

Connecticut State Department of Education

Social Studies Standards
High School Grades 9-12

http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/tracemps/socs/tmapsocs.doc

CONTENT STANDARD 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

9-10	11-12
1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses. 1.9-10.2 Interpret oral traditions and legends and “histories”; and 1.9-10.3 Use primary source documents to analyze multiple perspectives.	1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources. 1.11-12.2 Evaluate data within the history, social, political and economic context in which it was created, testing its credibility and evaluating its bias; and 1.11-12.3 Describe the multiple intersecting causes of events.

CONTENT 2: Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

9-10	11-12
2.9-10.1 Demonstrate an understanding of major events and trends in world history, United States and local history, from all historical periods and from all the regions of the world. 2.9-10.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and 2.9-10.3 Explain the relationships among the events and trends studies in local, state, national and world history.	2.11-12.1 Demonstrate an understanding of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world. 2.11-12.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and 2.11-12.3 Explain the relationships among the events and trends studies in local, state, national and world history.

CONTENT STANDARD 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

9-10	11-12
3.9-10.1 Describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions.	3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
3.9-10.2 Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.	3.11-12.2 Identify various parties and analyze their interest in conflicts from selected historical periods.
3.9-10.3 Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past; and	3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
3.9-10.4 Explain how the use and expansion of trade have connected and affected the history of a global economy.	3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies.
	3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history and
	3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

CONTENT STANDARD 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

9-10	11-12
4.9-10.1 Initiate questions and hypotheses about historic events they are studying.	4.11-12.1 Initiate questions and hypotheses about historic events they are studying.
4.9-10.2 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making.	4.11-12.2 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making.
4.9-10.3 Be active learners at cultural institutions such as museums and historical exhibitions.	4.11-12.3 Be active learners at cultural institutions such as, museums and historical exhibitions.
4.9-10.4 Display empathy for people who have lived in the past; and	4.11-12.4 Display empathy for people who have lived in the past; and
4.9-10.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.	4.11-12.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

CONTENT STANDARD 5: United States Constitution and Government

Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

9-10	11-12
5.9-10.1 Analyze historical and contemporary conflicts through the respective roles of local, state and national governments.	5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles.
5.9-10.2 Explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government; and	5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons; and
5.9-10.3 Evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics.	Explain why state and federal courts powers of judicial review reflect the United States idea of constitutional government.

CONTENT STANDARD 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

9-10	11-12
<p>6.9-10.1 Identify and explain characteristics needed for effective participation in public life; and</p> <p>6.9-10.2 Monitor and influence the formation and implementation of policy through various forms of participation.</p>	<p>6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good.</p> <p>6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws, and</p> <p>6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.</p>

CONTENT STANDARD 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

9-10	11-12
<p>7.9-10.1 Evaluate the importance of developing self-government so as to restrict arbitrary power.</p> <p>7.9-10.2 Analyze and evaluate the advantages and disadvantages of limited and unlimited government; and</p> <p>7.9-10.3 Describe how constitutions may limit government in order to protect individual rights and promote the common good.</p>	<p>7.11-12.1 Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government.</p> <p>7.11-12.2 Explain how purposes served by government have implications for the individual and society; and</p> <p>7.11-12.3 Provide examples of legitimate authority and exercise of power without authority.</p>

CONTENT STANDARD 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

9-10	11-12
8.9-10.1 Describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them.	8.11-12.1 Analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time.
8.9-10.2 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues; and	8.11-12.2 Identify and analyze the various domestic, political economic and social interests which play roles in the development of foreign policy; and
8.9-10.3 Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy.	8.11-12.3 Describe and analyze the process by which foreign policy decisions are developed and executed.

CONTENT STANDARD 9: Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

9-10	11-12
9.9-10.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.	9.11-12.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.
9.9-10.2 Apply the concept of region to organize the study of a complex problem; and	9.11-12.2 Explain why places and regions are important to human and cultural identity and stand as symbols for unifying society; and
9.9-10.3 Explain that regions are interconnected and may also overlap.	9.11-12.3 Analyze ways different groups in society view places and regions differently.

CONTENT STANDARD 10: Physical System

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

9-10	11-12
<p>10.9-10.1 Describe regional variations of physical processes.</p> <p>10.9-10.2 Explain the operation and interaction of different natural systems (such as, climate and oceans) to understand global change; and</p> <p>10.9-10.3 Draw a freehand map of the world with continents (appropriate shape and size) located in relation to equator, tropics, circles and prime meridian.</p>	<p>10.11-12.1 Analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life.</p> <p>10.11-12.2 Evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive; and</p> <p>10.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems.</p>

CONTENT STANDARD 11: Human Systems

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

9-10	11-12
<p>11.9-10.1 Describe the consequences of human population patterns and growth trends over time.</p> <p>11.9-10.2 Explain the characteristics, distribution and relationships of economic systems at various levels.</p> <p>11.9-10.3 Use geographic tools to represent and interpret Earth's physical and human systems; and</p> <p>11.9-10.4 Draw a freehand map demonstrating political, cultural or economic relationships.</p>	<p>11.11-12.1 Explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement.</p> <p>11.11-12.2 Explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales.</p> <p>11.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems; and</p> <p>11.11-12.4 Draw a freehand map demonstrating political, cultural or economic relationships.</p>

CONTENT STANDARD 12: Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

9-10	11-12
12.9-10.1 Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.	12.11-12.1 Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.
12.9-10.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems.	12.11-12.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems;
12.9-10.3 Analyze how human systems interact, connect and cause changes in physical systems; and	and
12.9-10.4 Locate at least 50 major countries and physical features on a map or globe.	12.11-12.3 Apply concepts of ecosystems to understand and solve environmental problems.

CONTENT STANDARD 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

9-10	11-12
13.9-10.1 Compare the resources used by various cultures, countries and/or regions throughout the world.	13.11-12.1 Analyze the impact of economic choices on the allocation of scarce resources.
13.9-10.2 Explain that a country's potential gross Domestic Product depends on the quantity and quality of natural resources, the size and skills of the population, and the amount and quality of its capital stock; and	13.11-12.2 Define, defend and predict how the use of specific resources may impact the future; and
13.9-10.3 Analyze how market forces and government regulation impact the use of resources.	13.11-12.3 Analyze how technological change can affect long-range productivity.

CONTENT STANDARD 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

9-10	11-12
<p>14.9-10.1 Identify and explain the factors that determine and cause changes in demand, supply and the market-clearing (equilibrium) price.</p> <p>14.9-10.2 Compare and contrast the characteristics and effects of different market structures, including pure competition, monopolistic competition, oligopoly and monopoly.</p> <p>14.9-10.3 Understand the causes and effects of periods of growth and recession evident in the history of market economies; and</p> <p>14.9-10.4 Contrast and compare different types of taxes, including progressive, regressive and proportional taxes.</p>	<p>14.11-12.1 Evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth.</p> <p>14.11-12.2 Interpret important statistics about the national economy: the inflation rate, unemployment rate, Gross Domestic Product and its growth rate.</p> <p>14.11-12.3 Analyze the impact of government taxing and spending actions and changes in the money supply and interest rates on the national economy.</p> <p>14.11-12.4 Explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining reasonable rates of economic growth; and</p> <p>14.11-12.5 Analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses.</p>

CONTENT STANDARD 15: Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

9-10	11-12
15.9-10.1 Illustrate the international differences in resources, productivity, and prices that are a basis for international trade; and 15.9-10.2 Explain that a nation has a comparative advantage when it can produce a product at a lower opportunity cost than its trading partner.	15.11-12.1 Evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments.