relevant evidence.  Organize and cite evidence from primary and secondary sources to support conclusions in an essay.	Prepare a written report using only primary sources.  Compose a thesis statement using primary and secondary sources.  Prepare a research paper using primary and secondary sources and properly cite evidence.

## Social Studies Framework

### 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									
The student will be able to:	PK–K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b>	Participate in classroom discussions.	Participate in classroom discussions.	Ask relevant questions on social studies topics.	Orally present information on a social studies topic to a group.	Respond appropriately in a discussion, both listening and participating, with relevant information and/or questions.  Orally present information and answer questions about a social studies topic.	Debate conflicting points of view on a historical issue or event by using evidence.  Give an oral presentation on a social studies event or issue and use evidence from more than one source.	Orally respond to opposing points of view and cite appropriate evidence.	State and defend a point of view by using relevant evidence.	Orally present information on a social studies event or issue and support it with primary and secondary evidence.  Participate in formal debates on issues related to social studies.	Use relevant evidence to prepare a formal oral argument to defend a point of view.  Use appropriate technology to guide and support an oral presentation.  Ask relevant questions related to social studies/history to initiate, extend or debate a point of view during a discussion.
<b>2.5 – Create relevant social studies materials such as maps, charts or displays.</b>	Create and share in-class artwork on a social studies topic (e.g., holidays, people, events).	Create and share in-class artwork on a social studies topic (e.g., holidays, people, events).	Prepare maps and/or drawings of one's bedroom, house or neighborhood.	Prepare maps of one's town depicting relevant information.	Prepare an accurate chart or graph depicting relevant social studies information (e.g., immigration, exports, imports, population growth).	Create maps of the United States (e.g., physical features, immigration, settlement, historical events).  Create a timeline of significant events of a historical period.	Create accurate maps of an area, region or nation and provide relevant information.  Prepare a descriptive report on a social studies topic and use visual forms of evidence (e.g., maps, pictures, portraits, graphs).	Create accurate maps of an area, region or nation and provide relevant information.  Use visual means (e.g., charts, maps, graphs) to compare two countries/regions or two historical periods in the same country/region.	Prepare an interpretive report on a historical question and use appropriate visual evidence.	Create relevant visual social studies materials (e.g., maps, political cartoons, Web pages) to support an essay or oral report.  Create multipurpose visuals (e.g., graphic maps, pictographs) to present information.

## Social Studies Framework

### Standard 3 – Application

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

Strand	Grade-Level Expectations									
The student 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><b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b></p>	<p>Show awareness that there are different sides/points of view of one event.</p>	<p>Describe two different sides/points of view of one event.</p>	<p>Explain why there are different sides/points of view of one event.</p>	<p>Evaluate the accuracy of different sides/points of view of one event.</p>	<p>Evaluate the accuracy of different sides/points of view of one event.</p>	<p>Identify and explain different points of view about a historical event (cause and effect).  Make and support judgments about the quality of information in text material.</p>	<p>Evaluate the impact of historical background on a specific event or issue.  Evaluate the quality of evidence supporting a point of view.</p>	<p>Use evidence to describe and/or predict the impact of history on a nation’s policies or behavior.</p>	<p>Compare and contrast two or more interpretations of a historical event.  Cite evidence to support and/or critique a historian’s interpretation of an event.</p>	<p>Use evidence to form an interpretation of a historical event.  Evaluate primary and secondary interpretations of a historical event.  Use evidence to assess the role of tradition and custom on an individual’s or group’s choices/decisions.  Predict how alternative actions by individuals or groups might have changed a historical outcome.</p>
<p><b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b></p>	<p>Show awareness that people have feelings.</p>	<p>Show awareness that people’s feelings and views can change over time.</p>	<p>Predict how another person might feel in a specific situation.  Analyze how a situation affects the way a person will feel.</p>	<p>Predict various points of view people might have on a contemporary issue (local level).</p>	<p>Cite evidence to explain the various feelings/points of view of people in a historical situation.  Predict various points of view people might have on a national contemporary issue.</p>	<p>Analyze why people might have different points of view on a national contemporary issue.  Use personal experience and/or outside readings to describe views and feelings of people in the past (e.g., Indian removal, segregation, Japanese relocation).</p>	<p>Compare and contrast how two or more groups or nations might view a historical or contemporary issue.  Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g., immigrant experience, wartime experiences).</p>	<p>Compare, contrast and evaluate two or more views of a contemporary national issue (e.g., immigration, economy, energy, civil liberties).  Use primary sources to explain the point of view of people engaged in a historical event (e.g., immigrant experience, wartime experiences).</p>	<p>Analyze the range of options available to an individual in a historical situation.  Use evidence to describe why people might have different points of view on a historical or contemporary issue.</p>	<p>Develop criteria for judging the actions or policies of an individual or group in the past.  Use a variety of writing formats (eulogy, editorial, diary) to portray attitudes in a historical time period.  Develop criteria to evaluate alternative viewpoints on a contemporary issue.  Analyze how differing historical memories of a past event can contribute to a variety of views on a contemporary issue.</p>

## Social Studies Framework

### Standard 3 – Application

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

Strand	Grade-Level Expectations									
The student 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><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>Identify a class or school issue and explain one’s responsibility for resolving it.</p>	<p>Identify contemporary issues and analyze one’s responsibility for resolving them (e.g., recycling, nutrition, safety).</p>	<p>Identify a local contemporary issue and propose a class or schoolwide plan for resolving it (e.g., recycling, nutrition, safety).</p>	<p>Identify a local contemporary issue and propose a community-wide plan for resolving it (e.g., recycling, nutrition, safety).</p>	<p>Analyze articles from appropriate sources that propose solutions to contemporary issues.</p>	<p>Predict how a current issue or event might affect one’s life.</p> <p>Assess the value of proposed solutions to contemporary issues.</p>	<p>Identify and evaluate the significance of any one factor influencing a contemporary event.</p>	<p>Compare, contrast and evaluate the significance of any one factor influencing a contemporary event.</p>	<p>Develop a plan of action to provide a solution to a local, state or national issue.</p> <p>Compare and contrast possible solutions to a current issue citing relevant information.</p>	<p>Evaluate a proposed solution to a contemporary political, economic, environmental or social problem.</p> <p>Use relevant evidence to prepare a report on a current issue and predict an outcome.</p> <p>Formulate a historical question and devise a research procedure that would lead to an answer.</p> <p>Devise a plan to resolve a local contemporary issue and take steps to act on that proposal.</p>

