

ME AND MY COMMUNITY

SOCIETY AND OURSELVES

MAKING A DIFFERENCE

CONNECTICUT AND LOCAL HISTORY

UNITED STATES GEOGRAPHY

Connecticut

Elementary and Secondary Social Studies Frameworks

EARLY UNITED STATES HISTORY

WORLD REGIONAL STUDIES

UNITED STATES HISTORY

CIVICS AND GOVERNMENT

MODERN WORLD HISTORY

CONNECTICUT STATE DEPARTMENT OF EDUCATION



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Connecticut Elementary and Secondary Social Studies Frameworks

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INTRODUCTION

The new *Connecticut Elementary and Secondary Social Studies Frameworks* document was entirely created and written by a team of Connecticut social studies educators. The framework writing team consisted of elementary school, middle school, high school, and college/university faculty. There was a conscious attempt to draw writers from Connecticut’s rural, suburban, and urban districts. This group of Connecticut educators worked incredibly hard in creating this document and should be commended for their work (for a complete list of the writing team, see the acknowledgments page).

Writing teams met on a continuous basis during the 2013–14 school year and through the summer of 2014. The draft framework documents were continuously reviewed during the development process. Review sessions took place at several schools, regional educational service centers, and for several specific audiences. Comments from reviewers were incredibly valuable and were used to strengthen the framework document.

It should be noted that the new social studies frameworks are designed to assist curriculum writers at the district level as they write or revise the social studies curriculum for their districts. This document is not intended to be a state curriculum. In a “local control” state such as Connecticut, each district can use the document as it sees fit. However, there is much that is new and exciting in these frameworks, and it is highly recommended that this document be used as a model of curriculum change in any district.

THE FOUNDATION OF THE NEW STATE SOCIAL STUDIES FRAMEWORKS

The work of the writing team was guided by the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. The social studies frameworks also directly link to the Connecticut (CT) Core Standards.

The College, Career, and Civic Life (C3) Framework

The C3 framework is a national social studies framework that was introduced in October 2013 and is aligned with the Common Core State Standards (CCSS). The C3 was created by social studies specialists from all over the country; the development of the frameworks originally took place under the direction of the CCSSO (Council of Chief State School Officers) and later under the direction of NCSS (National Council for the Social Studies).

The C3 framework states that there are four major disciplines in social studies—civics, economics, geography, and history—and that links to all four disciplines should be found in all social studies courses. This view is reflected in the Connecticut social studies frameworks. The C3 document also notes the importance of psychology, anthropology, and sociology as possible high school elective courses.

The National Council for the Social Studies states that there are six guiding principles of the C3 framework:

- Social studies prepares the nation’s young people for success in college and career, as well as informed, engaged participation in civic life.
- Inquiry is at the heart of social studies instruction.
- Social studies involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies instructors should emphasize skills and practices that prepare students for informed and engaged participation in civic life.

- Social studies education has direct and explicit connections to the Common Core State Standards for English/language arts and literacy in history/social studies.
- The C3 framework informs the process by which states and school districts develop social studies standards.

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>.

Connections to the Connecticut Core Standards (CSS)

Now referred to as the Connecticut Core Standards in our state, the Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects outline vital literacy skills that can consistently and comprehensively be found in social studies and history classrooms at all grade levels across the state. Social studies as a discipline naturally allows students to master key reading, writing, analysis, speaking and listening skills that are outlined in the common core literacy standards. Because of this natural connection, it has been noted which CT Core Standards are integrated into each section of the social studies framework at each grade level. The Literacy in History/Social Studies, Science, and Technical Subjects standards can be accessed at [CCSS.ELA-Literacy.RH.6-8](#), [CCSS.ELA-Literacy.RH.9-10](#), and [CCSS.ELA-Literacy.RH.11-12](#).

Dimension of Inquiry	Connecticut Core Standards
Developing questions and planning inquiry	R1, W7, SL1
Applying disciplinary concepts and tools	R1-10, W1, W2, W7, SL1, L1-3, L6
Evaluating sources and using evidence	R1-10, W1, W2, W7-10, SL1, L1-3
Communicating conclusions and taking informed action	R1, W1-8, SL1-6, L1-3

Links to the Connecticut Core Standards can be found in the frameworks for all grade levels. As stated, the Connecticut Social Studies frameworks use social studies literacy skills found in the Connecticut Core Standards; at the same time, it should be noted that the social studies frameworks were developed independently from the Connecticut Core Standards and include many skills and content connections not found in the Connecticut Core Standards. It is also important that social studies teachers use the ELA College and Career Readiness Anchor Standards, especially the anchor standards for *speaking and listening* and *language*.

The Inquiry Process

The inquiry process is absolutely critical for effective student understanding of history, geography, civics, and economics, and is emphasized throughout this frameworks document. Inquiry should guide the teaching of social studies at all levels. By our definition, inquiry instruction is based on both teachers and students asking (and answering) compelling questions; social studies instruction should consist of more than a teacher solely telling students “what they need to know.” Student investigation of subject matter is the most critical component of inquiry. Teachers must carefully guide students through the inquiry process, but true inquiry allows students to construct their own questions and, with the guidance and support of skilled teachers, conduct inquiry on their own. Inquiry eliminates the old “skills vs. content” dilemma; to successfully engage in an inquiry activity, students and teachers will have to use both. The social studies frameworks emphasize these skills in the service of helping students discover rich social studies content. Inquiry should not be the only method of instruction that a teachers uses in a social studies classroom, but it should be used on a consistent and regular basis.

As noted above, initially the teacher will engage the students in inquiry through a compelling question. By our definition, a compelling question:

- Is a question that a specialist studying that era or subject would ask.
- Is a question that is written in student-friendly language.
- Is a question that will excite students about the subject being studied.

The framework document provides sample compelling questions (to guide inquiry) for each grade. For each compelling question, we also provide a series of supporting questions; these are often content-based questions that help students and teachers tackle the more complex compelling questions.

As mapped out in the C3 national frameworks, there are four separate Dimensions of Inquiry:

- Dimension 1: Developing questions and planning inquiry
- Dimension 2: Applying disciplinary concepts and tools (*this is where “content” is absolutely critical*)
- Dimension 3: Evaluating sources and using evidence
- Dimension 4: Communicating conclusions and taking informed action

This four-step process is known as the Inquiry Arc. Whenever possible, all four stages of the process should be addressed in an inquiry activity. In the past, social studies classes often began and ended with the content of *what students should know*. Over time, we have added the skills expectation of *what students should be able to do*. Within that scope, the Connecticut frameworks ask students “to do” by not only communicating conclusions in essays and presentations for the classroom or the teacher, but also to take informed action within the school, local, state, and national communities.

Many social studies educators find Dimension 4, Taking Informed Action, as the most exciting and empowering for their students. Examples of Taking Informed Action are:

- Students investigating fair trade policies attend a meeting of local businesses to advocate their position on fair trade goods.
- Students investigate zoning and other ordinances, construct a proposal for a new skate board park in their community, and present this proposal to the Town Council for action.
- Students investigate the history of Columbus’s exploration and write editorials to their local newspaper or attend a Board of Education meeting to discuss whether the town and school should celebrate Columbus Day.
- Students studying a modern American war make a proposal to honor veterans by interviewing local veterans and establishing a local archive of these interviews.
- Students investigate what is done in other classes in their school and establish a new set of rules for behavior in their classroom.
- Students use inquiry skills to construct history-related projects and enter them in a regional History Day competition.

Civic engagement is one of the most essential tasks of social studies education. It is critically important that students at the elementary school, middle school, and high school levels learn more about government at the national, state, and local levels. It is also important that students learn about their responsibilities as global citizens. It is equally important that students have the opportunity to “take informed action.” Students should not just learn about government; they should be encouraged to participate in democratic processes. Taking part in student government, model congresses, service projects, and classroom simulations are all ways that allow students to participate in civil society and not just to learn about how civil society works. It is possible, even at the elementary school level, for students to “make a difference” in society.

As students learn to take informed action, it is important that social studies teachers help students take part in grade- and age-appropriate projects and activities. In addition, students should have some say in planning these activities; by doing this teachers further reinforce the democratic nature of taking informed action.

The Critical Component: Instructional Shifts of the Frameworks

These frameworks represent a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Student (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Using State and Local History

The writers of this framework strongly suggest using local and state history wherever and whenever possible when teaching United States history in elementary school, middle school, and high school. The study of local and state history will help students develop a sense of place and a sense of connection to the community where they live and go to school. Many students will be surprised when they discover historical events that occurred in their own state and communities.

We suggest using local and state history as windows into the larger themes of United States history and to use local/state examples whenever possible. We strongly suggest that teachers use critical resources found at local historical societies, museums, and other historic sites. Professional development activities will be forthcoming for teachers to learn more about Connecticut and local history.

District Decision-Making

Although the instructional shifts and the inquiry process described above are central to the Connecticut social studies frameworks, there are many curricular decisions that will take place at the district level. For example, offering elective coursework at the high school level in areas not included in the four key disciplines of the C3 framework, such as psychology or sociology, will be decided by districts. Even within the suggested coursework, there may be elective options. For instance, the civics requirement may be fulfilled by a course in American government, legal studies, or political science. Districts are free to make decisions based on student and local interests as well as teacher expertise. Some districts may choose to require more than one year of high school World History while others may wish to embed more World History content in Grades 6 and 7. As noted above, questions concerning curriculum and sequencing of courses should be made by district-level teachers and administrators.

Below is the suggested K–12 sequence:

SAMPLE K–12 SEQUENCE		
Grade	C3 Discipline of Focus	Content Study
Kindergarten	Economics Geography History Civics	Me and My Community: Home, Class, School, and Town communities are studied (ex. class and school rules, maps of neighborhoods and town)
Grade 1	Economics Geography History Civics	Community Beyond My Neighborhood (including International): Compare communities from around the state, nation, and globe to our own.
Grade 2	Economics Geography History Civics	Making a Difference (local/state/national/international): Examining the people that make, and have made a difference. Examining the concept that ALL people can make a difference.
Grade 3	Economics Geography History Civics	Connecticut and Our Town: Past and Present
Grade 4	Economics Geography History Civics	Geographic Themes and U.S. Geography
<p>An introduction to all four disciplines of the C3 framework should be introduced in the primary grades. This would include, but is not limited to, the use of maps, globes, the rights and responsibilities of groups, perspectives on the past, local history, and economic decision-making.</p>		
Grade 5	History	US History I: the Earliest Settlements in North America, Colonial United States History, and the American Revolution
Grade 6*	Geography	World Regional Studies: the West (using the lens of geography to examine past and present features of people and nations in different regions of the world) <ul style="list-style-type: none"> • Middle America and the Caribbean • South America • Western Europe • Eastern Europe
Grade 7*	Geography	World Regional Studies: the East (includes geography, selected points of history, and current events/culture) <ul style="list-style-type: none"> • Sub-Saharan Africa • The Middle East and North Africa • Subcontinental Asia • East Asia
<p>* A district could take several approaches to Grades 6/7; this is just one example. For districts wishing to embed the history of ancient civilizations (e.g., Egypt, Greece, China, Aztecs) into their K–12 sequence, this could be an appropriate place.</p>		

Grade 8	History	US History II: the American Revolution—Trans-Mississippi Westward Interaction
High School	History	Modern World History: Industrial Era—Present
	History	US History III: The Gilded Age - Present
	Civics	American Government
	Economics Geography History Civics Social Sciences	Elective Coursework

USING THE FRAMEWORK DOCUMENTS

All the frameworks documents are organized in exactly the same manner. You will see references to Connecticut Core Standards and C3 social studies frameworks throughout. In each document, you will find:

- A list of course compelling questions that should guide instruction and research in that particular course or grade. All units and lessons during the year should help students address one or more of these compelling questions. Note: for the three years of United States history (Grade 5, Grade 8, high school) the compelling questions are the same; these will obviously be addressed with varying levels of complexity.
- A list of Considerations for Curriculum Development that will suggest curriculum connections across and between grades and courses.
- A description of the C3 Inquiry Arc, including student expectations for each of the dimensions. As noted above, inquiry should be a critical component of social studies instruction at *all* grade levels.
- A list of themes and content for each course, as well as end-of-course compelling questions that might be used for research and/or discussion.
- A detailed summary of the content expectations for each course. On the left side of each content summary, there is a description of themes that a teacher can use throughout a course, applying one or more themes to each unit. On the right side of each content summary, there is a description of “units” and unit expectations. Teachers should be encouraged to combine themes and content in their instruction.
- A list of the history themes, economics themes, civics themes, and geography themes that should be addressed in the course. The themes are adopted from the C3 framework.
- A list of possible inquiry questions (called “compelling questions”) that might be addressed in the course. Compelling questions are included for the disciplines of economics, history, civics and geography. Supporting questions for each compelling question are also included; these are questions that would be discussed/researched that would allow students to tackle the compelling (inquiry) question that they are attached to; these should be discussed/researched *before* students are asked to address the associated compelling question. C3 themes and student expectations that each compelling question addresses are also included. It should be noted that these are sample compelling questions; curriculum developers at the district level should develop similar questions for all courses.

NEXT STEPS

Beginning early in 2015, substantial professional development will be provided for social studies teachers and social studies departments. Professional development will be provided on the frameworks as a whole and on using inquiry in the social studies classroom. The frameworks state that local and state history should be included in all United States history courses. Local and state history will be a focus of separate professional development activities. Some teachers have stated the need for professional development on infusing economics into the social studies curriculum. Specific professional development will also be provided on this topic. A webinar series will also be created on infusing inquiry and the new frameworks into new and existing social studies curriculum documents.

There are districts that want more guidance on inquiry activities, suggestions for specific content, and assessment. A companion document will be created that will go into more depth on what the specifics might be in a social studies curriculum. We will take each of the grade-level documents and go “deeper” into each of them. We will provide an essay from a Connecticut scholar on what should be included at each grade level. We will have a follow-up essay by one or two “master teachers” who teach that grade; this essay will build off the essay of the scholar and explain practical approaches to teaching essential content and skills at each specific grade level. We will then have a list of essential primary sources and other resources for that grade. We will also be publishing a separate document on the critical inquiry dimension of “taking informed action” and how that might be done at each grade level.

KINDERGARTEN — SOCIAL STUDIES: ME AND MY COMMUNITY

In Kindergarten, students engage in the study of themselves, their families, and their communities and learn how to participate and use effective citizenship skills. They will explore their classrooms, schools, neighborhoods, and home communities through an interdisciplinary approach including history, civics, economics, and geography. The study of themselves, their families, and their communities requires that students generate and research compelling questions such as:

- What is my role in my community?
- What is “history” and how is the past different from the present?
- How are we connected to the past?

Considerations for Curriculum Development

1. It is expected that students in Kindergarten will establish a basic understanding of family structures, rules/consequences in school and society, and citizenship in school and community.
2. It is expected that students in the primary grades will establish a fundamental understanding of geography and the use of maps and globes.
3. It is expected that elementary school students will use local and state geography as a comparison to the geographical themes of various U.S. regions.
4. It is expected that elementary school students will explore history, geography, civics, and economics through multiple perspectives and viewpoints.
5. It is expected that students engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry arc.
6. It is expected that elementary students will explore ways to practice democracy and methods of participation in society.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	K–2	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Social Studies: Me and My Community (Kindergarten) will individually and with others:

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

CT Core Standards: [CCSS.ELA-Literacy.RI.K.1](#), [CCSS.ELA-Literacy.W.K.7](#), [CCSS.ELA-Literacy.SL.K.1](#)

Key academic vocabulary: *questioning, opinion (argument), explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p.53–55](#)).

It is expected that students in Social Studies: Me and My Community (Kindergarten) will individually and with others:

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.8 (begins in Grades 3–5)

INQ K–2.9 (begins in Grades 3–5)

CT Core Standards: [CCSS.ELA-Literacy.RI.K.1-10](#), [CCSS.ELA-Literacy.W.K.1-2](#), [CCSS.ELA-Literacy.W.K.7-10](#), [CCSS.ELA-Literacy.SL.K.1-3](#)

Key academic vocabulary: *opinion (argument), shared research, gather, sources, evidence, clarify*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59–62).

It is expected that students in Social Studies: Me and My Community (Kindergarten) will individually and with others:

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.13 Ask and answer questions about arguments.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

CT Core Standards: CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.W.K.1-8, CCSS.ELA-Literacy.SL.K.1-6, CCSS.ELA-Literacy.L.K.1-3

Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a Kindergarten course. A comprehensive study of Me and My Community can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Diversity and Culture in the World as a Kindergarten course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Diversity and Culture in the World could reasonably be applied to content areas such as:

- Me, my family, my community and the past (comparing the similarities and differences between family's past)
- Me as a citizen in my community (the diverse roles and responsibilities taken on by members of families and communities)
- Me, my family, my community, and geography (how people live differently in different places)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Diversity and Culture in the World might ask:

- How do children live in various parts of the world?
- How is my life the same or different from the lives of others?

Themes	Content
<p>Citizenship in the Community</p> <ul style="list-style-type: none"> Explore the various roles and responsibilities of citizens in students' communities (classroom, town, family). <p>The Impact of Geography on My Life</p> <ul style="list-style-type: none"> Identify how geography affects students' daily lives (where they live, transportation, recreational activities, what they eat). <p>Diversity and Culture in the World</p> <ul style="list-style-type: none"> Compare and contrast family life between different cultures for today and for the recent past. Explore the different beliefs and practices of people of diverse ethnic, racial, religious, and national origins. <p>Using Evidence to Learn About our Past</p> <ul style="list-style-type: none"> Identify different types of sources of information about our families, school, and community (written documents, photos, online, newspapers, film, museums, fiction). 	<p>Me, My Family, My Community and the Past</p> <ul style="list-style-type: none"> Investigate how the past is represented through a sequence of events and the purpose of tools for representing time (e.g., timelines, dates). Explore the ways that people from other times can be alike and different from people of today. Compare family life today and in the recent past. <p>Me as a Citizen in My Community</p> <ul style="list-style-type: none"> Examine the need for rules and consequences at home, at school, and in the community. Explore the roles, rights, and responsibilities of being a good citizen within a family, school, and community. Analyze the roles people play within a family, school, and community. <p>Me, My Family, My Community and Geography</p> <ul style="list-style-type: none"> Examine the purpose and function of maps. Explore absolute and relative location. Apply the concepts of directionality, spatial relation, and size. Identify how weather affects individuals and understand how seasonal changes affect daily choices. Analyze how people live differently in other places. Identify and classify natural resources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).

Primary Disciplines, Main Concepts: Kindergarten

Primary Discipline	Primary Discipline	Primary Discipline	Primary Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles		Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws		
Causation and Argumentation			

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	1	.1
Discipline	Grade level	Indicator number

HISTORY

Change, Continuity and Context

HIST K.1 Compare life in the past to life today.

HIST K.2 Generate questions about individuals and groups who have shaped a significant historical change.

Compelling Question:

- How do our communities and the people who live in them change over time?

Supporting Questions:

- How does the time in which we live affect us?
- How is the past different from today?
- How has my family changed (where they live, what they do)?

Perspectives

HIST K.3 Compare perspectives of people in the past to those in the present.

Compelling Question:

- Were people in the past the same as people today?

Supporting Questions:

- How do past experiences shape who we are today (family, home, school)?
- How is my family's past similar to and different from my peers' families?

Historical Sources and Evidence

HIST K.4 Identify different kinds of historical sources.

HIST K.5 Explain how historical sources can be used to study the past.

HIST K.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development.

Compelling Question:

- How do we learn about what happened in the past?

Supporting Questions:

- What sources can we use to find out about the past?
- How do you know about your family's past?
- How do stories we read help us understand the past?

Causation and Argumentation

HIST K.8 Generate possible reasons for an event or development in the past.

Compelling Question:

- Why were towns/communities created?

Supporting Questions:

- Why do we have police, firefighters, and schools?
- How has transportation in our town/city changed over time?
- How has our town/city changed and what caused that change?

CIVICS

Civic and Political Institutions

CIV K.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)

CIV K.2 Explain how all people, not just official leaders, play an important role in a community.

CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Compelling Question:

- What makes a community?

Supporting Questions:

- Why are there people in my school and town who create rules and make sure people follow the rules?
- What does a community provide for people who live there?
- What are the ways that people contribute to our community?

Participation and Deliberation

CIV K.4 Apply civic virtues when participating in school settings.

CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

Compelling Question:

- Why is it important to learn to work with others?

Supporting Questions:

- What are some of the ways we can work as a group?
- How can I listen and respond to classmates' ideas?
- What does my family do to cooperate?

Processes, Rules, and Laws

CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school.

CIV K.7 Explain how people can work together to make decision in the classroom.

CIV K.8 Identify and explain how rules function in public.

CIV K.9 Describe how people have tried to improve their communities over time.

Compelling Question:

- Why do we need rules?

Supporting Questions:

- What are the rules of our classroom and school?
- What are the consequences for breaking rules in school?
- How does a good citizen in my classroom/school behave?
- What are the rules in my town/city?
- How have rules change in my town/city from the past to today?

ECONOMICS

Economic Decision-Making

ECO K.1 Explain how scarcity necessitates decision-making.

ECO K.2 Identify the benefits and costs of making various personal decisions.

Compelling Question:

- How do we take care of and share the resources we have?

Supporting Questions:

- What are some of the resources used by my family? My school?
- How do we decide between what we really need and what we want?
- What does my family, school, and community do to protect our resources?
- Why do some resources become scarce?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO K.1 Construct maps, graphs and other representations of familiar places.

GEO K.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.

GEO K.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Compelling Question:

- How do we use maps and globes to learn about the world?

Supporting Questions:

- What are the key features of any map?
- Why do different places on a map look different?
- What are some of the physical features of my community?
- How does my family use maps?

Human-Environment Interaction: Places, Regions, and Culture

GEO K.4 Explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions.

Compelling Question:

- How does weather and climate affect how you live?

Supporting Questions:

- How does weather influence our homes, our seasonal activities, and our community?
- What does my family do differently during different seasons?

GRADE 1 — SOCIAL STUDIES: SOCIETY AND OURSELVES

In first grade, students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today. The study of how students fit into society requires that students generate and research compelling questions such as:

- What is the relationship between me, my family, my school, and my community?
- How do my family, school, and community influence each other?
- How do people and events from the past affect my community?

Considerations for Curriculum Development

1. It is expected that students in first grade will establish a basic understanding of family structures, rules/consequences in school and society, and citizenship in school and community.
2. It is expected that students take part in community projects and extend their inquiry and learning outside of the classroom.
3. It is expected that first-grade students receive a strong foundation of geography and map skills and that these skills will be built upon and expanded on in later years.
4. It is expected that elementary school students will explore history, geography, civics, and economics through multiple perspectives and viewpoints.
5. It is expected that students engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.
6. It is expected that elementary students will explore ways to practice democracy and methods of participation in society.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	K–2	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

CT Core Standards: [CCSS.ELA-Literacy.RI.1.1](#), [CCSS.ELA-Literacy.W.1.7](#), [CCSS.ELA-Literacy.SL.1.1](#)

Key academic vocabulary: *questioning, opinion (argument), explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.8 (begins in Grades 3–5)

INQ K–2.9 (begins in Grades 3–5)

CT Core Standards: [CCSS.ELA-Literacy.RI.1.1-10](#), [CCSS.ELA-Literacy.W.1.1-2](#), [CCSS.ELA-Literacy.W.1.7-10](#), [CCSS.ELA-Literacy.SL.1.1](#), [CCSS.ELA-Literacy.L.1.1](#)

Key academic vocabulary: *opinion (argument), shared research, gather, sources, evidence, clarify*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59–62).

It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:

INQ K-2.10 Construct an argument with reasons.

INQ K-2.11 Construct explanations using correct sequence and relevant information.

INQ K-2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K-2.13 Ask and answer questions about arguments.

INQ K-2.14 Ask and answer questions about explanations.

INQ K-2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K-2.16 Identify ways to take action to help address local, regional, and global problems.

INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

CT Core Standards: CCSS.ELA-Literacy.RI.1.1, CCSS.ELA-Literacy.W.1.1-8, CCSS.ELA-Literacy.SL.1.1-6, CCSS.ELA-Literacy.L.1.1-3

Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a first-grade course. A comprehensive study of society and ourselves can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Connecting the Past and Present as a first-grade course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Connecting the Past and Present could reasonably be applied to content areas such as:

- The Relationship Between Family, School, and Community (the ways in which communities changed, how peoples' beliefs change over time)
- Citizenship in Our Community (how rules in school and community changed over time and why)
- Our Needs as a Community (how the way people made a living changed in the community)
- Geography and Maps (using maps to help us understand the history of our community)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Connecting the Past and Present might ask:

- Why does what people believe change over time?
- How do past actions of people in our community still influence our community today?

Themes	Content
<p>Perspectives and Diversity in Our World</p> <ul style="list-style-type: none"> Analyze the ways in which our school and community are diverse. Examine different forms of cultural expression, including art, literature, music, film, dance, and other forms of fine and performing arts. Explore the different roles played by members of the community. <p>Using Evidence to Learn About Our Past</p> <ul style="list-style-type: none"> Identify different types of sources of information about our families, school, and community (written documents, photos, online, newspapers, film, museums, fiction). Describe what is learned from a specific photo, newspaper, museum, or other source. Identify the author of a source. <p>The Role of Geography</p> <ul style="list-style-type: none"> Explore the settlement patterns of people in our community. Analyze the impact of physical geography on our school and community (hills, rivers, trees, weather). <p>The Way We Live Today</p> <ul style="list-style-type: none"> Identify the different types of communities that exist in Connecticut (urban, suburban, rural). Explore the resources, facilities, and businesses in a students' community and their purposes (schools, parks, town hall, stores, community center). <p>Democratic Principles and Values</p> <ul style="list-style-type: none"> Identify key American democratic principles and values such as liberty, freedom, justice, and equality. <p>Connecting the Past and the Present</p> <ul style="list-style-type: none"> Identify ways in which the lives of people in the past from the community are similar to, and different from, people today (food, clothing, housing, jobs, education, leisure activities). 	<p>The Relationship between Family, School, and Community</p> <ul style="list-style-type: none"> Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives. <p>Citizenship in Our Community</p> <ul style="list-style-type: none"> Explore the importance of civic virtues and roles within the community that support citizenship. Examine the relationship between the roles of citizens and the functioning of a community. <p>Our Needs as a Community</p> <ul style="list-style-type: none"> Explore the difference between wants and needs and how a lack of resources affects everyone. Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world. <p>Geography and Maps</p> <ul style="list-style-type: none"> Examine map features and functions while drawing conclusions and comparing various locations. Explore man-made and geographical landforms and how we use and need maps.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).

Primary Disciplines, Main Concepts: Grade 1

Primary Discipline	Primary Discipline	Primary Discipline	Primary Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws		
Causation and Argumentation			

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	1	.1
Discipline	Grade level	Indicator number

HISTORY

Change, Continuity and Context

HIST 1.1 Compare life in the past to life in the present.

HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.

Compelling Question:

- How do past actions of people in our community still influence our community today?

Supporting Questions:

- Why are communities constantly changing? What changes them?
- What cultures and communities were present in my town 25, 50, and 100 years ago? Do they still exist today?
- What causes people to want to change the community?

Perspectives

HIST 1.3 Compare perspectives of people in the past to those in the present.

Compelling Question:

- Why does what people believe change over time?

Supporting Questions:

- How do changes in the community change what people believe?
- What happens when people do not agree?

Historical Sources and Evidence

HIST 1.4 Identify different kinds of historical sources.

HIST 1.5 Explain how historical sources can be used to study the past.

HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.

Compelling Question:

- What historical sources can we use to study the past?

Supporting Questions:

- How do you and your family remember important events?
- Where can you go to find information about something important that happened in your community?
- What type of information do we get from different sources (e.g., photos, letters, newspapers)?

Causation and Argumentation

HIST 1.8 Generate possible reasons for an event or development in the past.

Compelling Question:

- Why was each community I belong to formed?

Supporting Questions:

- What communities do I belong to?
- How do the communities I belong to affect who I am and how I live?
- How has my family and/or community affected who I am?

CIVICS

Civic and Political Institutions

CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).

CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.

CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Compelling Question:

- What makes a community successful?

Supporting Questions:

- How do the leaders in our community help to make it a good place to live?
- Who are my role models within the communities I belong to?
- What are my roles and responsibilities in my community?
- How do my actions affect others who live in my community?

Participation and Deliberation

CIV 1.4 Apply civic virtues when participating in school settings.

CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

Compelling Question:

- Why is it important to be an active participant in the communities to which I belong?

Supporting Questions:

- What civic values are important in my school and community (e.g., honesty, mutual respect, cooperation, equality)?
- What makes a good citizen?
- How can I affect my community?
- What happens when something is not working in my school or community?

Processes, Rules, and Laws

CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.

CIV 1.7 Explain how people can work together to make decisions in the classroom.

CIV 1.8 Identify and explain how rules function in public.

CIV 1.9 Describe how people have tried to improve their communities over time.

Compelling Question:

- How do rules help the community be a better place to live?

Supporting Questions:

- Who makes the rules within the communities I belong?
- Why might rules change and how can rules be changed?
- How and why have rules changed from the past to today?
- Why are some rules different in my home, or my school, or my community?

ECONOMICS

Economic Decision-Making

ECO 1.1 Explain how scarcity necessitates decision-making.

ECO 1.2 Identify the benefits and costs of making various personal decisions.

Compelling Question:

- How do needs and wants affect how we live?

Supporting Questions:

- How do various jobs affect our community?
- Why is money important?
- How do members of our community help each other with needs?

Exchange and Markets

ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

ECO 1.4 Explain how people earn income.

Compelling Question:

- How do people earn a living within a community?

Supporting Questions:

- What goods are produced in the communities you belong to?
- What jobs are common within the communities you belong to?
- How are the ways people earn a living today different from how people in our community earned a living 50 years ago? 100 years ago?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 1.1 Construct maps, graphs and other representations of familiar places.

GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.

GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Compelling Question:

- What do maps tell us about the communities we belong to?

Supporting Questions:

- What features do you include when creating a map, graph, or other representation of a community you belong to? How are these features chosen?
- How do you use maps to identify cultural and environmental characteristics of a particular place?
- How are man-made features represented on maps compared to natural features?

Human-Environment Interaction: Places, Regions, and Culture

GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.

Compelling Question:

- How is someone's life different based on where they live?

Supporting Questions:

- How does weather affect the way we live?
- How does the climate affect who lives in a community and the jobs they have?
- How are the ways our town spends money influenced by climate?

GRADE 2 — SOCIAL STUDIES: MAKING A DIFFERENCE

Second-grade students will engage in the study of how people both past and present have made a difference in their community, country, and world as well as exploring how and what we decide to remember about the past. This interdisciplinary study incorporates history, civics, economics, and geography and requires that students generate and research compelling questions such as:

- How can people make a difference in society?
- How do both individuals and groups of people make a difference in our town, state, country, and world?
- How and what do we decide to remember about the past?
- How do things in the past connect to what happens today?

Considerations for Curriculum Development

1. It is expected that students in the primary grades will establish a fundamental understanding of geography and the use of maps and globes.
2. It is expected that elementary school students will examine the connections between local, regional, national, and global geography.
3. It is expected that elementary school students will explore history, geography, civics, and economics through multiple perspectives and viewpoints.
4. It is expected that elementary students will use a variety of sources to engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.
5. It is expected that elementary students will explore principles of democracy and methods of participation in society.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	K–2	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions (C3, p. 23–25).

It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

CT Core Standards: [CCSS.ELA-Literacy.RI.2.1](#), [CCSS.ELA-Literacy.W.2.7](#), [CCSS.ELA-Literacy.SL.2.1](#)

Key academic vocabulary: questioning, opinion (argument), explanation, point of view

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims (C3, p.53–55).

It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.8 (begins in Grades 3–5)

INQ K–2.9 (begins in Grades 3–5)

CT Core Standards: [CCSS.ELA-Literacy.RI.2.1-10](#), [CCSS.ELA-Literacy.W.2.1-2](#), [CCSS.ELA-Literacy.W.2.7-10](#), [CCSS.ELA-Literacy.SL.2.1](#), [CCSS.ELA-Literacy.L.2.1-3](#)

Key academic vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify

DIMENSION 3: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59–62).

It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.13 Ask and answer questions about arguments.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

CT Core Standards: CCSS.ELA-Literacy.RI.2.1-10, CCSS.ELA-Literacy.W.2.1-2, CCSS.ELA-Literacy.W.2.7-10, CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.L.2.1-3

Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a second-grade course. A comprehensive study of how students can make a difference can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Using Evidence to Learn About the Past as a second-grade course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Using Evidence to Learn About the Past could reasonably be applied to content areas such as:

- People and groups who make a difference in society (identifying different types of sources of information about individuals and groups who made a difference in society)
- Rights and Responsibilities of Citizens in Society (how citizens use evidence to influence others and make a difference)
- How and what we remember about the past (monuments and memorials in our town, reasons for national holidays)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Using Evidence to Learn About the Past might ask:

- How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups made a difference in the past?

Themes	Content
<p>Perspectives and Diversity in our World</p> <ul style="list-style-type: none"> Analyze the ways in which our school and community are diverse. Examine how different forms of cultural expression are used to influence and change society, including art, literature, music, film, dance, and other forms of fine and performing arts. Explore the different roles played by members of the community. <p>Democratic Principles and Values</p> <ul style="list-style-type: none"> Identify key American democratic principles and values such as liberty, freedom, justice, and equality. Explore how American democratic principles and values influence how and why people make a difference in society. <p>Using Evidence to Learn About the Past</p> <ul style="list-style-type: none"> Identify different types of sources of information about individuals and groups who made a difference in society. Identify the author of a source and the potential biases of the author. Compare and contrast conflicting sources and use these sources to draw conclusions. <p>Connecting the Past and Today</p> <ul style="list-style-type: none"> Explore connections between the actions of people and groups in the past and the possible influence on today. Analyze how the types of actions of people and groups in the past are similar to, and different from, actions taken today. 	<p>People and groups who make a difference in society</p> <ul style="list-style-type: none"> Identify how the beliefs and actions of people and groups have made a difference through their commitment to the democratic values of equality, justice, individual rights, and the common good. Explore the different methods used by individuals and groups to address problems in school (e.g., join clubs, vote, communicate with peers, present at meetings) and in the community (e.g., vote, write letters, march, join organizations, donate money, teach, protest). <p>Rights and Responsibilities of Citizens in Society</p> <ul style="list-style-type: none"> Examine the lives of people who have promoted the common good including issues of equality, justice, and the rights of the individual. Explore different ways students can make a difference in their community. <p>How and what we remember about the past</p> <ul style="list-style-type: none"> Distinguish between past, present, and future time. Analyze why we remember some individuals and groups in the past and not others. Identify different types of sources of information about individuals and groups who made a difference in society. Identify monuments and memorials that honor individuals and groups who have made a difference in society and examine how monuments and memorials tell a story. Identify federal holidays and explore why these holidays are celebrated and who they are intended to honor. Analyze how people and groups in the present are influenced by the actions and beliefs of people and groups in the past.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).

Primary Disciplines, Main Concepts: Grade 2

Primary Discipline	Primary Discipline	Primary Discipline	Primary Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws		
Causation and Argumentation			

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	2	.1
Discipline	Grade level	Indicator number

HISTORY

Change, Continuity and Context

HIST 2.1 Create a chronological sequence of multiple events.

HIST 2.2 Compare life in the past to life today.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

Compelling Question:

- How do the actions of people in the past influence us today?

Supporting Questions:

- How is my life at school, at home, and in my town/city has been affected by the actions of people and groups in the past?
- How is the way people made a difference in the past different from and similar to how people make a difference today (e.g., same: writing a letter to a newspaper; different: website)?
- Why can you see the impact of some events right away while the impact of other events takes more time to be visible?

Perspectives

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.5 Compare different accounts of the same historical event.

Compelling Question:

- Why do people have different views about what is good for my school, town, state, and country?

Supporting Questions:

- In what ways is our community diverse and how does that diversity promote making a difference?
- What are the different roles people play in our school, town/city, and state and how do those roles influence what people believe (e.g., the police chief, a store owner, a school principal, a businessman, a construction worker, a parent, a student, etc.)
- How does understanding what other people believe make our community a better place?

Historical Sources and Evidence

HIST 2.6 Identify different kinds of historical sources.

HIST 2.7 Explain how historical sources can be used to study the past.

HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

Compelling Question:

- How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups made a difference in the past?

Supporting Questions:

- Who or what is worthy of a monument? What monuments are in our town/state and why?
- How do people and groups use music to make a difference in society?
- How does the background of the author of a source influence what the source says and why a source is created?
- In what ways can we learn about people and groups who make a difference by comparing and contrasting sources that say different things?
- How do the stories we read help us understand people and groups who make a difference?

Causation and Argumentation

HIST 2.10 Generate possible reasons for an event or development in the past.

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development.

Compelling Question:

- How do people and groups decide how to make the world a better place?

Supporting Questions:

- What causes people in my school or community to take action to make the world a better place (inequity, problem affecting many people, significant event, etc.)?
- Why are some people or groups more successful at making a difference (agency, funding, issue being addressed)?
- What are some changes in my school, town, and state that are the result of people and groups taking action to make a difference?

CIVICS

Civic and Political Institutions

CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

Compelling Question:

- What is “government” and what does it do?

Supporting Questions:

- Who makes decisions in our town/city and what types of things do they decide?
- Who takes care of the parks, roads, schools, and other parts of our town/city?
- How do people in our town/city work together?
- How are problems in our town/city solved?

Participation and Deliberation

CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.

CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

CIV 2.4 Compare their own point of view with others’ perspectives.

Compelling Question:

- How do American ideas such as liberty, freedom, justice, and equality influence how and why people make a difference in society?

Supporting Questions:

- Why do I have more liberty in some places or situations and less in others?
- What does it mean to be free? What responsibilities come with being free?
- Why do people disagree about what is best in my school for community? What happens when people disagree and how do they attempt to make sure things are fair?
- What does it mean to be a “good citizen” in my school and in my community?
- How can a second grader make a difference in society?

Processes, Rules, and Laws

CIV 2.5 Explain how people can work together to make decisions in the classroom.

CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.

CIV 2.7 Describe how people have tried to improve their communities over time.

Compelling Question:

- What does it mean to make a difference in society?

Supporting Questions:

- How do I compromise with my friends and family to make decisions?
- How do our classroom rules make the classroom and our school a better place?
- Why do rules and laws sometimes change?
- How do I solve problems in my school or community? What have others done to solve problems?

ECONOMICS

Economic Decision-Making

ECO 2.1 Explain how scarcity necessitates decision-making.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

Compelling Question:

- How do individuals and groups make a difference by influencing the way we live and what we have?

Supporting Questions:

- How do our decisions about what to buy, where to live, and what we share influence others?
- How do my family and school make decisions about what to buy and how to spend money?

Exchange and Markets

ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

Compelling Question:

- How does what people do in their jobs contribute in some way to the community?

Supporting Questions:

- How do the things we use get to our community?
- What services are provided by our town/city and local businesses that help my family?
- What goods and services do we get from other towns, states, or countries?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 2.1 Construct geographic representations of familiar places.

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.

Compelling Question:

- How do maps help us understand our community?

Supporting Questions:

- What are the relative and absolute locations of important places in our town/city such as our school, homes, grocery stores, town/city hall, parks, monuments/memorials, and fire/police stations?
- How are the locations of important places in our town/city and state influenced by the physical geography of our town?
- Where are the memorials and monuments in our town/city and state, and what/who do they remember? What do they look like? How do they make you feel?

Human-Environment Interaction: Places, Regions, and Culture

GEO 2.4 Explain how the environment affects people’s lives.

GEO 2.5 Explain how humans affect the culture and environment of places/region.

GEO 2.6 Identify cultural and environmental characteristics of a place/region.

Compelling Question:

- What do people do when the environment does not meet their needs?

Supporting Questions:

- How do people use natural resources?
- How have people made a difference by protecting our environment?
- In what ways has the environment of our town/city and state changed over time?
- How do people respond to natural disasters (e.g., floods, hurricanes, blizzards)?

GRADE 3 — CONNECTICUT AND LOCAL HISTORY

In third grade, students will engage in a yearlong study of Connecticut and local towns. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and local towns. The study of Connecticut requires that students generate and research compelling questions across the four core disciplines. Such questions may include:

- How has our local community contributed to Connecticut’s story, past and present?
- In what ways has our town and Connecticut changed and/or stayed the same over time?
- Why is our town, and our state, the way that it is?
- Is there a Connecticut state identity?
- What was the significance of Connecticut’s contribution to America’s story?

Considerations for Curriculum Development

1. It is expected that students in the primary grades will establish a fundamental understanding of geography and the use of maps and globes.
2. It is expected that elementary school students will examine the connections between local, regional, national, and global geography.
3. It is expected that elementary school students will explore history, geography, civics, and economics through multiple perspectives and viewpoints.
4. It is expected that elementary students will use a variety of sources to engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.
5. It is expected that elementary students will explore principles of democracy and methods of participation in society.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	3–5	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

CT Core Standards: [CCSS.ELA-Literacy.RI.3.1](#), [CCSS.ELA-Literacy.W.3.7](#), [CCSS.ELA-Literacy.SL.3.1](#)

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

CT Core Standards: [CCSS.ELA-Literacy.RI.3.1-10](#), [CCSS.ELA-Literacy.W.3.1-2](#), [CCSS.ELA-Literacy.W.3.7-10](#), [CCSS.ELA-Literacy.SL.3.1](#), [CCSS.ELA-Literacy.L.3.1-3](#)

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims, gather*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community ([C3, p. 59–62](#)).

It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

CT Core Standards: [CCSS.ELA-Literacy.RI.3.1](#), [CCSS.ELA-Literacy.W.3.1-8](#), [CCSS.ELA-Literacy.SL.3.1-6](#), [CCSS.ELA-Literacy.L.3.1-3](#)

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a third-grade social studies curriculum and can be approached from many angles and perspectives. When writing a curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Using Evidence to Learn About the Past as a Connecticut and local history theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different throughout the year. The theme of Using Evidence to Learn About the Past could reasonably be applied to content areas such as:

- Indigenous peoples of Connecticut (cultural diversity)
- Human geography and economic development (influence of geography)
- Structure and function of local and state government (creation of Connecticut state identity)
- Connecticut’s role in the history of America (using evidence to learn about the past)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Using Evidence to Learn About the Past might ask:

- How have indigenous peoples affected the history and culture of Connecticut?
- How has Connecticut contributed to the history of America?
- What is significant about the history and development of your own community? How has your city or town contributed to the history of the Connecticut and/or the United States?

Themes	Content
<p>Cultural Diversity and a Connecticut State Identity</p> <ul style="list-style-type: none"> Analyze various sources to identify symbols, slogans, and mottos that represent Connecticut. What is Connecticut’s state identity and in what ways is that identity inclusive of all residents? How have various groups contributed to Connecticut’s identity? <p>The Impact of Science, Technology, and Innovation on the Development of Connecticut Towns and the State</p> <ul style="list-style-type: none"> How have science, technology, and innovation affected the development of towns and cities in Connecticut (aerospace, insurance, manufacturing, etc.)? <p>Patterns and causes of population development in Connecticut towns and cities</p> <ul style="list-style-type: none"> In what ways has our town and Connecticut changed and/or stayed the same over time? <p>The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State</p> <ul style="list-style-type: none"> How does the geography of Connecticut affect the social, political, and economic development in local communities? In what ways do the rivers in Connecticut influence economic development? Why is your town/city/state shaped the way it is? <p>Using Evidence to Learn About the Past</p> <ul style="list-style-type: none"> Evaluate the reliability of different types of sources of information about state and local history (written documents, photos, online, newspapers, film, museums, fiction, music, art). Compare and contrast conflicting sources and use these sources to draw conclusions about state and local history. 	<p>The Indigenous Peoples of Connecticut</p> <ul style="list-style-type: none"> What are the histories of the towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut? How have indigenous peoples affected the history and culture of Connecticut? How were indigenous peoples in Connecticut similar to indigenous peoples in surrounding regions? How were they similar? <p>The Impact of Geography on Population Patterns and Economic Development</p> <ul style="list-style-type: none"> Identify how various groups and industry controlled the use of land and resources in Connecticut and/or your local town. How did various groups use the rivers and other geographic features in Connecticut to develop communities and economic systems? How has geography affected the growth and development of your own town and of Connecticut in general? Overall, have geographic factors aided or hindered economic growth in Connecticut and in your town? <p>The Structure and Function of State and Local Government</p> <ul style="list-style-type: none"> Identify key features and structures of government in the state of Connecticut and in your town. In your town, who makes the important decisions concerning community and educational issues? How can citizens affect decisions made by state and local officials? <p>The Role of Local Towns and Connecticut in the United States (American Revolution, Industrial Revolution, immigration, Civil War, Westward Expansion, etc.)</p> <ul style="list-style-type: none"> What was the significance of Connecticut’s contribution to America’s story? Are there specific events and/or periods in America’s history where Connecticut played a major role? Analyze how your local community has contributed to Connecticut’s story, past and present. Are there specific events and/or periods in Connecticut’s history where your town played a major role? What historical monuments and memorials exist in your town? Why were the events and individuals that these monuments and memorials were created for significant for your community?

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: Grade 3

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movement
Causation and Argumentation			

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	3	.1
Discipline	Grade level	Indicator number

HISTORY

Change, Continuity, and Context

HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 3.2 Compare life in specific historical time periods to life today.

HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.

Compelling Question:

- In what ways has our town and Connecticut changed and/or stayed the same over time?

Supporting Questions:

- How was life in colonial Connecticut similar/different to life now?
- Investigate historical Connecticut residents and their impact on Connecticut and national history.
- What types of events change the essential characteristics of a town or state?

Perspectives

HIST 3.4 Explain connections among historical contexts and people’s perspectives at the time.

HIST 3.5 Describe how people’s perspectives shaped the historical sources they created.

Compelling Question:

- What is the significance of Connecticut’s contribution to America’s story?

Supporting Questions:

- How did industries such as whaling, manufacturing, and technology create Connecticut’s history and contribute to America’s story?
- What has Connecticut’s contribution to the nation been during wartime?
- What contributions has Connecticut made to the political history of the United States?

Historical Sources and Evidence

HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.

HIST 3.7 Compare information provided by different historical sources about the past.

HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.

HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question:

- How does our town/city contribute to Connecticut’s history?

Supporting Questions:

- What symbols represent our town and state?
- How are local landmarks and towns named?
- Why were specific individuals in your community honored through monuments or memorials, and how did they affect the history of your town, state, and country?
- What historical events occurred in our town/city?
- How has our town changed and/or stayed the same over time?

Causation and Argumentation

HIST 3.11 Explain probable causes and effects of events and developments.

Compelling Question:

- How has our local community contributed to Connecticut’s story, past and present?

Supporting Questions:

- What events occurred in our local community and how did they shape our community?
- How have science, technology, and innovation affected the development of towns and cities in Connecticut (aerospace, insurance, manufacturing, etc.)?
- What role have members of our local community had in major events in Connecticut’s history?

CIVICS

Civic and Political Institutions

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.2 Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

Compelling Question:

- How are governmental decisions made at the state and local levels?

Supporting Questions:

- How is our local government run?
- How do Connecticut’s legislative, executive, and judicial branches of government work?
- What political issues have state and local leaders been forced to address in the past 10 years?
- How have laws/rules differed during times of war and peace?

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 3.4 Identify core civic virtues and democratic principles that guide government, society, and communities.

CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

Compelling Question:

- Is it possible to make political decisions that are “fair” to all people?

Supporting Questions:

- How does one create laws concerning issues such as taxation that are “fair”?
- How can we make a difference affecting the creation of the laws governing our society?

Processes, Rules, and Laws

CIV 3.6 Explain how rules and laws change society and how people change rules and laws.

CIV 3.7 Explain how policies are developed to address public problems.

Compelling Question:

- Why are rules/laws important?

Supporting Questions:

- How are rules/laws made?
- Why are rules/laws made?
- Who makes rules/laws?
- What would school/community/state/country be like without rules/laws?
- What should a citizen do if he or she disagrees with a law?

ECONOMICS

Economic Decision-Making

ECO 3.1 Compare the benefits and costs of individual choices.

Compelling Question:

- How do we trade for goods and services?

Supporting Questions:

- Why do we live where we live?
- How do we get the things we need to live (food, clothing, goods, etc.)?
- Historically, what goods made in Connecticut have we traded elsewhere?

Exchange and Markets

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

ECO 3.3 Explain why individuals and businesses specialize and trade.

Compelling Question:

- What resources are in our community and state?

Supporting Questions:

- How have science, technology, innovation, and natural resources affected the development of our community and state?
- In what ways have the rivers and waterways in Connecticut influenced economic development?

National Economy

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

Compelling Question:

- How does our government pay for goods and services?

Supporting Questions:

- What are taxes? What are the laws concerning taxes in Connecticut and in your community?
- How are financial decisions made in our families, communities, state, and country?
- What goods and services do local, state, and federal governments pay for?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

Compelling Question:

- Why do we live where we live?

Supporting Questions:

- Why is your town/city/state shaped the way it is?
- How did your community get its name? Are there other places in the world with the same name? Why or why not?
- What are the histories of towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut?
- What economic or geographic features have caused people to move to (or move out of) your town?

Human-Environment Interaction: Places, Regions, and Culture

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Compelling Question:

- What is Connecticut’s state identity and in what ways is that identity inclusive of all residents?

Supporting Questions:

- How is the “identity” of a state or region created?
- How have indigenous peoples affected the history and culture of Connecticut?
- How have various groups contributed to Connecticut’s identity?
- What are some of Connecticut’s cultural and historical resources and how did they affect how people lived?
- What is the “identity” of Connecticut today?

Human Population: Spatial Patterns and Movement

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

GEO 3.9 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Compelling Question:

- Why do you live where you live?

Supporting Questions:

- Who controls the use of land and resources?
- How are rivers and resources in Connecticut used to develop communities and economic systems?
- What factors, besides economic ones, cause a person to move to a certain location?
- What attracts a person to a town or city today? How is that different from what may have attracted them there in 1800?

GRADE 4 — UNITED STATES GEOGRAPHY

In Grade 4 students engage in the study of United States Geography as it relates to the regional cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore regions of the United States supported by the disciplines of history, civics, and economics. The study of geography requires that students generate and research compelling questions such as:

- How does where we live affect how we live?
- How and why do places change over time?
- What characteristics make groups of people unique?
- What role does climate play in people’s lives?
- Why do people move from one region to another?

Considerations for Curriculum Development

1. It is expected that students in the primary grades will establish a fundamental understanding of geography and the use of maps and globes.
2. It is expected that elementary school students will examine the connections between local, regional, national, and global geography.
3. It is expected that elementary school students will explore history, geography, civics, and economics through multiple perspectives and viewpoints.
4. It is expected that elementary students will use a variety of sources to engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.
5. It is expected that elementary students will explore principles of democracy and methods of participation in society.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	3–5	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions (C3, p. 23–25).

It is expected that students in United States Geography (Grade 4) will individually and with others:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

CT Core Standards: CCSS.ELA-Literacy.RL.4.1, CCSS.ELA-Literacy.W.4.7, CCSS.ELA-Literacy.SL.4.1

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims (C3, p.53–55).

It is expected that students in United States Geography (Grade 4) will individually and with others:

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

CT Core Standards: CCSS.ELA-Literacy.RL.4.1-10, CCSS.ELA-Literacy.W.4.1-2, CCSS.ELA-Literacy.W.4.7, CCSS.ELA-Literacy.SL.4.1, CCSS.ELA-Literacy.L.4.1-3

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims, gather*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59–62).

It is expected that students in United States Geography (Grade 4) will individually and with others:

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

CT Core Standards: CCSS.ELA-Literacy.RL.4.1, CCSS.ELA-Literacy.W.4.1-8, CCSS.ELA-Literacy.SL.4.1-6, CCSS.ELA-Literacy.L.4.1-3

Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a Grade 4 social studies course. A comprehensive study of American geography can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, regional, or hybrid method using the themes and content below.

District curriculum developers, for example, might select Human-Environment Interaction as a course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different regional units within the course. The theme of Human-Environment Interaction could reasonably be applied to regional units such as:

- Northeast Region (dependency on fishing for food and commerce)
- Mid-Atlantic Region (development of large cities to support factory life)
- Southeast Region (development of plantation farming for commerce)
- Midwest Region (dependence on major rivers for transportation and fresh water)
- Northwest Region (dependence on timber for commerce and trade)
- Southwest Region (development of architectural practices to deal with the hot dry climate)
- West Region (development of architectural practices and evacuation plans to deal with earthquakes)

District curriculum developers might also take an approach where units of study are created from the themes provided. For example, the Northeast Region could be reasonably applied to thematic units such as:

- Human-Environment Interaction (dependency on fishing and whaling industry)
- Environmental and Climate (air pollution and water pollution)
- Movement of People and Ideas (emigration to the South for jobs and improved climate)
- Defining Regions (religious representations)

Themes and regions are listed in a recommended order, but should be organized by district curriculum developers to suit the community.

Themes	Content
<p>Human-Environment Interaction</p> <ul style="list-style-type: none"> Analyze how people from various American regions modify and adapt to their environments. Analyze how people from various American regions use and allocate their available resources. Analyze the relationship between climate and the people living in various American regions. <p>Environment and Climate</p> <ul style="list-style-type: none"> Explore the physical landforms and bodies of water in various American regions. Explore the patterns of climate in various American regions. Explore natural disasters that affect various American regions. <p>Movements of People and Ideas</p> <ul style="list-style-type: none"> Explain reasons for migration of people within and beyond a region. Evaluate the impact of immigration on a region. Explore the modes of transportation unique to various American regions. Analyze unique cultural similarities to various American regions. <p>Defining Regions</p> <ul style="list-style-type: none"> Discover patterns related to various themes to define a region. Define factors that make a region unique. 	<p>Map Reading Skills</p> <ul style="list-style-type: none"> Identify ways that a study of geography is important in the study of any country or region. Analyze how the study of various regions of a country helps an overall understanding of that country. Examine and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels, meridians) and purposes (road, reference, thematic). Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). <p>Northeast Region</p> <ul style="list-style-type: none"> Examine why was proximity to water was so important for settlement in the region. Analyze the impact of rivers and waterways on colonial and post-colonial trade. Evaluate why people have moved to and from the Northeast from colonial times to present day. <p>Mid-Atlantic Region</p> <ul style="list-style-type: none"> Identify geographic features that caused peoples to migrate to this section of the U.S. Explore reasons for and results of development of large cities in the region. Examine how the development of canals and waterways affected the economic growth of this region. <p>Southeast Region</p> <ul style="list-style-type: none"> Analyze how geography and climate has affected the development of economic and social institutions of this region. Examine historical examples where geography and climate have had a severe impact on the region. Explore how the essential characteristics of the region changed in the post-WWII era.

Themes	Content
	<p>Midwest Region</p> <ul style="list-style-type: none"> Analyze how geography and climate has affected the development of economic and social institutions of this region. Explore reasons for and results of the development of major urban centers in a region (i.e., Chicago) Examine the relationship between people of the Midwest and the Great Lakes and major rivers of the region. Examine how the immigration of different ethnic groups has affected this region. <p>Northwest Region</p> <ul style="list-style-type: none"> Analyze how geography and climate has affected the development of economic and social institutions of the Northwest. Describe how proximity to the Pacific Ocean has affected the characteristics of the region. Examine the relationship between the people of the Northwest and their Canadian neighbors. <p>Southwest Region</p> <ul style="list-style-type: none"> Analyze how geography and climate have affected the economic development of the Southwest. Examine the relationship between the people of the Southwest and their Mexican neighbors, including an emphasis on immigration. Explore how the migration of peoples into the Southwest has affected the political and social characteristics of the region. <p>West Region</p> <ul style="list-style-type: none"> Analyze how geography and climate has affected the essential economic characteristics of the region. Describe the economic and social features of the West that have attracted people to this region. Evaluate the influence of East Asia’s proximity to the west. Identify geographic and climatic challenges that people of this region face today.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Grade 4, the focus is on the disciplinary concepts and skills students need to understand United States Geography. In fourth grade, geography is supported through an interdisciplinary approach that includes history, civics, and economics. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 4 should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: Grade 4

Supporting Discipline	Supporting Discipline	Supporting Discipline	Primary Discipline
History	Civics	Economics	Geography
Perspectives	Process, Rules, and Laws	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Causation and Argumentation		Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
			Human Populations: Spatial Patterns and Movement

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	4	.1
Discipline	Grade level	Indicator number

HISTORY

Perspectives

HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.

Compelling Question:

- How does the culture of the United States reflect its history?

Supporting Questions:

- What do we mean when we talk about a country’s “culture”?
- What type of historical events help to create a country’s “culture”?
- What events of the past several years might have an impact on changing the culture of the United States?
- Does the United States today actually have a single “culture”?

Causation and Argumentation

HIST 4.2 Explain probable causes and effects of events and developments.

HIST 4.3 Use evidence to develop a claim about the past.

Compelling Question:

- How is a region shaped by its historical events?

Supporting Questions:

- What makes a regional event “historic”?
- What binds regions of the United States together?
- What is more important in creating regional identity: geography or history?

CIVICS

Processes, Rules, and Laws

CIV 4.1 Illustrate historical and contemporary means of changing society.

Compelling Question:

- What causes regions of the country to interpret laws differently?

Supporting Questions:

- Why did the South view laws concerning slavery and civil rights differently from other parts of the country?
- Why do people in the Southwestern United States view certain immigration laws differently today?
- What should a region do if federal law is opposed to the beliefs and values of the region?

ECONOMICS

Economic Decision-Making

ECO 4.1 Compare the benefits and costs of individual choices.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

Compelling Question:

- What economic factors determine if a region is a good or a bad place to live?

Supporting Questions:

- What resources exist to support a region's economy?
- What economic opportunities exist for people of the region?
- What impact does climate and weather have on life in the region?

Exchange and Markets

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.

Compelling Question:

- How does the exchange of resources affect the quality of life for people of a specific region?

Supporting Questions:

- What are the major industries in the Northeast and Connecticut that have contributed to its success?
- Why has a sizable number of Connecticut's residents left the state in recent years?
- Evaluate the impact of a corporation leaving a region and the effect on the citizens of the region.

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics

Compelling Question:

- How can a United States map be used to analyze its history, politics, and economics?

Supporting Questions:

- What would a map illustrating the variation and distribution of various resources reveal?
- What can be learned from maps showing the migration of people within the United States of America?
- What can be learned from a topographical map of the United States of America?

Human-Environment Interaction: Places, Regions, and Culture

GEO 4.3 Explain how culture influences the way people modify and adapt to their environments

GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Compelling Question:

- How does the distribution of resources in the United States affect the relationships among the various regions, and the citizens of each region?

Supporting Questions?

- Is there a relationship between where people live and where the resources are?
- How do our culture and beliefs influence the way we treat the environment?
- How has the availability of certain resources affected the way we live and interact with each other?
- What happens when a region does not have enough of a needed resource?

Human Population: Spatial Patterns and Movement

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Compelling Question:

- How have the changes in technology affected the spread of thoughts and ideas in the United States of America?

Supporting Questions:

- How has technology affected education in the last 15 years?
- How can technology spur economic growth of a region?
- What are the positive and negative aspects of social media?

GRADE 5 — EARLY UNITED STATES HISTORY

In Grade 5, students engage in the study of events early in United States history from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The study of early American history requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut’s contribution to America’s story?
- Is the United States a “just” society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should be the current role of the United States in world affairs?

Considerations for Curriculum Development

1. It is expected that students in elementary school will analyze events and issues in Connecticut history, geography, economics, and civics before Grade 5.
2. It is expected that students in fifth grade will analyze events and issues in American history beginning with and including the first settlements in North America up to the American Revolution.
3. It is expected that elementary school, middle school, and high school students will all use local and state history as a window into larger national historical themes.
4. It is expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on historical topics studied in the course of the year.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	3–5	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich Social Studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Grade 5 Early U.S. History will individually and with others:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

CT Core Standards: [CCSS.ELA-Literacy.RI.5.1](#), [CCSS.ELA-Literacy.W.5.7](#), [CCSS.ELA-Literacy.SL.5.1](#)

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Grade 5 Early U.S. History will individually and with others:

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.8 Use evidence to develop claims in response to compelling questions.

CT Core Standards: [CCSS.ELA-Literacy.RI.5.1-10](#), [CCSS.ELA-Literacy.W.5.1-2](#), [CCSS.ELA-Literacy.W.5.7-10](#), [CCSS.ELA-Literacy.SL.5.1](#), [CCSS.ELA-Literacy.L.5.1-3](#)

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims, gather*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions (C3, p. 23–25).

It is expected that students in Grade 5 Early U.S. History will individually and with others:

INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.12 Critique arguments.

INQ 3–5.13 Critique explanations.

CT Core Standards: CCSS.ELA-Literacy.RI.5.1, CCSS.ELA-Literacy.W.5.1-8, CCSS.ELA-Literacy.SL.5.1-6, CCSS.ELA-Literacy.L.5.1-3

Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a Grade 5 social studies course. A comprehensive study of early United States History can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, regional, or hybrid method using the themes and content below.

District curriculum developers, for example, might select Cultural Diversity and an American National Identity as a course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Cultural Diversity and an American National Identity could reasonably be applied to content areas such as:

- Indigenous Life in New England (variety of cultural patterns among indigenous people)
- Europe in the 1400s and 1500s (diversity in reasons for settlement in the Americas)
- Early Settlement (variety of settlement patterns in various colonies)
- 13 Colonies (both similarities and differences in colonial life in different colonies)
- Relations with indigenous peoples (differences in relations with indigenous peoples in various colonies)
- French and Indian War (grievances against the British help to begin process of the creation of an American national identity)
- American Revolution (beginnings of a national identity)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the theme of Cultural Diversity and an American National Identity might ask:

- How were the beginnings of a national identity created by colonies with very different purposes and varied governmental and economic systems?
- How is a “national identity” created in any new nation? Does the United States have a single national identity today?

Themes	Content
<p>The Struggle for Freedom, Equality, and Social Justice</p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. Analyze how the concept of the “American dream” has changed and how various groups have endeavored to reach this goal over time. <p>Cultural Diversity and an American National Identity</p> <ul style="list-style-type: none"> Analyze factors that contributed to cultural diversity in the United States. Examine different forms of, purposes for, and impact of cultural expression in colonial America, including art, literature, and music. Evaluate how the media, as it existed in colonial America, influenced cultural diversity and an American national identity. <p>Gender Roles in Economic, Political, and Social Life</p> <ul style="list-style-type: none"> Analyze the role of women and men in key events, such as indigenous people’s culture, early colonial settlement, and the American Revolution. Evaluate how the role of women and men in American society changed over time. <p>The Role of Connecticut in U.S. History</p> <ul style="list-style-type: none"> Explore the history of individual Connecticut cities and towns. Explore how Connecticut contributed to various key events in United States history, such as cooperation and conflict between indigenous peoples and Europeans, colonial expansion, the French and Indian War, principles and ideals leading to independence from Great Britain. Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies Evaluate whether Connecticut history is representative of the larger historical context. <p>Economic Prosperity and Equity</p> <ul style="list-style-type: none"> Analyze the economic causes and effects of American Revolution. Evaluate British and American government policies and programs designed to impact trade and income. 	<p>Indigenous Life in New England</p> <ul style="list-style-type: none"> Explore the cultural practices of indigenous peoples in New England prior to colonization including ways of governing, gender roles, and economic systems. Analyze ways that cultural practices of indigenous peoples in Connecticut were similar/different than they were in surrounding regions. Evaluate the impact of colonization on indigenous people’s ways of life. <p>Europe in the 1400s and 1500s</p> <ul style="list-style-type: none"> Explain the reasons (economic, political, social and religious) that lead people to leave Europe for the New World Analyze the impact of important technological innovations that allowed Europeans to travel to the Americas. <p>Early Settlements</p> <ul style="list-style-type: none"> Analyze the reasons for the large number of deaths in the early settlements. Compare and contrast the settlements of Plymouth and Jamestown. Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony. Examine how the geographic features of Jamestown affected the early settlement and development of the colony. Explain the views that indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans. Evaluate the role of women in early colonial settlements. Analyze the earliest settlements in Connecticut and the reasons that settlers arrived in the region. <p>13 Colonies</p> <ul style="list-style-type: none"> Identify how the different colonies were created (royal charter/company/split from another colony). Explain the different ways that various early colonies were settled. Compare and contrast settlements in the southern, middle, and New England colonies.

Themes	Content
<p>The Impact of Science and Technology on Society</p> <ul style="list-style-type: none"> • Evaluate how science and technology changed everyday life for Americans. • Evaluate the benefits and challenges of science and technological change in the 18th century. <p>Globalization and Economic Interdependence</p> <ul style="list-style-type: none"> • Analyze how changes in transportation, and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy. • Analyze the causes and effects of global economic and financial crises. <p>The Role of the United States in World Affairs</p> <ul style="list-style-type: none"> • Evaluate the role of the United States in global trade and politics during the late 18th century. • Evaluate the effectiveness of America’s foreign policies that have been based on military intervention and diplomacy. <p>The Impact of Geography on History</p> <ul style="list-style-type: none"> • Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country. • Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs. • Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries. 	<ul style="list-style-type: none"> • Describe the economic differences between the southern and northern colonies. Identify how the geographic characteristics of the two regions affected the economic conditions in the colonies located in these regions. • Evaluate similarities and differences between the Connecticut colony and other colonies. • Identify the different governmental structures in the colonies. Explore why some colonies were governed differently. • Explain the role of indentured servants and slavery in the colonies. Explain the different forms that slavery took in different regions of colonial America. <p>Relations with Indigenous Peoples</p> <ul style="list-style-type: none"> • Evaluate ways that indigenous peoples were treated differently in the different colonies. • Explore ways that indigenous peoples helped the colonies to survive and the motivations of indigenous peoples for doing this. • Analyze the position of indigenous peoples in the Connecticut colony. <p>French and Indian War</p> <ul style="list-style-type: none"> • Identify the causes of the French and Indian War. • Analyze the effects of the French and Indian War on the colonies. • Explore how the French and Indian War affected the relationship between England and its colonies. • Examine the role of the Connecticut militia in the French and Indian War. <p>American Revolution</p> <ul style="list-style-type: none"> • Analyze the significance of the slogan, “no taxation without representation” in the American colonies. • Explore the major events that started the actual conflict between the British and the colonies. • Assess how the battles of the American Revolution were different from those of previous wars. • Examine the role of Connecticut in the Revolutionary War and what happened to Loyalists who lived in Connecticut at the beginning of the Revolutionary War. • Evaluate how indigenous peoples and women both played vital roles in the Revolutionary War.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Grade 5, the focus is on the disciplinary concepts and skills used in the study of Early United States History. History is supported through an interdisciplinary approach that includes civics, economics and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 5 should lead to deep and enduring understanding ([C3, p. 29](#)).

Primary and Secondary Disciplines, Main Concepts: Grade 5

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws		Human Populations: Spatial Patterns and Movement
Causation and Argumentation			

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	5	.1
Discipline	Grade level	Indicator number

HISTORY

Change, Continuity and Context

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 5.2 Compare life in specific historical periods to life today.

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question:

- How did colonization affect and change the freedom of various groups including indigenous Americans; French, British, and Dutch colonists; women; and religious groups?

Supporting Questions:

- How were the colonies of Jamestown and Plymouth similar and how were they different?
- What does the Mayflower Compact tell me about the people who settled in Plymouth?
- How were the lives of children during colonial times similar to the lives of children today?
- How did transportation and the ability to share information affect the people in colonial times and how do transportation and the ability to share information affect the people of the present?
- How did colonization affect the indigenous peoples of the Northeast?
- Why were the Fundamental Orders of Connecticut so important and what do they tell us about the colony of Connecticut?

Perspectives

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.

Compelling Question:

- In what ways, and for whom, was America an economic land of opportunity during the colonial period?

Supporting Questions:

- Why did certain groups of people want to leave Europe to colonize the Americas?
- How were the economic interests of “loyalists” different from the “rebels” leading up to the American Revolution?
- How did indigenous peoples view the ownership of land? How did that view differ from the colonists?
- Why was the colony of Connecticut different from the other colonies and how did that affect its colonial governmental structures and economic development?
- How did the growth and development of tobacco farming in the South affect relationships with indigenous peoples?

Historical Sources and Evidence

HIST 5.6 Compare information provided by different historical sources about the past.

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question:

- How did the development of the colonies and the American Revolution contribute to an American identity?

Supporting Questions:

- What important documents from colonial development and the American Revolution provide insight into a developing American identity (e.g., Declaration of Independence, Fundamental Orders of Connecticut)?
- Is American identity today still influenced by the American Revolution? What evidence from primary sources exists to support answers to these questions?
- How do textbooks represent colonial America and the American Revolution?
- How do museums in Connecticut and elsewhere in New England help us understand the American Revolution? How do museums represent American identity? Are museums trustworthy places to learn about U.S. history?

Causation and Argumentation

HIST 5.9 Explain probable causes and effects of events and developments.

HIST 5.10 Use evidence to develop a claim about the past.

Compelling Question:

- How did a perception of injustice fuel conflict during the colonial period in United States history?

Supporting Questions:

- How did the events of the Boston Massacre affect the way the colonists viewed the British government and troops?
- What were the effects of the French and Indian war on the relationship between the colonists and indigenous peoples?
- What issues contributed to conflict between indigenous peoples and the colonists (e.g., King Philip’s War, Queen Anne’s War)?
- What role did slaves and the issue of slavery play in the American Revolution?
- Why was freedom of religion an important reason for people to leave Europe and colonize the Americas?
- How did the colonies unite to fight against the injustices of the British?

CIVICS

Civic and Political Institutions

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Compelling Question:

- How did laws and rules in the colonies both promote and hinder freedom and equality?

Supporting Questions:

- Why did the people in Connecticut create the Fundamental Orders of Connecticut?
- How were laws made in Virginia?
- How did new laws and rules affect various groups including indigenous Americans, various religious groups, women, slaves, and others?
- How were governments and laws established in royal colonies?
- What were voting laws like in the different colonies?
- Why were families and family structures so important to the survival of the New England colonies?

Participation and Deliberation

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.

Compelling Question:

- How did the actions of colonists in colonial America influence the development of the democratic principles that provided the foundation for our country and still influence us today?

Supporting Questions:

- What are the key principles of the Declaration of Independence and of the Constitution of the United States and which of the principles are most important today?
- Why were the people of the colonies so upset that they were being taxed without representation in the English government?
- Why was popular sovereignty so important to the colonists?

Processes, Rules, and Laws

CIV 5.4 Explain how policies are developed to address public problems.

Compelling Question:

- How effective were colonial policies and actions in influencing British control?

Supporting Questions:

- How were laws and decisions made in the colonies?
- Were formal appeals to the British or actions like the Boston Tea Party more effective in influencing the British?

ECONOMICS

Economic Decision-Making

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

Compelling Question:

- Why was America seen as a land of economic opportunity by the colonists?

Supporting Questions:

- What were the economic reasons for the settlement of the American colonies?
- Why was the Virginia Company established?
- How did Americans' views of economic opportunity clash with those of the British?

Exchange and Markets

ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 5.3 Explain why individuals and businesses specialize and trade.

Compelling Question:

- What were the economic contributions and opportunities in the various colonies?

Supporting Questions:

- What resources were available in the different colonies and how were those resources used?
- How did the resources available in a particular colony affect its growth and development?
- Why were the New England colonies focused on trade?
- Why was the shipping industry important in New England?
- Why did the economy of the southern colonies center on farming and selling goods to the northern colonies?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Compelling Question:

- How did the physical geography of New England affect how the colonies developed?

Supporting Questions:

- How did the geography of the different colonies affect the way they grew and developed over time?
- How did the geography of New England limit the ability to grow large crops and how did that affect the colonies' development?
- How did native populations use land and how did that differ from the ways that the colonists used land?
- In what ways did the location of waterways and mountains influence the locations of, and growth of, towns in New England?

Human-Environment Interaction: Places, Regions, and Culture

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

Compelling Question:

- What cultural practices of indigenous Americans and of the colonists influenced how they used land and how they interacted with each other?

Supporting Questions:

- How did the colonists' permanent settlements affect native populations?
- How did the colonists' views of land ownership and of natural resources affect the environment during the growth and development of the colonies?
- In what ways did indigenous cultural practices influence or change practices of the colonists?

Human Population: Spatial Patterns and Movement

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

Compelling Question:

- How did conflict affect the voluntary and forced movement of people during colonial development?

Supporting Questions:

- How did the colonists' use of natural resources and establishment of permanent settlements affect the native people of the region?
- What was the impact on the movement of people as a result of King Philip's War, the French and Indian War, and the American Revolution?

GRADES 6 AND 7 — WORLD REGIONAL STUDIES

World Regional Studies is a two-year course for Grades 6 and 7. Students study at least eight world regions, and, through the lens of geography, they explore and learn about economies, history, and civics throughout the world. Relevant global issues provide opportunities for addressing multiple standards through focused inquiry, inviting students to generate and research compelling questions. The case study model is one approach that supports in-depth inquiry and allows districts to explore regional themes through localized topics or issues.

The study of the world's regions and cultures requires that students generate and research compelling questions such as:

- How does where we live affect how we live?
- How and why do places change over time?
- What are the benefits and challenges that result from globalization?
- How has competition for resources and land affected the development of various regions and/or cultures?
- How do the natural resources in a particular place affect the culture and affect that region's ability to be a part of the global community?
- What characteristics make groups of people unique?
- How does population density affect the availability of resources?
- Why are certain places more populated than others?
- How does technology influence connections among human settlements and the diffusion of culture?
- What are human rights?

Considerations for Curriculum Development

1. It will be expected that students in elementary school will establish a fundamental understanding of geography and the use of maps and globes.
2. It will also be expected that students in elementary school will have explored America's geographic and cultural regions.
3. It will be expected that students in middle school will apply geographic concepts and skills to study regions of the Earth.
4. It will be expected that students in high school will apply an understanding of geography, economics, and civics to study modern world history.
5. It will be expected that elementary school, middle school, and high school students will all use local and state geography as a window into larger geographic themes.
6. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on topics studied in the course of the year.
7. It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry in the social studies classroom.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	6–8	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.1 Explain how a question represents key ideas in the field.

INQ 6–8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 6–8.3 Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.

INQ 6–8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

CT Core Standards: [CCSS.ELA-Literacy.RH.6-8.1](#), [CCSS.ELA-Literacy.WHST.6-8.7](#)

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.

INQ 6–8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6–8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

CCSS.ELA-Literacy.RH.6-8.1-10, [CCSS.ELA-Literacy.WHST.6-8.1-2](#), [CCSS.ELA-Literacy.WHST.6-8.7-10](#)

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59–62).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 6–8.13 Critique arguments for credibility.

INQ 6–8.14 Critique the structure of explanations.

INQ 6–8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

INQ 6–8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6–8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a global regions course. A comprehensive study of global regions can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic or regional method using the themes and content below.

District curriculum developers, for example, might select Human-Environment Interaction as a course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different regional units within the course. The theme of Human-Environment Interaction could reasonably be applied to regional units such as:

- Middle East and Northern Africa (dependency of early civilizations on rivers)
- Western Europe (trade routes and sharing of natural resources)
- East Asia (development of silk and rice for economic sustenance)
- Subcontinental Asia (agricultural adaptations to monsoons)
- Middle America and the Caribbean (changes in building practices due to tropical heat and hurricanes)
- Sub-Saharan Africa (irrigation practices with limited fresh water sources; desalination)
- South America (development of cash crops)
- Eastern Europe (cultural developments due to cold weather conditions)

District curriculum developers might also take an approach whereas units of study are created from the themes provided. For example, the region of East Asia could be reasonably applied to **thematic units** such as:

- Human-Environment Interaction (the Silk Road)
- Global Interconnections: Environmental Changes (air quality and pollution)
- Global Interconnections: Cultural Diffusion (food and language)
- Human Population (China’s one-child policy; population density)
- Movement of People (child adoption program in China)
- Defining Regions (Religious Representations: Christian, Buddhist, Muslim)

Themes and regions are listed in a recommended order, but should be organized by district curriculum developers to suit the community.

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, an end-of-course, compelling question derived from the exploration of Human-Environment Interaction might ask:

- How did living in an area without arable land such as ancient Greece affect the lives of the people who lived there?
- How does the growth in population of a region such as East Asia affect its environment over time?

Themes	Content
<p>Human-Environment Interaction</p> <ul style="list-style-type: none"> Analyze how people from various world regions modify and adapt to their environments. Analyze how people from various world regions allocate their available resources. <p>Global Interconnections: Environmental Changes</p> <ul style="list-style-type: none"> Explore factors of environmental changes that cross regional boundaries. Assess the impact of environmental changes on populations of various world regions over time. <p>Global Interconnections: Cultural Diffusion</p> <ul style="list-style-type: none"> Analyze how the cultural aspects of a region spread beyond its borders. Analyze the pattern and impact of cultural diffusion over time. <p>Human Population</p> <ul style="list-style-type: none"> Explore the makeup of the people in a particular region. Analyze a region's shifts in population over time. Examine the diversity and views on human rights of a region. <p>Movements of People</p> <ul style="list-style-type: none"> Analyze the migration of people within and beyond a region. Evaluate the impact of immigration on the political, social, and economic conditions of a region. Explore the factors that have led to colonialism. <p>Defining Regions</p> <ul style="list-style-type: none"> Evaluate cultural, social, political, and economic characteristics that may define a region. Create graphic representations of various physical, cultural, social, political, and economic regions. 	<p>Middle East and Northern Africa</p> <ul style="list-style-type: none"> Analyze the critical geographic factors that have affected settlement patterns in the Middle East and Northern Africa, both in ancient and modern times; evaluate how water and policies concerning water have been critical for societies in the region. Evaluate important factors that have made political and cultural unity in the region difficult, both in ancient and modern times. Evaluate how the physical features of Israel help to explain the conflicts between Israel and its neighboring nations (e.g., security concerns and the Golan Heights, use of land for housing in the West Bank, water resources, etc.) <p>Western Europe</p> <ul style="list-style-type: none"> Analyze how Western European geographic features and population patterns encourage unity, as well as geographic and societal factors that make a "Western European Union" difficult. Evaluate how Western European societal, political, and economic structures today are a product of Western Europe's past (this past includes the traditions of ancient Greece and Rome). Evaluate the critical similarities and differences between Western Europe and Eastern Europe. <p>East Asia</p> <ul style="list-style-type: none"> Analyze the reasons for and results of environmental problems of modern China; evaluate China's policies to deal with pollution. Examine the issues associated with China's substantial population; compare its response to these issues as compared with its neighbors. Evaluate how Japan's geographic location affected its historical, cultural, and economic development. Explore the historical reasons for the division of Korea and the modern day impact on military strategy for the United States. <p>Subcontinental Asia</p> <ul style="list-style-type: none"> Analyze how the physical geography and religious diversity of modern India and Pakistan contributes to the tension between the two countries. Evaluate the impact of India's substantial population on its environment, economy, and government. Evaluate the historical events that have created disunity and conflict in the region.

Themes	Content
	<p>Middle America and the Caribbean</p> <ul style="list-style-type: none"> Analyze the factors that contribute to the emigration of people from Middle America and the Caribbean to the United States. Analyze how the physical geography affects the architecture and economy of Caribbean countries (this includes the impacts of severe storms and hurricanes). Explore how modern society in Middle America reflects the heritage of ancient indigenous societies. <p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> Analyze how the physical geography of many sub-Saharan African countries contributes to tribal form of government and lack of a typical Western democracy. Evaluate the impact of European colonization on the culture, government, and economies of sub-Saharan African regions. Analyze the impact of human rights abuses on the people of sub-Saharan Africa (e.g., Genocide in Rwanda, Apartheid in South Africa). <p>South America</p> <ul style="list-style-type: none"> Examine the global interconnections between South American countries and their neighbors. Analyze the reasons for the migration of people within South America as well as from South America to the United States. Evaluate how the physical features and availability of natural resources of South America influence population patterns and ways of making a living (e.g., Andes Mountains, Pampas region, Amazon River). <p>Eastern Europe</p> <ul style="list-style-type: none"> Analyze how Eastern European geographic features and population patterns differ from Western Europe; examine the factors that identify Eastern Europe as a unique region; what geographic and social factors exist that make political and social unity difficult in the region. Evaluate how Eastern European societal, political, and economic structures today are a product of Eastern Europe's past (this past includes the traditions of the Roman and Byzantine empires as well as the Soviet Union).

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Grades 6–7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6–7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: Grades 6–7 World Regional Studies

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
Geography	Economics	Civics	History
Geographic Representations: Spatial Views of the World	Economic Decision-Making	Civic and Political Institutions	Change, Continuity, and Context
Human-Environment Interaction: Place, Regions, and Culture	Exchange and Markets	Process, Rules, and Laws	
Human Populations: Spatial Patterns and Movement	The Global Economy		
Global Interconnections: Changing Spatial Patterns			

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	6–7	.1
Discipline	Grade level	Indicator number

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Compelling Question:

- How do maps of the Middle East reflect its history, politics, and economics?

Supporting Questions:

- How could a map be drawn to illustrate the variation and distribution of Middle Eastern religions?
- What can be learned from a population density map of the Middle East?
- What can be learned by a human footprint map of the Middle East?

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.

GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Compelling Question:

- How does the distribution of resources in the Middle East, such as oil and water, affect the relationships among the various nations and their citizens?

Supporting Questions:

- What is the distribution of oil in the region?
- What role has the limited amount of oil in the Middle East played in the formation of OPEC?
- Which Middle Eastern countries control the water in the region?

Human Population: Spatial Patterns and Movement

GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

Compelling Question:

- How have the changes in our ability to rapidly communicate affected the spread of different cultural practices in sub-Saharan Africa?

Supporting Questions:

- What threatens Kenya’s identity?
- How has population density affected the cities such as Nairobi?

Global Interconnections

GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.

Compelling Question:

- How has trade influenced culture in Western Europe?

Sample Supporting Questions:

- What environmental and cultural factors make Eastern and Western Europe different from one another?
- What role did the spread of Greek and Roman culture play in the architecture in Northern Africa and the Middle East?
- How does the population distribution in Europe affect land use and decision-making?

CIVICS

Civic and Political Institutions

CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).

Compelling Question:

- How do regions with participatory governments differ from those without?

Supporting Questions:

- What role do the people play in different styles of government?
- What powers and responsibilities do religious leaders have in nongovernmental leadership of Middle Eastern countries?
- Compared to nations with a free press, how is the media used differently in countries like China?
- What role do tribal leaders play in governing areas of sub-Saharan Africa?
- What role do religious leaders play in Middle Eastern governments?

Processes, Rules and Laws

CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.

Compelling Question:

- Is the European Union (EU) effective in protecting the interests of its member nations?

Supporting Questions:

- What are some of the global benefits and consequences of the European Union?
- What impact do member nations' laws have on the effectiveness of the EU?
- Why have western European countries done away with monarchies over time?
- What qualifications were used to determine the eligibility for entry into the European Union?

ECONOMICS

Economic Decision-Making

ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Compelling Question:

- Did centralized decision-making embraced by the third-world socialist economies of Africa improve the quality of life for people in these nations during the post-World War II era?

Supporting Questions:

- What is third-world socialism?
- How does third-world socialism differ from other economic systems such as capitalism, democratic socialism, and communism?
- What were the strengths of central planning under third-world socialism?
- What were the weaknesses of central planning in these economies?
- Did government planners use resources effectively in the third-world socialist nations during the postwar period?

Exchange and Markets

ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.

ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

Compelling Question:

- Has the Organization of Petroleum Exporting Countries (OPEC) had a mainly positive or negative influence on global oil markets since the early 1960s?

Supporting Questions:

- Why was OPEC created in the early 1960s?
- Why is OPEC considered a producer cartel?
- What factors have enabled OPEC to directly affect global oil markets?
- How has the OPEC cartel used its control of oil resources to advance economic, political, or military goals since the 1960s?
- What are the main benefits of OPEC to member nations and to others in the global economy?
- What are some of the main costs of OPEC to member nations and to others in the global economy?

The Global Economy

ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations.

ECO 6–7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Compelling Question:

- Does membership in the European Union improve economic performance in member nations?

Supporting Questions:

- What is the European Union?
- What types of economic integration exist among EU member nations?
- Why is the EU considered an economic region?
- How does the EU view trade barriers among member nations and between the EU and nonmember nations?
- How do EU members benefit from membership in the organization?
- What limitations are associated with EU membership?
- Does regional economic integration guarantee prosperity for member nations?

HISTORY

Change, Continuity and Context

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

Compelling Question:

- How has colonialism affected sub-Saharan Africa?

Supporting Questions:

- What were the origins of African colonization?
- What purpose did it serve for the colonists? For the motherlands?
- How did sub-Saharan Africa change after colonization?

GRADE 8 — UNITED STATES HISTORY

In eighth grade, students engage in the study of events, documents, movements, and people emphasizing 18th/19th century America with a focus on inquiry into the development of the United States as a nation. The study of U.S. History in the 18th and 19th centuries requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut’s contribution to America’s story?
- Is the United States a “just” society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should be the current role of the United States in world affairs?

Considerations for Curriculum Development

1. It will be expected that students in elementary school will analyze the events, documents, movements, and people in American history up through and including colonial America.
2. It will be expected that students in middle school will analyze the events, documents, movements, and people that shaped America’s development from the Revolutionary War era through Reconstruction.
3. It will be expected that students in high school will analyze the events, documents, movements, and people in American history beginning in the 1870s.
4. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on historical topics studied in the course of the year.
5. It will be expected that elementary school, middle school, and high school students will all use local and state history as a window into larger national historical themes.
6. It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry in the social studies classroom.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	6–8	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.1 Explain how a question represents key ideas in the field.

INQ 6–8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 6–8.3 Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.

INQ 6–8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

CT Core Standards: [CCSS.ELA-Literacy.RH.6-8.1](#), [CCSS.ELA-Literacy.WHST.6-8.7](#)

Key academic vocabulary: questioning, argument, explanation, point of view

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.

INQ 6–8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6–8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

CCSS.ELA-Literacy.RH.6-8.1-10, [CCSS.ELA-Literacy.WHST.6-8.1-2](#), [CCSS.ELA-Literacy.WHST.6-8.7-10](#)

Key academic vocabulary: argument, sources, evidence, claims, counterclaims

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59–62).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 6–8.13 Critique arguments for credibility.

INQ 6–8.14 Critique the structure of explanations.

INQ 6–8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

INQ 6–8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6–8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

CT Core Standards: [CCSS.ELA-Literacy.RH.6-8.1](#), [CCSS.ELA-Literacy.WHST.6-8.1-8](#)

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a United States History course. A comprehensive study of United States History can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Cultural Diversity and a Uniquely American National Identity as an eighth-grade U.S. History course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Cultural Diversity and a Uniquely American National Identity could reasonably be applied to content areas such as:

- Revolutionary War (role of indigenous peoples, African Americans, and the French)
- U.S. Constitution (key principles of the Constitution as uniquely American — e.g., freedoms protected)
- Slavery (how did slavery shape American identity and how did slavery contribute to difference between identity in the North and South)
- Westward Expansion (Turner’s Frontier Thesis)
- Immigration (melting pot, impact of immigrants on economy, role of education)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Cultural Diversity and a Uniquely American National Identity might ask:

- Is there an American national identity?
or
- How has American identity changed over time?

Themes	Content
<p>The Struggle for Freedom, Equality, and Social Justice</p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggles for freedom, equality, and social justice. Analyze how the concept of the “American Dream” has changed and how various groups have endeavored to reach this goal over time. <p>Cultural Diversity and a Uniquely American National Identity</p> <ul style="list-style-type: none"> Analyze factors that contributed to cultural diversity in the United States. Examine different forms of, purposes for, and impact of cultural expression, including art, literature, music, film, dance and other forms of fine and performing arts. Evaluate how the media has influenced cultural diversity and an American national identity. <p>Gender Roles in Economic, Political, and Social Life</p> <ul style="list-style-type: none"> Analyze the role of women and men in key events, such as the American Revolution, before and after the Civil War, and Westward Expansion. Evaluate how the role of women and men in American society has changed over time. <p>The Role of Connecticut in U.S. History</p> <ul style="list-style-type: none"> Explore the history of individual Connecticut cities and towns. Explore how Connecticut contributed to various key events in United States history, such as pre-Revolutionary America, independence and development as a nation, slavery, abolitionist movement, the Civil War, and industrialization. Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies. Analyze reasons for economic growth in Connecticut in the 19th century and ways that Connecticut contributed to the growth and expansion of the nation. Evaluate whether Connecticut history is representative of the larger historical context. 	<p>Pre-Revolutionary America</p> <ul style="list-style-type: none"> Evaluate the relative importance of various actions taken by British in increasing tensions between Great Britain and the colonists. Analyze social and family structures in pre-Revolutionary colonies in New England. <p>The Revolutionary War</p> <ul style="list-style-type: none"> Compare and contrast the attitudes of merchants, shopkeepers, farmers, women, slaves, and freed blacks toward conflict with the British. Analyze the role and contributions of Connecticut in the Revolutionary War. <p>The U.S. Constitution</p> <ul style="list-style-type: none"> Analyze ways that the U.S. Constitution reflected American beliefs concerning government and the rights of the individual during this era. Evaluate the views of Federalists vs. anti-Federalists, and ways that this debate continues until the present day. <p>Connecticut and Local Connections</p> <ul style="list-style-type: none"> Analyze reasons for economic growth in Connecticut in the 19th century and ways that Connecticut contributed to the growth and expansion of the nation. Evaluate the history of individual cities and towns in the 19th century and analyze reasons for economic and/or social change in individual towns during this period. <p>Slavery</p> <ul style="list-style-type: none"> Compare and contrast the attitudes of Southern plantation owners, poor Southern farmers, Northern industrialists, abolitionists, and free blacks toward slavery. Analyze the reasons for the existence of slavery in Connecticut during this era and the relative importance of slavery in the state. <p>Reform Movements</p> <ul style="list-style-type: none"> Evaluate the causes, goals, and outcomes of mid-19th century reform movements (women’s rights, temperance, education, mental health, prisons). Analyze the impact of utopian communities on group members and on society. Analyze the impact of the Second Great Awakening on 19th-century reform movements.

Themes	Content
<p>Economic Prosperity and Equity</p> <ul style="list-style-type: none"> Analyze the causes and effects of downturns in the economy. Evaluate government policies and programs designed to restore stability to the economy, such as monetary and fiscal policies. Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy. <p>The Impact of Science and Technology on Society</p> <ul style="list-style-type: none"> Evaluate how science and technology changed everyday life for Americans. Analyze how society reacted to environmental challenges of the 19th century. Evaluate the benefits and challenges of science and technological change during the 19th century. <p>Globalization and Economic Interdependence</p> <ul style="list-style-type: none"> Analyze how changes in transportation, information, education, and communication technologies have affected U.S. trade relations with other nations and its role in the world. <p>The Role of the United States in World Affairs</p> <ul style="list-style-type: none"> Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy. <p>The Impact of Geography on History</p> <ul style="list-style-type: none"> Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country. Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs. Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries. 	<p>Westward Expansion</p> <ul style="list-style-type: none"> Analyze the theory of Manifest Destiny and its impact on American policy. Evaluate the impact of Westward Expansion on indigenous peoples and on settlers. Analyze the role of women and minorities in western expansion and in life on the plains. <p>Immigration</p> <ul style="list-style-type: none"> Evaluate reasons for and results of European immigration to the United States; compare these with reasons for and results of immigration by the Chinese and other groups during the period. Analyze the impact that immigrants had on the economic and cultural life of Connecticut communities during this era. <p>The Civil War</p> <ul style="list-style-type: none"> Evaluate various long-term and short-term reasons for conflict between the North and the South. Analyze the role of Connecticut in the Civil War and the attitudes to the Civil War in the state. <p>The Reconstruction Era</p> <ul style="list-style-type: none"> Evaluate ways that black life in the South changed during the Reconstruction era and ways that black life remained the same. Analyze reasons that the Reconstruction era could be seen as a success and reasons that the Reconstruction era could be seen as a failure.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Primary and Secondary Disciplines, Main Concepts: Grade 8 U.S. History

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movement
Causation and Argumentation		The Global Economy	Global Interconnections: Changing Spatial Patterns

Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29)

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	8	.1
Discipline	Grade level	Indicator number

The focus of the eighth-grade course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.

HISTORY

Change, Continuity and Context

HIST 8.1 Analyze connections among events and developments in historical contexts.

HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.

Compelling Question:

- In what ways did the abolition of slavery indicate progress, or decline, for the life for African Americans?

Supporting Questions:

- What were the causes and effects of the abolition of slavery?
- How did conditions for African Americans change after the abolition of slavery and how did these conditions vary in different regions of the U.S.?
- What role did Connecticut play in the abolition movement?
- Was reconstruction effective at helping slaves transition into freedom?

Perspectives

HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).

HIST 8.5 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

Compelling Question:

- How did the attitudes, beliefs, and actions of various groups influence the outcome of the American Revolutionary War?

Supporting Questions:

- How were attitudes toward the British in Connecticut similar too and different from those of other states?
- What factors influenced whom indigenous peoples and African Americans supported during the American Revolution?
- How did the Americans and the British use newspapers, political cartoons, and other sources to influence attitudes about the British and about the war?
- How did women contribute, directly and indirectly, to the Americans’ war effort?
- Why did the French decide to support the Americans?

Historical Sources and Evidence

HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

HIST 8.8 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Compelling Question:

- How can we use evidence to understand how the Civil War affected freedom and equality for Americans?

Supporting Questions:

- How do the Civil War photos of Matthew Brady illustrate issues of freedom and equality during the Civil War?
- What is the message of the Emancipation Proclamation about the importance of individual freedoms and liberties?
- How did the issues of freedom and equality affect the causes and outcomes of the Civil War and what evidence supports these conclusions?
- How does the film *Lincoln* (2012) enhance, and distort, the historical record about President Lincoln, the Civil War, and freedom for slaves?

Causation and Argumentation

HIST 8.9 Explain multiple causes and effects of events and developments in the past.

HIST 8.10 Organize applicable evidence into a coherent argument about the past.

Compelling Question:

- How did Westward Expansion reinforce, and contradict, the American identity of the United States as a land of opportunity?

Supporting Questions:

- What were the economic, political, and social factors that lead to Westward Expansion?
- In what ways did Westward Expansion create opportunities or limits for American settlers, indigenous peoples, slaves, Chinese immigrants, industrialists, politicians, and others?
- How did Turner's frontier thesis affect American identity?
- How did American ways of thinking about state vs. federal power change as a result of Westward Expansion?

CIVICS

Civic and Political Institutions

CIV 8.1 Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

Compelling Question:

- How have social movements affected individual political participation over time?

Supporting Questions:

- What were the major social movements in America in the first half of the 19th century and who participated in these movements?
- Why were some of these social movements specific for the time and why did some last into the 20th century?
- What was Thomas Jefferson’s view on the role of the American government? Analyze major parties (and thinkers) of the first half of the 19th century who either refuted or supported Jefferson’s views.

Participation and Deliberation

CIV 8.2 Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

Compelling Question:

- How did American conceptions of freedom and equality change during and just after the Civil War period?

Supporting Questions:

- What was the view in Northern states in the first half of the 19th century concerning the legal rights of blacks? How was this different from the Southern view?
- How would a Northern political leader and a Southern political leader in 1850 define “freedom and equality” differently?
- Analyze the statements and attitudes of women’s rights advocates as blacks achieved political rights immediately after the Civil War.
- What groups that have legal equality today did not have legal equality when the United States became a nation? What justification was given at the time for not giving these groups legal rights?

Processes, Rules, and Laws

CIV 8.3 Analyze the purposes, implementation, and consequences of public policies in multiple settings.

CIV 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.

Compelling Question:

- How did the development of the U.S. Constitution and its amendments reflect societal change that furthered the common good?

Supporting Questions:

- How did the Bill of Rights change the position of American citizens in society; what political rights did Americans have under the Bill of Rights that they did not have as British colonists?
- Many Europeans who visited America in the early 19th century noted a profound difference between American and European political life. How did the U.S. Constitution help to create this difference? What other factors were also involved?
- What has been the impact of the 13th, 14th, and 15th amendments on American society?
- In what ways did the 18th and 21st amendments to the Constitution reflect public opinion and how did they each affect the common good?

ECONOMICS

Economic Decision-Making

ECO 8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

Compelling Question:

- How did economic factors affect Westward Expansion during the 19th century?

Supporting Questions:

- What groups of people migrated westward during the 19th century?
- Why did individuals and groups decide to make the trek westward?
- What types of economic opportunities were available to settlers?
- Did these economic opportunities meet the expectations of settlers?
- How did innovations and inventions in areas such as transportation, communications, and production methods influence peoples' decisions to move westward?

Exchange and Markets

ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy.

ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.

Compelling Question:

- How did entrepreneurship, new technologies, and innovation affect people's standard of living in Connecticut during the early 1800s?

Supporting Questions:

- What were some of the main businesses and occupations in Connecticut during the early 1800s?
- What types of agricultural output were produced in Connecticut during the period?
- How did the people of Connecticut use the sea for their livelihood?
- What did certain industrial enterprises, such as the textile mills, produce in Connecticut?
- Did different towns, cities, or other regions in Connecticut tend to specialize in certain types of production?
- What impact did new technologies have on the production of goods and services in Connecticut?
- Did living standards and the quality of life for workers and their families improve from 1800 to the 1850s?

The National Economy

ECO 8.4 Explain how inflation, deflation, and unemployment affect different groups.

ECO 8.5 Explain why standards of living increase as productivity improves.

Compelling Question:

- Did higher productivity in the U.S. economy cause a generalized prosperity for the American people during the 19th century?

Supporting Questions:

- Did productivity rise in the agricultural and industrial sectors of the American economy during the period?
- How did the rise of early mills and other manufacturers affect the wages and living standard of workers?
- How did technological advances in the agricultural sector affect people's standard of living?
- What groups of people were helped or hurt by new technologies and other innovations in the production of goods and services?
- How did changes in production methods in agriculture and industry influence relationships between owners of firms and the workers employed by these firms?

The Global Economy

ECO 8.6 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Compelling Question:

- How did the production of cash crops in the American economy during the early 19th century affect international trade?

Supporting Questions:

- Why did certain regions of the United States produce cash crops during the 19th century?
- During the early 19th century, what were America's most important cash crops?
- How did the producers of cash crops profit from the production of cash crops?
- How did manufacturers and merchants profit from cash crops in the United States and in Europe?
- How did the reliance on cash crops in the pre-Civil War South influence the institution of slavery in America?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 8.1 Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

Compelling Question:

- How did the physical geography of the United States influence patterns of economic development and migration of people leading up to the American Revolution?

Supporting Questions:

- How do cultural and environmental characteristics help explain the borders of the original 13 colonies?
- In what ways do maps represent and explain the patterns of indigenous peoples and European settlements?
- How can we use maps to help explain how cultural and environmental factors influenced cooperation and conflict between indigenous peoples and Europeans?

Human-Environment Interaction: Places, Regions, and Culture

GEO 8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

Compelling Question:

- How did cultural and environmental differences between the North and South contribute to the causes of, and outcome of, the Civil War?

Supporting Questions:

- How did the Northern industrial economy and Southern plantation economy lead to cultural differences?
- What environmental differences between the North and South influenced the outcome of the Civil War?
- In what ways did views on slavery contribute to North-South conflict?

Human Population: Spatial Patterns and Movement

GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

Compelling Question:

- How did transportation and communication changes influence Westward Expansion in the United States?

Supporting Questions:

- How did railroads change migration and population patterns?
- In what ways did the telegraph change the way information was disseminated?
- Did railroads affect America as a land of opportunity?

Global Interconnections

GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Compelling Question:

- How did environmental characteristics and production of goods in the United States influence the political and economic relationships between the U.S. and other nations in the 1840s and 1850s?

Supporting Questions:

- How did the need for labor affect immigration to the United States in the 1840s and 1850s?
- In what ways did the production of cotton change U.S. foreign relations?
- How did environmental characteristics and production of goods lead to conflict with Mexico?

HIGH SCHOOL — CIVICS AND GOVERNMENT

Social studies by definition has as the primary goal of preparing active citizens. According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.”

In high school, students engage in the study of civic processes, rules, and laws; examine civic and political institutions; and apply civic virtues and democratic principles. The study of civics in high school requires that students generate and research compelling questions such as:

- What does it mean to be a citizen?
- How could I take part in civic life?
- How do laws both shape and reflect characteristics of a society?
- In what ways does the American political system provide for choice and opportunities for participation?
- Are deliberation and compromise necessary for political decision-making?

Considerations for Curriculum Development

1. It is expected that students in middle school will analyze events and issues in American history during the Revolutionary period, including a study of the Constitution, its structure, and principles.
2. It is expected that students in high school will apply knowledge and understanding of civics and government to explore local, regional, national, and/or global problems and take informed action.
3. It is expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on civics topics studied in the course of the year.
4. It is expected that students engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	9–12	.1
Inquiry	Grade level	Indicator number

Inquiry in the social studies is organized into the Four Dimensions, which support engaging instruction for students in the discipline.

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in American Government will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.7](#)

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RH.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.7](#)

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in American Government will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1-10](#), [CCSS.ELA-Literacy.WHST.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.2](#), [CCSS.ELA-Literacy.WHST.9-10.7-10](#)

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RH.11-12.1-10](#), [CCSS.ELA-Literacy.WHST.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.2](#), [CCSS.ELA-Literacy.WHST.11-12.7-10](#)

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims, gather*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community ([C3](#), p. 59–62).

It is expected that students in American Government will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.1-8](#)

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RH.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.1-8](#)

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a civics course. A comprehensive study of civics can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Rights and Responsibilities of Citizens as a civics course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Rights and Responsibilities of Citizens could reasonably be applied to content areas such as:

- The ways in which the American political system provides for choice and opportunities for participation (e.g., free speech, voting, serve on civic organizations).
- The role of new technologies in broadening the influence of public interest groups and in influencing elections and voting behavior (social media sites, evaluating online information).

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Rights and Responsibilities of Citizens might ask:

- What does it mean to be a citizen?
- How should I take part in civic life?
- Does the American political system provide for choice and opportunities for participation?

Themes	Content
<p>Rights and Responsibilities of Citizens</p> <ul style="list-style-type: none"> • Define citizenship. • Explain how a government works to balance the rights of the individual with the overall well-being of the society. • Evaluate the obligations and responsibilities of citizens. <p>Civic Virtues</p> <ul style="list-style-type: none"> • Explain what it means to be a citizen of the United States. • Analyze the relationship between citizenship and the common good. • Describe the distinctive characteristics of American society as compared with other places in the world. <p>Democratic Principles and the Rule of Law</p> <ul style="list-style-type: none"> • Describe the values and principles that are basic to American constitutional democracy as compared to other places in the world. • Explain the place of law in the American constitutional system. • Evaluate the extent to which citizens' commitment to the rule of law is crucial for self-government. <p>Civic Engagement</p> <ul style="list-style-type: none"> • Explain the variety of ways people can take part in civic life. • Describe the obligations and responsibilities of citizens in a democracy. • Explore a variety of ways to take part in civic life. 	<p>Structure and Function of Local, State, National, and International Governments</p> <ul style="list-style-type: none"> • Explain how power and responsibility are distributed, shared, and limited in a government to meet the needs of its people. • Compare and contrast the effectiveness of different systems and/or levels of government at meeting the needs of its people. • Explain why different forms of government exist in different parts of the world. <p>Law-Making Process</p> <ul style="list-style-type: none"> • Explain the role that deliberation and compromise played, and continues to play, in the lawmaking process in the United States. • Evaluate how laws both shape and reflect characteristics of American society. • Explain how the American political system provides for choice and opportunities for participation. <p>The Media and Public Interest Groups</p> <ul style="list-style-type: none"> • Evaluate the role of a free press in a democracy. • Describe how the media and public interest groups both shape and reflect political and social interests. • Explain how new technologies broaden the influence of the media and public interest groups. <p>Elections, Voting, Voter Behaviors</p> <ul style="list-style-type: none"> • Describe how the American political system provides for choice and opportunities for participation. • Explain the factors that influence voter participation. • Explain how new technologies influence elections, voting, and voter behaviors. <p>Political Parties</p> <ul style="list-style-type: none"> • Describe the role of political parties and factions in the U.S. political system. • Explain why two political parties dominate in America while other democracies have more. • Describe how political parties both shape and reflect political, economic, and social interests. <p>International Relations</p> <ul style="list-style-type: none"> • Describe the relationship of the U.S. to other nations and to world affairs. • Analyze how domestic policies and constitutional principles of the United States affect its relations in the world. • Analyze the role that deliberation and compromise play in international relations.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: Civics (Grades 9–12)

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
Civics	History	Economics	Geography
Civic and Political Institutions	Perspectives	Economic Decision-Making	Human Populations: Spatial Patterns and Movement
Participation and Deliberation: Applying Civic Virtues and Democratic Principles		Exchange and Markets	
Process, Rules, and Laws			

The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	9–12	.1
Discipline	Grade level	Indicator number

CIVICS

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

Compelling Question:

- What does it mean to be a citizen?

Supporting Questions:

- How has the role of the citizen in the United States changed over time?
- What are the rights and responsibilities of a citizen in the United States?
- What are the rights and responsibilities of a Connecticut resident? Of a resident in my town?
- How do citizens influence solutions to social and political problems in both the United States and other nations?
- How does the role of the citizen vary in different places in the world?

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.7 Apply civic virtues and democratic principles when working with others.

CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Compelling Question:

- How should I take part in civic life?

Supporting Questions:

- What are different ways people can interact with their government and its institutions?
- What opportunities do I have to become involved in Connecticut (or my local community)?
- How does the American political system provide for choice and opportunities for participation?
- What is the role of political parties and factions in the U.S. political system?
- What are the varying roles an individual can play in a group setting?

Processes, Rules, and Laws

CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Compelling Question:

- Are deliberation and compromise necessary for political decision-making?

Supporting Questions:

- How do laws both shape and reflect characteristics of American society?
- What are some Connecticut state statutes? How did these statutes become law?
- What is the media and its relationship with the government? How does the media both shape and reflect political and social interests?
- What are public interest groups? How do public interest groups both shape and reflect political and social interests?
- How do new technologies broaden the influence of the media and public interest groups?
- What is the role that deliberation and compromise play in international relations?

HISTORY

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

Compelling Question:

- What factors influence voter participation?

Supporting Questions:

- How do previous elections affect voter turnout?
- Does voter participation change based on the political and/or economic climate?
- How does voting participation vary among racial, ethnic, gender, income, and age groups?

ECONOMICS

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Compelling Question:

- Can a government’s economic decisions both help and hurt different groups of people?

Supporting Questions:

- How does government at the federal, state, and local levels raise money?
- What are the main categories of government spending at the federal, state, and local levels?
- What groups receive government (local, state, federal, international) assistance through social insurance, public assistance, or other aid programs?
- What factors influence the government’s decisions about raising money?
- What factors influence the government’s decisions about spending money?
- Why are some tradeoffs inevitable when the government raises and spends money?

Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Compelling Question:

- How do laws both shape and reflect economic decision-making?

Supporting Questions:

- What is the role of buyers and sellers in a free market economy?
- Why does the government provide farm subsidies in the agricultural sector of the American economy?
- Does the government offer subsidies to other producers in the American economy?
- What is eminent domain? Under what circumstances can the government take private property for public use?
- Why does the government use tax revenues to supply public goods to the people?
- Why does the government protect creators’ rights to certain innovations and creative expressions?

GEOGRAPHY

Human Population: Spatial Patterns and Movements

GEO 9–12.1 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Compelling Question:

- What are the relationships between government decisions, geographic placement, and individual needs?

Supporting Questions:

- What is the relationship between geography and voting patterns?
- How do zoning laws affect housing patterns in urban and suburban communities?
- What are the political and economic impacts of gerrymandering on political decision-making?

HIGH SCHOOL — MODERN WORLD HISTORY

In high school, students explore a variety of peoples, events, and movements in world history with a focus on inquiry-based learning. To achieve this focus, students should be encouraged to explore cause/effect relationships within the context of history. Although the guideline suggests a starting point of the dawn of the Industrial Age, students and teachers should feel encouraged to engage in explorations of previous eras to establish historical causation. The primary reason for the suggested starting point is to emphasize a manageable amount of content to support the inquiry process and to educate students about the world in which they live. Districts wishing to include content from earlier eras may consider requiring more than one year in world history, offering additional elective coursework, and/or identifying topics that can be taught in Grades 6 and 7. An emphasis should be placed on incorporating both non-Western and Western civilizations. The study of Modern World History includes both themes and content. Students will generate and research compelling questions such as:

- What makes the world modern?
- How have attempts at resolving conflicts created further problems?
- In what ways do personal and cultural experiences shape perspectives?
- How do people and nations seek and react to change?
- What is the proper balance between the rights of the individual and the power of government?
- To what extent is the international community responsible for the protection of human rights?
- What is the relationship between a nation's economic interests and its foreign policy?
- Has globalization and international trade led to greater cooperation or conflict in the world?
- Where and why have human cultural traits and ideas diffused across the globe?

Considerations for Curriculum Development

1. It is expected that a Modern World History curriculum will be written through a culturally responsive lens in order to engage and affirm both students' and teachers' identities, cultural and experiential reference points, and worldviews in the process of learning.
2. It is expected that students engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.
3. It is expected that students in high school will analyze events and issues in Modern World History beginning with the birth of the Industrial Age with an emphasis on the 20th and 21st centuries.
4. It is expected that students in Grades 6 and 7 have developed an understanding of world regions including both non-Western and Western civilizations.
5. It is expected that elementary school, middle school, and high school students will use local and state history, when available, as a window into larger themes of Modern World History.
6. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on historical topics studied in the course of the year.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	9–12	.1
Inquiry	Grade level	Indicator number

Inquiry in the social studies is organized into the Four Dimensions, which support engaging instruction for students in the discipline.

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Modern World History will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.7](#),

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RH.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.7](#)

Key academic vocabulary: questioning, argument, explanation, point of view

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in Modern World History will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1-10](#), [CCSS.ELA-Literacy.WHST.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.2](#), [CCSS.ELA-Literacy.WHST.9-10.7-10](#)

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RH.11-12.1-10](#), [CCSS.ELA-Literacy.WHST.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.2](#), [CCSS.ELA-Literacy.WHST.11-12.7-10](#)

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims, gather*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community ([C3](#), p. 59–62).

It is expected that students in Modern World History will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.1-8](#),

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RH.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.1-8](#)

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a Modern World History course. A comprehensive study of Modern World History can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content listed below.

District curriculum developers, for example, might select World Cooperation vs. World Conflict as a World History course theme. This overarching theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of World Cooperation vs. World Conflict could reasonably be applied to content areas such as:

- Revolutions in Thought (impact of scientific revolution and capitalism initially focused on Europe)
- Industrial Revolution (industrial leaders needed raw materials from nonindustrial nations)
- Revolutions of the Americas (Latin American countries remove colonial powers)
- Russian Revolution (emphasis on “government of the proletariat”: government based on class rather than political power)
- Global Imperialism (division between imperialist powers and peoples and nonimperialist powers and peoples; competition between imperial powers)
- National Modernization (efforts to increase economic, political growth in some non-Western nations)
- World War I (competition between European alliance systems; first truly “world war”)
- Totalitarianism (division between democratic and totalitarian nations)
- World War II (continued divisions between nations; carryover from World War I system of alliances)
- Cold War (competition between Soviet Union and United States extends to other European, non-European powers)
- Decolonization, democratization (impact on non-European powers)
- End of the Cold War (ending of major post-World War II source of conflict between world powers)
- Conflicts in the Middle East (major conflicts defying many efforts to create peace in region)
- Struggle for Human Rights (political efforts by many members of international community and through United Nations and United Nations agencies)
- Global Terrorism (conflict created when one region of the world seen to be the source)
- Globalization (does this create social/economic equalization or increased division between nations and peoples?)
- Information Age (impact of seeming equal access to information by all peoples?)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, an end-of-course, compelling question derived from the exploration of World Cooperation vs. World Conflict might ask:

- How have some attempts at resolving conflicts created further problems?
- Why do the world’s leaders and peoples sometimes choose one over the other?
- Have the reasons for conflict and competition changed over time?

Themes <i>(The study of Modern World History themes emphasizes a focus on global interconnections.)</i>	Content <i>(The study of Modern World History content emphasizes a historical narrative conveyed through multiple perspectives.)</i>
<p>Culture, Conflict, and Change</p> <ul style="list-style-type: none"> Examine the impact of various aspects of culture that have diffused globally such as religion or language. Analyze the factors that have contributed to global conflict and change in the modern world. Examine how national and global changes have both caused, and resulted from, conflict. <p>Political and Economic Systems</p> <ul style="list-style-type: none"> Evaluate the pros and cons of various political and economic systems. Analyze the impact that political and economic systems have on each other as well as on foreign policy. Examine issues related to international cooperation and globalization. <p>Diversity, Human Rights, and Social Justice</p> <ul style="list-style-type: none"> Evaluate how nations and international organizations respond to diversity and value and protect human rights. Analyze how different groups have struggled to gain freedom, equality, and social justice at the national and international levels. <p>Geographic Interconnections</p> <ul style="list-style-type: none"> Evaluate the extent to which human actions, behaviors, culture, and decisions are shaped by interconnections with other people. Evaluate the extent to which human actions, behaviors, culture, and decisions are shaped by interconnections with the physical environment. <p>Science, Technology, and Society</p> <ul style="list-style-type: none"> Analyze the ways that advances in science and technology have influenced society and geopolitical events in the modern world. Examine the impact of global competition on the advancement of science and technology. <p>Power, Authority, and Governance</p> <ul style="list-style-type: none"> Examine the relationship between people and their governments. Examine the relationships between nations, and between national and international organizations. 	<p>Revolutions</p> <ul style="list-style-type: none"> Revolutions in Thought <ul style="list-style-type: none"> Evaluate how the Scientific Revolution affected religious, political, and cultural establishments in society. Examine the origins of capitalism and analyze its impact on political and economic institutions. Evaluate the extent to which Marxism addresses the economic, social, and political needs of people. Industrial Revolution <ul style="list-style-type: none"> Analyze the causes and effects of industrialization. Evaluate the impact on both industrialized and nonindustrialized people and nations. Revolutions of the Americas <ul style="list-style-type: none"> Analyze the effect Enlightenment ideas had on the diffusion of revolutions throughout Latin America (e.g., Haiti, Venezuela, and Mexico). Russian Revolution <ul style="list-style-type: none"> Examine the role that political, social, and economic instability played in leading Russia into revolution. Analyze the effects of the Russian Revolution both domestically and internationally. Global Imperialism <ul style="list-style-type: none"> Analyze the causes and justification of imperialism. Evaluate the impact on both imperialist and colonized people and nations, including connections to industrialism. National Modernization (e.g., Japan, Ottoman Empire, Egypt) <ul style="list-style-type: none"> Analyze the development of nations as a response to global economic and political changes (e.g., Industrial Revolution and imperialism). Evaluate the effectiveness of nation’s modernization (e.g., social, political, economic, military).

Themes <i>(The study of Modern World History themes emphasizes a focus on global interconnections.)</i>	Content <i>(The study of Modern World History content emphasizes a historical narrative conveyed through multiple perspectives.)</i>
<p>Nationalism and Sovereignty</p> <ul style="list-style-type: none"> Analyze the reasons for the growth of nationalism in the modern world as well as its impact domestically and internationally. Analyze the struggle between sovereignty and hegemony among peoples and nations. <p>Civic Ideals and Practices</p> <ul style="list-style-type: none"> Evaluate the political beliefs, values, and actions of various peoples and nations. Examine the relationship between diverse groups of people and institutions such as national and international organizations. 	<p>Global Conflict</p> <ul style="list-style-type: none"> Civil bystanders, as well as those who committed atrocities in China <ul style="list-style-type: none"> Analyze the political, economic, and social causes and consequences. Analyze the roots of the conflict between nationalists and Manchu government as well as the impact of political instability in China. World War I <ul style="list-style-type: none"> Causes of World War I. Analyze the role of colonies and their resources in the global conflict. Evaluate the role of technology in World War I. Totalitarianism <ul style="list-style-type: none"> Analyze the factors that led to the creation and acceptance of totalitarian governments in the interwar period. Evaluate the global response to the rise of totalitarian governments. World War II <ul style="list-style-type: none"> Evaluate the extent to which World War II was the result of failed attempts to resolve earlier conflicts. Analyze how World War II was both a product of, and a cause of, instability. Evaluate the extent to which World War II represented “total war.” The Holocaust <ul style="list-style-type: none"> Analyze the social and political factors that led to genocide. Analyze how the Holocaust represented man’s inhumanity to man. Evaluate the roles played by upstanders, bystanders, as well as those who committed atrocities.

Themes <i>(The study of Modern World History themes emphasizes a focus on global interconnections.)</i>	Content <i>(The study of Modern World History content emphasizes a historical narrative conveyed through multiple perspectives.)</i>
	<p>The Cold War and its Global Impact</p> <ul style="list-style-type: none"> • The Cold War <ul style="list-style-type: none"> - Examine the ways that the Cold War led to both global cooperation and conflict. - Evaluate the role and growth of technology in the Cold War. - Analyze the impact of the Cold War on Third World countries (e.g., the Non-Aligned Movement). • Communist China <ul style="list-style-type: none"> - Analyze the factors that gave rise to Mao Zedong and the Communist Party in China. - Evaluate the political, social, and economic impact of the Communist Party and its leadership on the people of China. • Decolonization, Democratization, and the Legacy of Imperialism <ul style="list-style-type: none"> - Analyze the causes of global decolonization in Asia, Africa, and Latin America. - Analyze the necessary factors for successful implementation of stable governments following decolonization. - Analyze both the short-term and long-term impact of imperialism on decolonized nations. <p>Contemporary World</p> <ul style="list-style-type: none"> • End of the Cold War <ul style="list-style-type: none"> - Identify the international causes and effects of the collapse of the Soviet Union. - Evaluate the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community. • Conflicts in the Middle East <ul style="list-style-type: none"> - Analyze the short-term and long-term causes and effects of the creation of Israel. - Identify the factors most responsible for progress and regression in achieving a peaceful resolution to the Arab-Israeli Conflict. - Evaluate the role nationalism has played in Middle Eastern conflicts. - Analyze how conflicts in the Middle East have been brought on by competition over resources, religious, and ethnic differences.

Themes <i>(The study of Modern World History themes emphasizes a focus on global interconnections.)</i>	Content <i>(The study of Modern World History content emphasizes a historical narrative conveyed through multiple perspectives.)</i>
	<ul style="list-style-type: none"> • Struggle for Human Rights, Equality, and Social Justice <ul style="list-style-type: none"> - Analyze the similarities and differences within the international community in their definition of, and willingness to defend, human rights. - Evaluate the role of, and success of, international organizations in defending human rights. • Global Terrorism <ul style="list-style-type: none"> - Analyze the causes and effects of global terrorism. - Evaluate the international response to terrorism. • Globalization <ul style="list-style-type: none"> - Analyze the causes and effects of globalization in both developed and developing nations. - Evaluate the positive and negative impact of globalization. - Analyze the impact of the diffusion on popular culture on traditional cultures. • The Information Age <ul style="list-style-type: none"> - Analyze the role of science and technology in distributing information around the world. - Evaluate the political, economic, and social impact of the internet and social media on people, nations, and movements.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29).

The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.

Primary and Secondary Disciplines, Main Concepts: World History (Grades 9–12)

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Geography	Economics	Civics
Change, Continuity, and Context	Geographic Representations: Spatial Views of the World	Economic Decision-Making	Civic and Political Institutions
Perspectives	Human-Environment Interaction: Place, Regions, and Culture	Exchange and Markets	Participation and Deliberation: Applying Civic Virtues and Democratic Principles
Historical Sources and Evidence	Human Populations: Spatial Patterns and Movement	The National Economy	Processes, Rules, and Laws
Causation and Argumentation	Global Interconnections: Changing Spatial Patterns	The Global Economy	

Dimension 2 begins with an overview of Modern World History themes and content. Following the suggested themes and content are sample inquiries under each of the disciplinary concepts and tools listed in the chart above. It is expected that teaching and learning of the themes and content will follow the inquiry approach set forth in Dimensions 1, 2, and 4 of this document.

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	9–12	.1
Discipline	Grade level	Indicator number

HISTORY

Change, Continuity, and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Compelling Question:

- To what extent did the Arab Spring bring democracy to the Middle East?

Supporting Questions:

- Why was there a lack of democracy in the Middle East prior to the Arab Spring?
- What impact did non-Middle Eastern nations have on the events of the Arab Spring?
- What role did religion play in the political events of the Arab Spring?
- What roles did individuals and technology play as events of the Arab Spring unfolded?

Perspectives

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Compelling Question:

- In the late 19th and early 20th century, what was the relationship between economic interests and foreign policy in imperialistic nations (i.e., Japan, Great Britain, France, Belgium)?

Supporting Questions:

- How did the relationship between colonies and imperial powers change over time?
- What factors, other than economic, affected the foreign policy of imperialistic nations?
- What level of resistance existed in imperialistic governments and how does this change over time?
- In what ways did imperialistic nations justify their actions?

Historical Sources and Evidence

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.

HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

Compelling Question:

- How is the evolution of Communism over time reflected in various historical sources?

Supporting Questions:

- How do 19th- and 20th-century sources view Communism differently?
- How is Communism viewed from both western and non-Western perspectives?
- How does the Communist Manifesto represent a response to the Industrial Revolution?
- How do various sources account for the apparent failure of Communism; did the end of the Cold War indicate that Communism had failed?
- How do contemporary sources view the basic ideas of Communism?

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Compelling Question:

- How did reactions to change influence the causes and events of World War I?

Supporting Questions:

- How did the changing alliance system contribute to events leading to war?
- What role did changing technology contribute to the changing nature of warfare?
- How did governmental roles change during this time?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Compelling Question:

- What is modernization and globalization? Are they connected?

Supporting Questions:

- How do geographic representations help illustrate the modern world?
- How does your global address determine perspective of modernization?
- Has globalization affected perspective?
- Is modernization advancement?

Human-Environment Interaction: Place, Regions, and Culture

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Compelling Question:

- In what ways have the political and social structures of Latin America lead to patterns of human development, exploration, and/or conflict?

Supporting Questions:

- How did the quests for independence affect the region and alter regional identity?
- How did the social structures imposed through colonial control affect land use?
- How have varying economic interests affected land use and development?
- How do economic decisions have both long-term and short-term impacts on environment and culture?

Human Populations: Spatial Patterns and Movement

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Compelling Question:

- During the era of the Industrial Revolution, how did economic decisions affect changes in population distribution?

Supporting Questions:

- What was occurring in the rural areas to allow people to relocate to the cities?
- How did urban planning change as populations increased?
- How has modern economic and industrial development fostered movement from place to place?

Global Interconnections: Changing Spatial Patterns

GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Compelling Question:

- How have 20th- and 21st-century famines in Africa affected the economic and social environments?

Supporting Questions:

- Why would individuals or groups intentionally create environmental disasters?
- How have natural disasters caused large human migrations?
- To what extent are national economies influenced by their physical environment (e.g., natural resource availability, access to water routes)?
- How have people used technology to adapt to and improve their physical environments?

ECONOMICS

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Compelling Question:

- How did market-oriented reforms in China affect the nation’s economic development since the late 1970s?

Supporting Questions:

- What was the government’s role in the economy during the Maoist era of Chinese history?
- What market reforms have been introduced to the Chinese economy since the late 1970s?
- What impact did these market reforms have on the performance of the Chinese economy?
- Did these economic changes affect the standard of living for the people of China?
- Which groups benefited from the market reforms and which were hurt by the reforms?
- Why is the Chinese economy considered a dual-track economy today?

Exchange and Markets

ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Compelling Question:

- Did the rise of democratic socialist economies in Western and Northern Europe during the post-World War II era create economic equity, stability, and growth in these economies?

Supporting Questions:

- How is democratic socialism different from capitalism?
- How is democratic socialism different from communism?
- What impact did the policies of democratic socialist governments in Western and Northern Europe have on economic performance of national economies in these regions?
- How did the policies of the democratic socialists affect the standard of living and quality of life for different groups of people in these economies?
- Does evidence suggest that democratic socialism is on the rise or waning in the global economy?

The National Economy

ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Compelling Question:

- How did investments in new forms of capital during England’s Industrial Revolution affect the lives of its people?

Supporting Questions:

- What was the domestic system?
- How did the application of new capital and technology enable mass production during the Industrial Revolution?
- What economic, political, and social conditions caused England to take the lead in the Industrial Revolution?
- How did England’s rapid industrialization affect the lives of workers and their families?
- What impact did England’s industrial economy have on England’s colonies, other trade partners, and foreign policy?

The Global Economy

ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.

ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Compelling Question:

- Have international trade and other aspects of economic globalization in the post-World War II era benefited the peoples of sub-Saharan Africa?

Supporting Questions:

- What trade relationships do the nations of sub-Saharan Africa have with one another and with nations around the world?
- What types of foreign investment have transnational corporations made in sub-Saharan Africa?
- Does membership in multilateral trade or investment organizations/agreements help or hurt people in the region?
- How have international trade and foreign investments improved or harmed the economies and living standards of people in sub-Saharan Africa?
- What other types of cross border movements of money, physical or human resources, technology, or ideas have influenced the economic well-being of people?
- Should new international rules be devised to promote wider inclusion of sub-Saharan nations in the global economy?

CIVICS

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Compelling Question:

- To what extent is the international community responsible for the protection of human rights?

Supporting Questions:

- Does the Declaration of Human Rights represent a lofty goal or a feasible document?
- Were the Nuremberg Trials an effective response to the Holocaust?
- Is the International War Crimes Tribunal an effective means of preventing and prosecuting those who violate human rights (e.g., leaders of the Khmer Rouge, Slobodan Milosevic)?
- What accounts for the frequent human rights violations in the modern world (e.g., Armenian genocide, Nanking Massacre, Holocaust, Amritsar Massacre, Chinese Cultural Revolution, Syrian Civil War)?

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Compelling Question:

- What is the proper balance between the rights of the individual and the power of government?

Supporting Questions:

- Why do some oppressed people revolt and some do not?
- To what extent is it possible for governments to protect the political and human rights of opposing groups (e.g., Israelis and Palestinians or Kurds, Sunnis and Shi'ites in postwar Iraq)?
- How can multireligious and multiethnic nations effectively balance the interests of their people (e.g., South Africa, Iraq, Sudan)?
- What is the relationship between geopolitical stability and human rights?

Processes, Rules, and Laws

CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Compelling Question:

- What motivates people to question the authority of government?

Supporting Questions:

- What factors led to the people’s support of a communist revolution in China?
- Why did the African National Congress resist the Afrikaner government in South Africa?
- How did political, social, and economic factors lead to the collapse of the Soviet Union?
- In what ways do social justice movements challenge the legal barriers to equality (e.g., the Suffragette Movement in England, women’s rights movements in Afghanistan and Saudi Arabia)?

HIGH SCHOOL — UNITED STATES HISTORY

In high school, students explore people, events, and movements in United States History from the 1870s to the present with a focus on inquiry into the changes in society, economic development, and the emergence of the U.S. as a global power. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The study of U.S. History from the late 19th century to the present requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut’s contribution to America’s story?
- Is the United States a “just” society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should be the current role of the United States in world affairs?

Considerations for Curriculum Development

1. It will be expected that students in elementary school will analyze the events, documents, movements, and people in American history up through and including colonial America.
2. It will be expected that students in middle school will analyze the events, documents, movements, and people that shaped America’s development from the Revolutionary War era to through Reconstruction.
3. It will be expected that students in high school will analyze the events, documents, movements, and people in American history beginning in the 1870s.
4. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on historical topics studied in the course of the year.
5. It will be expected that elementary school, middle school, and high school students will all use local and state history as a window into larger national historical themes.
6. It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry in the social studies classroom.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	9–12	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in high school U.S. History will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.7](#),

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RH.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.7](#)

Key academic vocabulary: questioning, argument, explanation, point of view

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims (C3, p. 53–55).

It is expected that students in high school U.S. History will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RST.9-10.1-10](#), [CCSS.ELA-Literacy.WHST.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.2](#), [CCSS.ELA-Literacy.WHST.9-10.7-10](#)

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59).

It is expected that students in high school U.S. History will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

CT Core Standards Grades 9-10: [CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.WHST.9-10.1-8](#)

CT Core Standards Grades 11-12: [CCSS.ELA-Literacy.RST.11-12.1](#), [CCSS.ELA-Literacy.WHST.11-12.1-8](#)

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a United States History course. A comprehensive study of United States History can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Struggle for Freedom, Equality, and Social Justice as a U.S. History course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Struggle for Freedom, Equality, and Social Justice could reasonably be applied to content areas such as:

- Westward Expansion (relations between the U.S. government and indigenous peoples)
- Industrialization and the rise of organized labor (worker, working conditions, and worker power)
- Immigration (economic opportunities and restrictions for different immigrant groups)
- Progressivism (economic, social, and political reforms for the poor and other groups)
- Suffrage movement (women’s rights in the political process)
- Civil rights movements of the late 19th and early 20th centuries (race, ethnicity, religion)
- Great Depression (economic justice)
- Global wars (economic role of women, minorities, and the disabled)
- Civil rights movement of the 1950s and 1960s (African American struggle)
- Other reform movements since the 1950s (social, economic, political rights for underrepresented groups: gender, race, sexual orientation, and others)
- Contemporary domestic issues and challenges (poverty, health care, immigration, and others)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Struggle for Freedom, Equality, and Social Justice might ask:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed since the 1870s for different groups and for the American people?
or
- How has the concept of social justice evolved in the United States since the 1870s, and to what extent is our country a “just” society today?

Themes	Content
<p>The Struggle for Freedom, Equality, and Social Justice</p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. Analyze how the concept of the “American dream” has changed and how various groups have endeavored to reach this goal over time. <p>Cultural Diversity and an American National Identity</p> <ul style="list-style-type: none"> Analyze factors that contributed to cultural diversity in the United States. Examine different forms of, purposes for, and impact of cultural expression, including art, literature, music, film, dance and other forms of fine and performing arts. Evaluate how the media has influenced cultural diversity and an American national identity. <p>Gender Roles in Economic, Political, and Social Life</p> <ul style="list-style-type: none"> Analyze the role of women and men in key events, such as the women’s suffrage and temperance movements, World War II, civil rights movement, etc. Evaluate how the role of women and men in American society changed over time. <p>The Role of Connecticut in U.S. History</p> <ul style="list-style-type: none"> Explore the history of individual Connecticut cities and towns. Explore how Connecticut contributed to various key events in United States history, such as industrialization, Gilded Age, civil rights movement, and World War II. Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies. Evaluate whether Connecticut history is representative of the larger historical context. <p>Economic Prosperity and Equity</p> <ul style="list-style-type: none"> Analyze the causes and effects of downturns in the economy, such as the Panic of 1907, the Great Depression of the 1930s, and the Great Recession of 2007. Evaluate government policies and programs designed to restore stability to the economy, such as monetary and fiscal policies. Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy, such as the creation of the Federal Reserve System, implementation of 	<p>Westward Expansion</p> <ul style="list-style-type: none"> Analyze the main reasons for and responses to the westward movement during the late 1800s. Analyze the clash of cultures between settlers and indigenous peoples. Analyze how westward expansion influenced the character, ideals, and values of the peoples of America. <p>Industrialization</p> <ul style="list-style-type: none"> Analyze how technology, the factory system, and mass production provided opportunities for economic growth, but also negatively affected some people’s quality of life. Evaluate the benefits and challenges of a changing standard of living for Americans. Analyze the ways that early industrialization altered the role of men and women in the workplace. <p>Movements of People (immigration and migration)</p> <ul style="list-style-type: none"> Analyze the main reasons for immigration to the United States from different world regions, and assess the impact of immigration on society. Analyze the impact that immigrants had on Connecticut during this era. Explore how immigration to the U.S. influenced ideas about national unity and cultural diversity. Analyze why people migrated from one area of the U.S. to another. Evaluate the impact of migrations on politics, social movements, and economic conditions, including from farms to cities, from South to North, and others. <p>The Gilded Age</p> <ul style="list-style-type: none"> Analyze how economic and political forces affected the distribution of income and wealth during the period. Assess the advantages and disadvantages of laissez-faire capitalism on the production and consumption of goods. <p>Rise of Organized Labor</p> <ul style="list-style-type: none"> Analyze how labor movements affected working conditions, influenced the political process, and shaped the concept of the U.S. as a land of opportunity. Analyze the causes and effects of labor conflict in various industries and geographic regions. Analyze the rise and decline of organized labor from the late 19th century to today.

Themes	Content
<p>New Deal reforms (Social Security, Fair Labor Standards Act, Wagner Act), and the enactment of the Civil Rights Acts of 1964 and 1968.</p> <p>The Impact of Science and Technology on Society</p> <ul style="list-style-type: none"> Evaluate how science and technology changed everyday life for Americans. Analyze how society reacted to environmental challenges over the past century. Evaluate the benefits and challenges of science and technological change from the 20th century to the 21st century. <p>Globalization and Economic Interdependence</p> <ul style="list-style-type: none"> Analyze how changes in transportation and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy. Analyze the causes and effects of global economic and financial crises. <p>The Role of the United States in World Affairs</p> <ul style="list-style-type: none"> Evaluate the role of the United States in preventing and responding to global human rights issues. Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group). <p>The Impact of Geography on History</p> <ul style="list-style-type: none"> Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country. Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs. Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries. 	<p>Progressivism</p> <ul style="list-style-type: none"> Analyze how economic, political, and social conditions of the late 19th and early 20th century helped or hurt different groups of people. Evaluate the successes and failures of the Progressives in achieving economic, political, and social reforms during the period. <p>Suffrage Movements</p> <ul style="list-style-type: none"> Analyze the methods and effectiveness of late 19th and early 20th century women’s suffrage movements. Evaluate whether the failure to adopt the Equal Rights Amendment has affected the status of women in contemporary America. <p>Civil Rights Movements and Reforms (from the late 1800s to 1950)</p> <ul style="list-style-type: none"> Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. Investigate the occurrence of racial and religious conflict in different regions such as the Chinese Exclusion Act, lynching in the South, discrimination against Catholics and Jews, relocation and treatment of indigenous peoples, internment of Japanese Americans during World War II. Analyze the role of women of color in the women’s rights movement. <p>Imperialism/U.S. Foreign Policy</p> <ul style="list-style-type: none"> Analyze the changing role of the U.S. in different world regions during the late 1800s and early 1900s. Evaluate cases in which U.S. foreign policy supported or compromised the ideals of freedom, justice, and opportunity. <p>The Roaring 1920s and the Great Depression</p> <ul style="list-style-type: none"> Analyze cultural changes that occurred during the 1920s, and responses to these changes. Compare and contrast the role of government in the lives of Americans during the 1920s and 1930s. Analyze the causes of the Great Depression in the United States. Analyze how the Great Depression affected different groups of Americans. Evaluate the impact of the New Deal on various groups from that group’s perspective, including the views of men, women, children, underrepresented groups, industrial workers, farmers, and the elderly.

Themes	Content
	<p>Global Wars (World War I and World War II)</p> <ul style="list-style-type: none"> Analyze how World War I and World War II contributed to changing roles for women and underrepresented groups in society. Analyze turning points in the global wars and the role of the United States in the conduct of these wars. Analyze how the global wars affected the American identity. Evaluate the role of the United States during the Holocaust. <p>The Cold War</p> <ul style="list-style-type: none"> Analyze the role of nuclear power during the Cold War. Compare and contrast the Cold War policies of various U.S. presidents. Analyze how the Cold War influenced public attitudes and views. Analyze the effectiveness of the U.S. policy of containment. Explain regional conflicts in the context of U.S. foreign policy (Korean War, Vietnam War) <p>The Civil Rights Movement (1950s and 1960s) and other Reform Movements since the 1950s</p> <ul style="list-style-type: none"> Analyze the causes and the methods of the civil rights movement of the 1950s and 1960s. Evaluate the effectiveness of the civil rights movement in improving political, economic, and social conditions for African Americans in the United States. Analyze other social reform movements since the 1950s including those dealing with the rights and opportunities for women, racial and ethnic minorities, the disabled, LGBTQ community, and other underrepresented groups; and movements related to peace, the environment, and consumer rights. <p>Contemporary Domestic Issues and Challenges (1970s–Present)</p> <ul style="list-style-type: none"> Analyze the causes and effects of domestic economic problems (energy crises such as the oil price shocks and embargo of 1973; major recessions of 1973-75, 1980-82, the Great Recession; persistent trade imbalances; a growing national debt; income inequality and poverty; and the changing role of government in the economy).

Themes	Content
	<ul style="list-style-type: none"> • Evaluate the causes, effects, and perceptions of political polarization (issues such as gun control, immigration and immigration reform, health care, equity in educational and economic opportunities, privacy rights, and states’ rights v. federalism). <p>Contemporary Global Issues and Challenges (1970s–Present)</p> <ul style="list-style-type: none"> • Analyze the impact of the Cold War on America’s foreign policy during the 1970s, 1980s, and early 1990s. • Analyze the causes and effects of global terrorism in the post-9/11 world. • Evaluate America’s response to terrorism. • Analyze America’s involvement in regional conflicts (First Gulf War, Afghanistan, Iraq). • Evaluate the effects of globalization on national sovereignty.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: U.S. History (Grades 9–12)

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movement
Causation and Argumentation		The Global Economy	Global Interconnections: Changing Spatial Patterns

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	9–12	.1
Discipline	Grade level	Indicator number

The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.

HISTORY

Change, Continuity and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

Compelling Question:

- In what ways, and for whom, was America a land of opportunity in the 1950s?

Supporting Questions:

- What kinds of opportunities and what kinds of obstacles were experienced by different groups of immigrants to the United States in the 1950s?
- What type of economic, social, and political opportunities were available — or denied to — different groups of people such as African Americans, Latinos, indigenous peoples, and women in the 1950s?
- In what ways was Connecticut a land of opportunity in the 1950s?
- How did the rise of the U.S. as a global economic and military power in the 1950s open up and close down opportunities for lower income Americans?
- How did opportunities for women to participate in the political process and in the labor market change, or not change, in the 1950s?
- What role did education play in providing opportunities for Americans in the 1950s?

Perspectives

HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

HIST 9–12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Compelling Question:

- How did the Great Depression and World War II contribute to, and present barriers to, the United States as a “just” society?

Supporting Questions:

- How did the Great Depression and WWII affect economic and social justice for American workers?
- How did the voices of women in the Great Depression and WWII advance the cause of gender equity in America? In what ways were their voices silenced?
- In what ways did events and policies during the Great Depression and WWII promote or hinder social justice for African Americans? How did African American voices contribute to past efforts to build a more just society?
- How did people in Connecticut work to support the rights of labor, women, African Americans, and other under-represented groups during the Great Depression and WWII?
- How was the media used to support or oppose people’s quest for freedom and equality during the Great Depression and WWII over time?
- How did American society promote, or not promote, justice for indigenous peoples during the Great Depression and WWII?
- How did technological advancements during the Great Depression and WWII contribute to the U.S. being a more just society?

Historical Sources and Evidence

HIST 9–12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.10 Critique the appropriateness of the historical sources used in a secondary interpretation.

Compelling Question:

- In what ways is the story of civil rights movements in United States one of progress?

Supporting Questions:

- How did various civil rights movements (e.g. African American, women, labor, gay rights) affect opportunities and progress for Americans? How did advertising and popular culture during the 20th century reinforce or contradict the perception of progress made by civil rights movements? What types of written documents and oral histories can help answer these questions?
- Are the freedoms and liberties of traditionally under-represented groups protected in contemporary America? How did civil rights movements affect progress for various groups? What challenges to equality exist today? What evidence from primary sources exists to support answers to these questions?
- How do textbooks represent civil rights movements and their impact?
- What role did the government play in supporting or hindering civil rights movements? In what ways is information provided by our state and federal government reliable? How might the government’s perspective be biased?
- In what ways do museums and feature films promote and support the civil rights movements as one of progress for various groups? Are museums trustworthy places to learn about U.S. history? Are feature films reliable sources to learn about U.S. history?

Causation and Argumentation

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Compelling Question:

- What is the current role of the United States in world affairs?

Supporting Questions:

- How do global economic factors affect America’s position in the world?
- How are external threats to U.S. security affecting its decisions to enter global and regional conflicts today?
- What values has America traditionally defended in the global arena? Have these values been compromised in dealings with some countries?
- How does America’s participation in multilateral organizations such as the United Nations, North Atlantic Treaty Organization, World Bank, and International Monetary Fund affect its current policies or actions?
- How did World War II reposition the United States in world affairs in a way that still influences foreign policy today?
- In what ways has American popular culture (music, film, television) influenced other cultures and perceptions of the United States by people in other countries?

CIVICS

Civic and Political Institutions

CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

Compelling Question:

- Have social movements since the 1950s positively affected people’s political participation in America?

Supporting Questions:

- What is a social movement?
- What were some of the main social movements in America in the post-World War II era?
- What were the main goals of these social movements?
- Which goals were most connected to people’s participation in the political process?
- What evidence suggests that different groups of people became more involved in the political process as a result of social movements?
- What evidence suggests that social movements had little or no impact on people’s participation in the American political process?

Participation and Deliberation

CIV 9–12.3 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

Compelling Question:

- Did the civil rights movement of the 1950s and 1960s cause a change in the government’s role in promoting freedom and equality for Americans?

Supporting Questions:

- What was the civil rights movement of the 1950s and the 1960s?
- What were the main goals of the civil rights movement?
- Which goals were aimed at guaranteeing freedom and equality for all Americans?
- Did the civil rights movement cause a change in the power of state governments or the federal government?
- Did the civil rights movement instigate a change in the role of government in guaranteeing freedom and equality for Americans?

Processes, Rules, and Laws

CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.

CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

Compelling Question:

- Have amendments to the U.S. Constitution advanced the common good since the 1870s?

Supporting Questions:

- Which amendments have been added to the U.S. Constitution since the 1870s?
- What types of factors, situations, or conditions promote the “common good”?
- Have amendments since the 1870s strengthened or weakened the political rights of Americans?
- Have amendments since the 1870s strengthened or weakened economic opportunities for Americans?
- Have amendments since the 1870s had a positive or negative impact on social justice?

ECONOMICS

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Compelling Question:

- Was America a land of opportunity for immigrant groups that came to the United States from the 1870s to World War I?

Supporting Questions:

- What is meant by “land of opportunity”?
- Why did different groups of people from Europe, Asia, and Latin America immigrate to America during the late 1800s and early 1900s?
- What types of economic opportunities were available to these immigrants?
- What types of restrictions or obstacles confronted the new arrivals?
- To what extent did the reality of these immigrants’ experiences match their dream for opportunity in America?

Exchange and Markets

ECO 9–12.2 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Compelling Question:

- Did the Great Society programs of the 1960s improve the lives of the poor in America?

Supporting Questions:

- What is poverty?
- How much poverty existed in the United States during the 1960s?
- What programs, policies, or other actions comprised the Great Society?
- What were the main costs, intended and unintended, of these Great Society programs?
- What were the main benefits, intended and unintended, of these Great Society programs?
- Were government interventions of Great Society the fairest and most efficient way to address poverty in America during the 1960s and beyond?

National Economy

ECO 9–12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

ECO 9–12.5 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Compelling Question:

- Did government policies promote economic growth, full employment, and price stability during the Great Depression of the 1930s?

Supporting Questions:

- How effectively did the Federal Reserve System deal with the economic collapse of the U.S. economy during the early years of the Great Depression?
- How did the government during Herbert Hoover’s presidency address the economic depression?
- How did Congress and President Franklin D. Roosevelt use fiscal policy to promote economic growth and stability in the American economy?
- How did the Federal Reserve System use monetary policy to promote economic growth and stability during the 1930s?
- What other types of government regulations and reforms influenced the direction of the U.S. economy during and after the presidency of Franklin D. Roosevelt?
- What evidence suggests that these government interventions in the U.S. economy were successful or unsuccessful in ending the Great Depression?

Global Economy

ECO 9–12.6 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Compelling Question:

- Has economic globalization in the post-World War II era improved the economic well-being of Americans?

Supporting Questions:

- Why do nations trade with one another?
- What are some of the main costs and benefits of international trade to the U.S. economy?
- How does U.S. membership in regional trade agreements such as NAFTA and the World Trade Organization affect U.S. trade and investment opportunities?
- How does offshore outsourcing of production affect labor conditions and the employment situation in the United States and abroad?
- Does the integration of global financial markets create a more stable or less stable global financial system?
- Do new rules or regulations need to be placed on global business activity to protect people’s well-being at home and abroad?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Compelling Question:

- How did the physical geography of the United States influence patterns of economic development, migration of people, public policy, and American culture during Westward Expansion?

Supporting Questions:

- In what ways has American culture and “character” been shaped by the physical environment experienced during Westward Expansion?
- How did physical characteristics of the United States influence the location and types of transportation networks, thus affecting economic development, migration of people, and American culture?
- How did the relations with Mexico affect federal and state actions during Westward Expansion?

Human-Environment Interaction: Places, Regions, and Culture

GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Compelling Question:

- How did economic and scientific growth during the late 1800s and early 1900s affect the physical features of the United States and instigate cultural changes?

Supporting Questions:

- How did industrialization and the demand for resources in the late 19th and early 20th centuries change the physical landscape of the United States?
- What innovations and inventions changed the ways goods and services were produced during the period?
- How did new technologies and industrialization affect life in rural, agricultural regions?
- How did new technologies and industrialization affect life in urban areas?
- What were some of the positive and negative environmental impacts of producing goods and services during the period?

Human Population: Spatial Patterns and Movement

GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Compelling Question:

- What caused settlement patterns in the U.S. to change during the 1950s, 1960s, and 1970s?

Supporting Questions:

- What factors explain the growth and/or decline of cities and suburbs during the 1950s, 1960s, and 1970s?
- How did advances in technology and transportation, and climate factors, contribute to the growth of the “Sun Belt” in the U.S.?
- In what ways has the availability of water and other natural resources influenced settlement patterns?

Global Interconnections

GEO 9–12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

Compelling Question:

- How have international alliances shifted during the 20th century as a result of globalization, competition for resources and human migration?

Supporting Questions:

- How is the competition for resources influencing U.S. alliances in the Asia-Pacific region?
- In what ways has U.S. participation in NATO and other alliances changed as a result of globalization?
- How did human migration during and after WWII lead to conflict and cooperation between the United States and other nations?
- Has human migration lead to more conflict or more cooperation between the U.S. and Latin American nations?

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