

# Social Studies Curriculum

OVERVIEW

Sandra Cates-Clark, Department Supervisor

2020-2021

National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.<sup>1</sup>*

The mission of the NHPS Social Studies K-12 is to support the development of active, informed and responsible citizens. Students are provided with knowledge and understanding of the past in order to make sense of the present and to prepare for the future. Students are provided with authentic learning experiences in order to reach their full potential and become productive members of a global society.

### **Grades K-12 Rationale and Approach**

**The Social Studies** curriculum for the New Haven Public Schools serves as the basis for what all students should know and be able to do by the time they graduate from high school. Standards, performance measures, and grade level indicators are intended to provide teachers with a set of common expectations to guide daily instruction. Students gain valuable skills through critically thinking and reflection upon events and issues that examine the present, make connections to the past, and consider the future. Student are provided with experiences that allow them to consider multiple viewpoints and make reasoned judgments, thus fostering the development of thoughtful, responsible, and active citizens.

**Developing Understanding** The prescribed learning outcomes are designed to encourage in-depth study from multiple perspectives (e.g., time, place, culture, & values) and to lead students to think critically and make reasoned judgments. Suggested instructional and assessment strategies emphasize an understanding of underlying ideas and relationships.

---

<sup>1</sup> National Council for the Social Studies (NCSS) Definition of Social Studies

## Making Connections

The K-12 Social Studies curriculum assists students to make logical connections:

- Past, present, and future—between historical and contemporary events and issues.
- Global—between regions, environments, and cultures around the world.
- Personal—between the curriculum and students' personal interests, concerns, and career aspirations.
- Interdisciplinary—between various content areas.

## Applying Knowledge

Knowledge contributes to responsible citizenship when it is used by students to inform their judgments, shape their opinions, solve problems, and guide their actions. The established learning outcomes focus on content and process as well as supporting an open-minded approach to interpreting perspectives on varied issues. The suggested instructional and assessment strategies engage students in thoughtfully generating, applying, and assessing ideas about the world.

## Practicing Active Citizenship

The K-12 Social Studies curriculum provides students with opportunities to learn and practice skills and processes necessary to be responsible, active citizens.

## Social Studies Cross-Content Connections & skills

English/Language Arts	World Languages	Math & Science	Visual Art, Theatre & Music
Language usage, written and oral	Culture & diversity	Questioning & forming hypothesis	Listening & speaking
Communication, all manner	Informational texts	Analysis of data charts, graphs and tables	Use of media & digital tools
Writing, all modes	Inquiry & Research	Evaluation, reflection and assessment of data	Historical and cultural relationships
Literature	Decision making & goal setting	Geography, ecosystems & technological advances	Understanding text

In our endeavor to encourage and support the development of an active, informed and responsible citizenry, the study of social studies/history will furnish a student with a wide range of examples and models of human behavior and achievement. This knowledge will assist and guide our students through the decision-making situations and processes that they will encounter in our continually changing and challenging world. Through study of a variety of events, issues and cultures, students can develop an understanding and appreciation of diversity, promoting local, national and global cooperation.

In Grades K-12, students will have the opportunity to explore:

***Historical Knowledge and Understanding; Historical Thinking:*** The study of the contributions of all people to the development of our heritage. There is particular attention to cultivation of key inquiry skills through the *historical skills* strand, with focus on critical thinking, the analysis of primary resources, historical interpretation and contestability.

***Government/Citizenship Rights and Responsibilities:*** The study of foundational constitutional principles, the concepts of rights and responsibilities, and the importance of civic participation in the democratic process.

***Geography:*** The study of cultures and interactions of peoples with each other and the environment. The well informed student will be able to apply an understanding of the meaning of the arrangement of things in space as it relates life situations.

***Economics:*** The study of how economic systems provide for the needs of people and how these systems interact with each other, the environment, and changing political and historical thought.

***Diversity:*** The study of individuals and groups to enhance understanding of differences. There is particular attention to how individuals develop an identity responsive to diverse human and group behavior.

## SCOPE & SEQUENCE K-8

	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
K	Who am I? Individual/My Family, My School, Community Helpers,	Government and Economics Celebrating Freedom	Holidays, Customs and Traditions	Historical Events and Cultures Environment	Historical Figures, Holidays, Customs and Traditions, Technology	Historical Figures, Holidays, Customs and Traditions, Technology	Geography, Technology, Environment	Geography, Technology, Environment
1	Self/family/communities and beyond Importance of rules-Citizenship Calendar time	Cultural diversity/Where People and landmarks are located/Map skills	Map Skills, Environment/Urban vs. Rural/Economics Early American communities Indigenous People	Holidays Calendar Time Symbols of Our Country I Have a Dream Speech	Celebrating Heroes of the Past – Harriet Tubman	Bill of rights/Presidents, Black History, Martin Luther King/Inventions	Landforms, natural resources, inventor, inventions, past/present	Landforms, natural resources, inventor, inventions, past/present
2	Communities, Citizenship, Freedom, U.S. Symbols/Monuments, Maps	National/Cultural Holidays Continents Movement of people Colonial Times Freedom Quilts	Local/State National Government, Elections/Voting	Living and working together Communication, Cultural Awareness, Economics	Who we are/Biographies Producers-Consumers Inventions Civil Rights/Sojourner Truth, Rosa Parks	Communities, Citizenship, Freedom, U.S. Symbols/Monuments, Maps	Natural Resources, Connecticut History /Maritime, New Haven Amistad Story, Venture Smith	Cultural Awareness, National/Cultural Holidays Juneteenth
3	Geography, Map Skills, Freedom Week (week of Sept. 17) Citizenship	Local History/Creation of Communities	A Community's Physical Environment, Venture Smith	Local economy Thanksgiving, Winter Holidays	Citizenship, Heroes/Heroines/Madame CJ Walker/Mary McCleod Bethune/Character	Citizenship, Heroes Culture, Inventors, pioneer aviators Local History/Amistad Story	Immigrants and family roots/Historical Landmarks	African Americans in the 20 <sup>th</sup> Century and family roots/Historical Landmarks/Events – Ruby Bridges
4	New England/Mid Atlantic Geography of Connecticut Famous AA figures from New Haven Life in Connecticut	Indigenous communities/AA Early Colonies	Mountain west/Pacific geography and map skills	Mountain west/Pacific geography and map skills	Midwest and Great Plains/Native Americans/Immigrants, pioneers, African Americans	Midwest and Great Plains/Native Americans/Immigrants, pioneers, African Americans	Southeast Research Life in different regions School Desegregation –Little Rock 9 Ruby Bridges	West Research Life in different regions Gold Rush Chinese Immigration
5	March on Washington Local History – Kid Governor/ /Constitution Day/Peace Day The first Americans	Narratives-Enslaved Africans-Olaudah Equiano	13 Colonies Causes of the Revolutionary War-Abigail	Revolutionary War & Effects Period	Jeffersonian Ideals/ Economic impact on growth of US/Westward	Reform- Amistad Story  Civil War Period	Reform & Civil War Industrial Growth Fight to end slavery Amistad Story	Reconstruction/Amendments/Civil Rights/Voting Rights Grandfather Clause

		Colonization & Key figures	Adams/Crispus Attucks & Boston Massacre	Founding Fathers & The Constitution	Expansion/Indigenous communities Industrial Growth	Fight to end peculiar institution of slavery Biographies/Frederick Douglass, Harriet Tubman 29th Regiment CT Volunteers-1863-1865	Biographies/Frederick Douglass, Harriet Tubman	Rise of terrorist groups Peonage System
6	Ruby Bridges Geography and its influence on society.	Geography and its influence on U.S. and world.	Push pull factors and implications on settlement in the Americas	Industrial Revolution & its implications	Comparative Government; local, US & world	Countries & capitals Physical features of regions in the US & World (at any point during the year)	Study of different cultures and the influence on local and National community	Study of different cultures and the influence on local and National community
7	<p>1) Geography and its influence on the development of current societies and how cultures use different ways to organize government and economic systems</p> <p>2) Major units of study include citizenship as it relates to specific forms of government, the impact of science and technology on society and unique customs, inclusive of religious practices.</p>		United States Latin America	North Africa, Middle East	Europe/birth of major religions	Africa South of the Sahara	Asia(India, Southeast Asia, Japan, China, North and South Korea)	Australia and the Pacific
8	Colonial Period & Struggle for Freedom Religion & Society Indigenous People: Clash of cultures New England History Salem Witch trials	Declaration of Independence Causes of Revolutionary War French and Indian War Shay's Rebellion	American Revolution Founding Fathers & a New Constitution Early Republic Narratives of Enslaved People: Phillis Wheatley,	Narratives of key figures in History: Sengbe Pieh, William Grimes, William Lanson Industrial Revolution, Age of Jefferson Expansion/Louisiana Purchase/Marbury vs. Madison	Sectionalism/Missouri Compromise/Compromise of 1850 Jacksonian Democracy/Manifest Destiny Trail of Tears/5 Tribes & Oklahoma Reform/Seneca Falls/Sojourner	Civil War & Reconstruction Significance of Juneteenth Reconstruction Political Parties/Amendments/Civil Rights/Voting Rights Grandfather Clause Rise of terrorist groups Peonage System	Imperialism/Spanish American War Gilded Age Progressive Era Niagara Movement & W.E.B. Dubois Harlem Renaissance Jim Crow Laws	World Wars & American Identity Jim Crow & Civil Rights Era Landmark Events & Key Figures in Civil Rights Movement Martin Luther King's Letter in a Birmingham Jail

					Truth/Events Leading to Civil		Race & Government in Revolutionary Cuba	

**SCOPE AND SEQUENCE 2020-2021**  
**HIGH SCHOOLS**  
**GRADES 9-12**

COURSE	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
<b>MODERN WORLD HISTORY</b>	INTRODUCTION TO MODERN WORLD HISTORY AND HISTORICAL THINKING	REVOLUTIONS: POLITICAL, SOCIAL AND ECONOMIC	INDUSTRIALISM	NATIONALISM AND IMPERIALISM	GLOBAL CONFLICT	CONTEMPORARY GLOBAL ISSUES

<b>UNITED STATES HISTORY</b>	MOVEMENTS OF PEOPLE	INDUSTRIALIZATION AND THE IMPACT OF SCIENCE AND TECHNOLOGY	ECONOMIC PROSPERITY AND EQUITY	ROLE OF THE UNITED STATES IN WORLD AFFAIRS	THE STRUGGLE FOR FREEDOM EQUALITY AND SOCIAL JUSTICE	THE STRUGGLE FOR FREEDOM EQUALITY AND SOCIAL JUSTICE
<b>CIVICS</b>	FOUNDATIONS OF CITIZENSHIP	CREATING A LASTING GOVERNMENT	FEDERAL, STATE AND LOCAL GOVERNMENT	FOUNDATIONS OF ECONOMICS AND GOVERNMENT	THE AMERICAN LEGAL SYSTEM	DO CITIZENS MAKE A DIFFERENCE

\* NHPS District Unit Tasks and Quarterly Assessments Also Required Grades 7-12

In Grades K-12, the following conceptual strands, coupled with clear content expectations, provide and enriching academic experience for our students.

<b>NHPS Local - Social Studies Content Strands</b> Aligned to Connecticut Social Studies Curriculum Framework Dimensions of Inquiry <i>Connecticut Core Standards</i>	
<b>S1. History - Historical Thinking (R1, W7, W1-8, SL1-6, L1-3, S1)</b> Use primary and secondary sources to gain an understanding of past, present and future. <ul style="list-style-type: none"> <li>● Recognize historical themes as ideas, beliefs and institutions by gathering historical data from multiple sources.</li> <li>● Evaluate primary and secondary sources and develop short narrative and interpretive responses including essays.</li> <li>● Explain how roles and status of individuals and societies change over time.</li> <li>● Demonstrate understanding of historical thinking focusing on reasons for conflict and how conflict is resolved.</li> </ul>	
<b>S2. Government/Civics - Rights and Responsibilities of Citizens (R1-10, W1, W2, W7-10, SL1, L1-3, L6)</b> Use values and principles of government to explain purpose, main beliefs, and its function. <ul style="list-style-type: none"> <li>● Recognize how political systems stem from human needs of order, compromise and establish authority.</li> <li>● Explain the meaning of civic life, politics and government.</li> <li>● Describe the role of the US Constitution and the limitation of power.</li> </ul>	



- Demonstrate and understanding of different types of government and its relationship to American democracy.

**S3. Geography - Places and Regions (R1-10, W1, W2, W7, SL1, L1-3, L6)**

Apply the geographic themes to understand both the immediate and global environment.

- Explain the significance of physical and cultural characteristics of local communities and world regions.
- Use a geographic coordinate system to locate and describe natural, cultural and regional features of an area.
- Use climatic and physical data to explain global patterns of human migration, economic, and political movement.

**S4. Economics - Human Systems (R1-10, W1, W2, W7, SL1, L1-3, L6)**

Explaining various economic systems, including global relationships and the movement of goods and services.

- Explain patterns and characteristics of human migrations based on natural and capital resources.
- Demonstrate and explain how the exchange of goods and services by individuals, groups, and nations create economic interdependence and change.
- Describe production, distribution and exchange in a market economy, including factors related to economic growth and the varied use of resources.

**S5. Diversity - Applying History (R1-10, W1, W2, W7, SL1, L1-3, L6)**

Understand the diverse origins and interactions with various cultures throughout time.

- Describe and analyze the differences and similarities of cultures around the world attributable to their diverse origins and histories.
- Recognize culture as the tool to enhance understanding of ourselves as both individuals and members of a global society.

**New Haven Public Schools Social Studies Department  
Common Literacy Expectations within the Context of Content Instruction **DRAFT****

Kindergarten-Grade 1	Grade 2-3	Grade 4	Grade 5-6
----------------------	-----------	---------	-----------

<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding through written, verbal, visual, musical and/or technological formats.</li> <li>2. Use the writing process (pre-writing, drafting, revising, editing, publishing) to complete at least one (1) written piece; (Kindergarten students often write using letters, words pictures and/or symbols.)</li> <li>3. Discuss current events.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Identify the main idea in a source of historical information.</li> <li>2. Write short statements presenting historical ideas.</li> <li>3. Demonstrate understanding through written, verbal, visual, musical and/or technological formats.</li> <li>4. Use the writing process (pre-writing, drafting, revising, editing, publishing) to complete (1-4) written pieces.</li> <li>5. Discuss current events.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Gather historical data from multiple sources.</li> <li>2. Identify the main idea in a source of historical information.</li> <li>3. Write short narratives and statements presenting historical ideas.</li> <li>4. Demonstrate understanding through written, verbal, visual, musical and/or technological formats.</li> <li>5. Use the writing process (pre-writing, drafting, revising, editing, and publishing) to complete at least two (2) written pieces.</li> <li>6. Read about and discuss current events.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Gather historical data from multiple sources.</li> <li>2. Identify the main idea in a source of historical information.</li> <li>3. Write short narratives and statements presenting historical ideas.</li> <li>4. Demonstrate understanding through written, verbal, visual, musical and/or technological formats.</li> <li>5. Use the writing process (pre-writing, drafting, revising, editing, and publishing) to complete at least two (2) written pieces. Non-fiction, research reports are recommended.</li> <li>6. Read about and discuss current events.</li> <li>7. Explain causes and effects of various events.</li> <li>8. Formulate questions and hypotheses from multiple perspectives, using multiple sources.</li> </ol>
<b>Grades 7&amp;8</b>		<b>Grade 9-12</b>	
<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Gather historical data from multiple primary and secondary sources.</li> <li>2. Identify the main idea in a source of historical information.</li> <li>3. Write short narratives and statements presenting historical ideas.</li> <li>4. Demonstrate understanding through written, verbal, visual, musical and/or technological formats.</li> <li>5. Use the writing process (pre-writing, drafting, revising, editing, and publishing) to complete at least two (2) written pieces. Research reports are recommended.</li> <li>6. Read about and discuss current events.</li> <li>7. Watch news shows and documentaries.</li> <li>8. Explain causes and effects of various events.</li> <li>9. Formulate questions and hypotheses from multiple perspectives, using multiple sources.</li> <li>10. Research an issue of interest and be able to take and defend a position on that issue.</li> </ol>		<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Gather historical data from multiple primary and secondary sources.</li> <li>2. Identify the main idea in a source of historical information.</li> <li>3. Write short narratives and statements presenting historical ideas.</li> <li>4. Demonstrate understanding through written, verbal, visual, musical and/or technological formats.</li> <li>5. Use the writing process (pre-writing, drafting, revising, editing, and publishing) to complete at least two (2) written pieces. Research reports are recommended.</li> <li>6. Read about and discuss current events.</li> <li>7. Watch news shows and documentaries, and take a critical stance on current issues.</li> <li>8. Identify and analyze various causes and consequences of events.</li> <li>9. Formulate questions and hypotheses from multiple perspectives, using multiple sources.</li> <li>10. Research an issue of interest and be able to take and defend a position on that issue.</li> <li>11. Recognize primary and secondary resources.</li> </ol>	

**Academic Language Skills – HISTORIC VIEWPOINT!!!!**

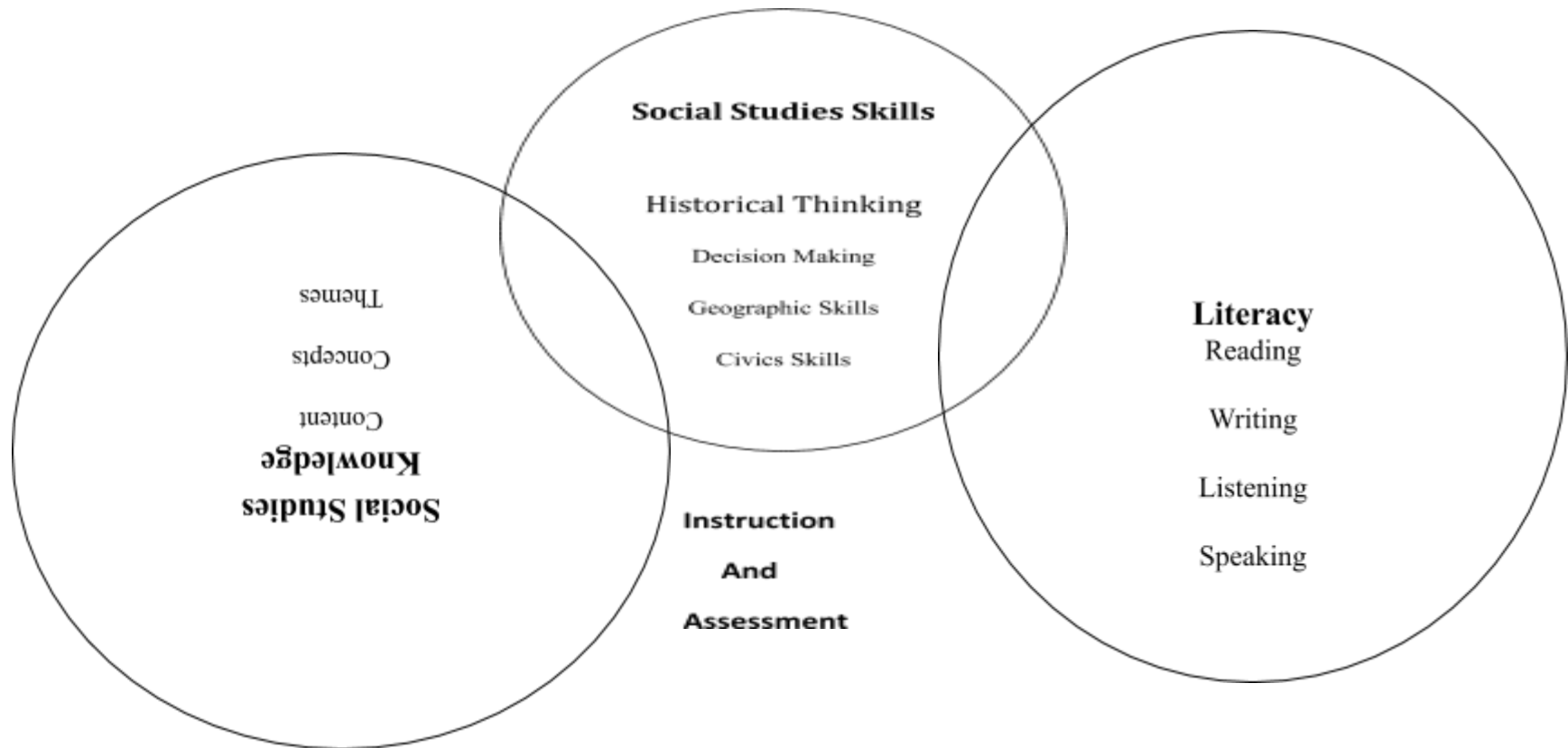
Academic language is a compilation of unique language functions and structures that are difficult for language minority students to master (Hamayan & Perlman, 1990). O'Malley (1992) and Valdez Pierce and O'Malley (1991) hypothesize. The academic language functions identified are characteristic of classrooms in general. Students must be able to use these language functions effectively to gain success in social studies classes.

Academic Language Skills	Student Uses	Examples
1. Seek Information	Observe and explore the environment; acquire information; inquire	Use who, what, when, where, and how to gather information; research (qualitative/quantitative); multiple sources
2. Inform	Identify, report, or describe information; paraphrase	Recount information presented by the teacher or text, retell a story or personal experience
3. Compare	Describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show similarities and contrasts
4. Order	Sequence objects, ideas, or events; prioritize	Describe/make a timeline, continuum, cycle, or narrative sequence
5. Classify	Group objects or ideas according to their characteristics (categorize)	Describe organizing principle(s), explain why (A) is an example and (B) is not
6. Analyze	Separate the whole into parts; identify relationships and patterns; (facts/opinions)	Describe parts, features, or main idea of information presented by the teacher or text
7. Infer	Make inferences; predict implications; hypothesize	Describe reasoning process (inductive or deductive) or generate a hypothesis to suggest causes and effects (outcomes)
8. Justify and Persuade	Give reasons for an action, decision, point of view; convince others; generalize	Tell why (A) is important and give evidence in support of a position
9. Solve Problems	Define and represent a problem; determine a solution	Describe problem-solving and decision making procedures; apply to real life problems and describe
10. Synthesize	Combine or integrate ideas to form a new whole; reinterpret	Summarize information cohesively; incorporate new information in to prior knowledge
11. Evaluate	Assess and verify the worth of an object, idea, or decision	Identify criteria, explain priorities, indicate reasons for judgement, confirm truth

## Integration of Literacy and Social Studies Skills

The opportunity for students to improve their basic literacy and social studies skills is a major focus of the New Haven social studies program. The knowledge and understandings of social studies should be seen as a vehicle for the acquisition, development, and application of these skills. Through their study of Social Studies, students will acquire, develop, and apply reading, writing and essential social studies skills in their study of themselves and the global world.

### Effective Social Studies Teaching and Learning



Every opportunity should be made to integrate the teaching of reading and writing in the curriculum. Content area reading and writing strategies should be used by the teacher on a daily basis.

## K-12 Core Grade Level Skills Matrix 1

<b>Information Processing</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>
1. Acquires information through observing and listening.	X	.	.	.	.	.	.	.	.	.
2. Information in a meaningful way.	X	.	.	.	.	.	.	.	.	.
3. Recalls and tells major ideas following a listening activity.	X	.	.	.	.	.	.	.	.	.
4. Develops the ability to acquire information through interpreting graphs and charts.	X	X	.	.	.	.	.	.	.	.
5. Tells whether a statement is true or make-believe.	X	X	.	.	.	.	.	.	.	.
6. Arranges events, facts and ideas in sequence.	X	X	X	X	.	.	.	.	.	.
7. Matches written concepts to pictorial representation.		X	.	.	.	.	.	.	.	.
8. Constructs and uses simple graphs and charts, e.g., bar, line and circle graphs.		X	.	.	.	.	.	.	.	.
9. Explains why certain words, pictures or ideas are grouped together.		X	.	.	.	.	.	.	.	.
10. Acquires information through reading, observing and listening.		X	X	.	.	.	.	.	.	.
11. Locates pictures, words or illustrations that support the main idea.		X	X	.	.	.	.	.	.	.
12. Uses various print and non-print reference sources to locate information.		X	X	X	X	.	.	.	.	.
13. Distinguishes between fact/opinion and fiction and non-fiction stories.		X	X	X	X	.	.	.	.	.
14. Selects and discusses the main idea from a reading passage or listening activity.		X	X	X	X	X	.	.	.	.
15. Demonstrates knowledge of certain words, pictures or ideas by grouping them together.			X	.	.	.	.	.	.	.
16. Explains and compares information given in different types of graphs.			X	.	.	.	.	.	.	.
17. Uses title page, table of contents and glossary to locate information.			X	X	.	.	.	.	.	.
18. Develops a class or small group list of questions and seeks answers from a school or home population; conducts interviews;			X	X	X	.	.	.	.	.
<b>Information Processing (continued)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>
19. Uses information presented in a wide variety of graphic aids.				X	.	.	.	.	.	.

20. Illustrates data in a variety of graphic forms such as a bar graph, circle graph, pictograph, line graph and timeline.				X	.	.	.	.	.	.
21. Gathers information through reading, listening, observing and surveying.				X	X	.	.	.	.	.
22. Determines whether or not information is pertinent to a topic.				X	X	.	.	.	.	.
23. Makes predictions and comparisons based on factual information.				X	X	X	X	X	.	.
24. Arranges time-related events into chronological order, using timelines when feasible.					X	.	.	.	.	.
25. Analyzes and interprets pictographs, circle graphs, bar graphs, diagrams and photographs to answer selected questions at varying levels of difficulty.					X	.	.	.	.	.
26. Locates and works with information from a variety of sources (books, newspapers, periodicals, computer resources).					X	X	.	.	.	.
27. Uses features of books for information: table of contents, glossary, index, appendix, bibliography.					X	X	.	.	.	.
28. Determines sequences of events and identifies cause and effect relationships.					X	X	.	.	.	.
29. Organizes information into useable and efficient forms, e.g., graphs, charts, tables, outlines.					X	X	.	.	.	.
30. Analyzes information from two or more sources for agreements, contradictions, facts and opinions.					X	X	X	X	.	.
31. Develops outlines through reading, listening or viewing.						X	.	.	.	.
32. Develops and interprets charts, tables, timelines, graphs, diagrams and other graphic aids.						X	.	.	.	.
33. Distinguishes between fact and opinion.						X	.	.	.	.
34. Distinguishes between primary and secondary sources and determines respective uses.						X	X	X	X	.
35. Analyzes artifacts.						X	X	X	X	.
<b>Information Processing (continued)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>
36. Analyzes interpretations of the same event from multiple types of sources.						X	X	X	X	.
37. Formulates questions related to topic.						X	X	X	X	.
38. Determines adequacy, relevancy and consistency of information for justifying conclusions or generalizations.						X	X	X	X	X



alternatives.										
22. Identifies areas for further study.							X	X	X	X
23. Cites short and long range consequences of alternatives.										X
24. Changes the solution if new data warrants.										X
25. Formulates hypotheses of interpretations and subjects them to an orderly critique.										X
26. Identifies criteria to evaluate the design of a proposed investigation.										X
27. Selects appropriate resources to gather data.										X
28. Accepts or rejects hypotheses on the basis of collected evidence.										X
29. States in a conclusion the acceptance or rejection of hypothesis or interpretation.										X
30. Cites short- and long-range positive and negative consequences of solutions.										X

### K-12 Core Grade Level Skills Matrix 3

<b>Time and Chronology Processing</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>
1. Arranges personal experiences in sequence	X	.	.	.	.	.	.	.	.	.
2. Recognizes and uses a calendar.	X	.	.	.	.	.	.	.	.	.
3. Recognizes the hour on a clock.	X	.	.	.	.	.	.	.	.	.
4. Sequences terms which denote time.		X	.	.	.	.	.	.	.	.
5. Uses calendar to find special days.		X	.	.	.	.	.	.	.	.
6. Places related events in chronological order.		X	X	.	.	.	.	.	.	.
7. Uses timelines to plot specific activities in his/her life span.			X	.	.	.	.	.	.	.
8. Identify causes and effect relationships among events and dates.			X	.	.	.	.	.	.	.
9. Explains the time system and the calendar.			X	.	.	.	.	.	.	.
10. Relates cause and effect relationship among events and dates.				X	.	.	.	.	.	.
11. Relates the past to the present in the study of change and				X	.	.	.	.	.	.



continuity in human affairs.											
12. Makes use of the time system and calendar.					X	.	.	.	.	.	.
13. Arranges in chronological order, a series of experiences, e.g., personal timeline, family tree.					X	.	.	.	.	.	.
14. Uses calendar to find dates of special events and determine length of time between events.						X	.	.	.	.	.
15. Describes the relation between rotation of the earth and day and night.						X	.	.	.	.	.
16. Uses definite time concepts, e.g., second, minute, yesterday.						X	.	.	.	.	.
17. Uses indefinite time concepts such as long ago, before, after.						X	.	.	.	.	.
18. Relates sequence and chronology in personal experiences.						X	.	.	.	.	.
19. Makes simple timelines related to personal experiences and historical events.							X	.	.	.	.
<b>Time and Chronology Processing (continued)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>	
20. Computes differences between time zones.						X	.	.	.	.	.
21. Uses definite time concepts as second, minute, decade and century when describing events.						X	.	.	.	.	.
22. Makes timelines sequencing a series of events.						X	.	.	.	.	.
23. Computes the length of time between two given dates.						X	X	X	.	.	.
24. Describes the system of time zones in degrees of longitude as related to the rotation of the earth.							X	X	.	.	.
25. Uses definite time concepts as decade, century.							X	X	.	.	.
26. Places related events in chronological order.							X	X	.	.	.
27. Makes timeline placing events in chronological order.									X	.	.
28. Places events in chronological order, using systems of chronology - B.C. and a calendar year.									X	.	.
29. Uses indefinite time concepts as past, future, meanwhile.									X	X	.
30. Figures differences in duration of various historical periods.										X	.
31. Discusses the Christian system of chronology - B.C. and A.D.										X	.
32. Translates dates into centuries.										X	.
33. Formulates generalizations and conclusions about prehistoric and geological time.										X	.
34. Formulates generalizations and conclusions about time in studying the development of human affairs.										X	.

35. Clusters dates/events to establish time relationships among historical events.											<b>x</b>
36. Relates the past to the present in the study of change and continuity in human affairs.											<b>x</b>
37. Uses and applies conversion of time zones as they affect daily life.											<b>x</b>

## K-12 Core Grade Level Skills Matrix 4

<b>Map and Globe Processing</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>
1. Identifies the globe as a model of the earth	<b>x</b>	.	.	.	.	.	.	.	.	.
2. Reads simple picture maps.	<b>x</b>	.	.	.	.	.	.	.	.	.
3. Uses the terms up, down, left and right.	<b>x</b>	.	.	.	.	.	.	.	.	.
4. Determines that some toys are small scale and models of real objects.	<b>x</b>	.	.	.	.	.	.	.	.	.
5. Describes location of various objects in the environment (near, far, up, down, under, back, front, here, there, above, below).	<b>x</b>	<b>x</b>	.	.	.	.	.	.	.	.
6. Explains that a map is a drawing of a particular location, e.g., classroom, neighborhood.	<b>x</b>	<b>x</b>	.	.	.	.	.	.	.	.
7. Interprets simple map legends, such as color keys for land and water, and symbols for rivers and lakes.	<b>x</b>	<b>x</b>	.	.	.	.	.	.	.	.
8. Discusses the difference between maps and globes.	<b>x</b>	.	.	.	.	.	.	.	.	.
9. Uses terms such as bigger, smaller, nearer, farther to express size and distance.	<b>x</b>	.	.	.	.	.	.	.	.	.
10. Uses a simple map to identify North, South, East and West.	<b>x</b>	.	.	.	.	.	.	.	.	.
11. Uses pictorial and semi-pictorial symbols on maps as needed, such as symbols for house, school, church and road.	<b>x</b>	.	.	.	.	.	.	.	.	.
13. Uses maps and globes as a source of information.	<b>x</b>	<b>x</b>	.	.	.	.	.	.	.	.
13. Names and locates one's state, country, and continent on a map or globe.	<b>x</b>	<b>x</b>	.	.	.	.	.	.	.	.
14. Uses a key to interpret information on a map.	<b>x</b>	<b>x</b>	<b>x</b>	.	.	.	.	.	.	.
15. Uses map keys to interpret symbols and read a map.	<b>x</b>	<b>x</b>	<b>x</b>	.	.	.	.	.	.	.
16. Determines the type of map needed for a specific purpose.	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	.	.	.	.	.	.
17. Compares size and shape of same area on different globes			<b>x</b>	.	.	.	.	.	.	.

and maps.											
18. Locates the North and South poles on a map and a globe.			x	.	.	.	.	.	.	.	.
19. Locates northern and southern hemispheres in relation to the equator.			x	.	.	.	.	.	.	.	.
<b>Map and Globe Processing (continued)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>	
20. Uses some non pictorial and semi-pictorial symbols such as dots used on maps to represent entire cities.			x	.	.	.	.	.	.	.	.
21. Uses a map key to acquire information.			x	.	.	.	.	.	.	.	.
22. Identifies drawing of the earth's physical features on a map.			x	.	.	.	.	.	.	.	.
23. Explains that map keys vary from map to map.			x	x	.	.	.	.	.	.	.
24. Determines the purpose of a map by examining title and content.			x	x	x	.	.	.	.	.	.
25. Uses cardinal and intermediate directions on a map or globe, such as N and S, NE and SE.				x	.	.	.	.	.	.	.
26. Uses a map key to determine specific locations.				x	.	.	.	.	.	.	.
27. Identifies and locates the earth's four hemispheres.				x	.	.	.	.	.	.	.
28. Locates exact places by use of a letter number grid.				x	.	.	.	.	.	.	.
30. Uses map scales to measure distance between two spaces.				x	x	.	.	.	.	.	.
31. Compares maps and makes inferences from differences.					x	.	.	.	.	.	.
32. Uses map keys to interpret a variety of maps.					x	.	.	.	.	.	.
33. Combines scale and direction to locate features on a map/globe.					x	.	.	.	.	.	.
34. Identifies and locates the seven continents and major oceans.					x	.	.	.	.	.	.
35. Uses grid systems, cardinal and intermediate directions to determine specific locations.					x	x	x	x	x	x	x
36. Draws conclusions based on multiple pieces of information included on maps.						x	.	.	.	.	.
37. Uses maps and globes to explain geographical settings of historical and current events.						x	.	.	.	.	.
38. Translates geographic data into simple box graphs.						x	.	.	.	.	.
39. Uses cardinal and intermediate directions to locate various cultural/political and natural features on earth.						x	.	.	.	.	.
40. Locates the International Date Line to interpret time zones.						x	.	.	.	.	.
<b>Map and Globe Processing (continued)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>	

41. Uses atlases to locate and compare maps.									X	.	.	.	.
42. Makes generalizations about human activities in a geographic region using map information.									X	X	X	.	.
43. Measures and compares different travel routes (air, land and water).									X	X	X	.	.
44. Reviews parallels and meridians on globes and flat maps.									X	X	X	X	X
45. Locates natural barriers that influences of exploration, the movement of people, and settlements.									X	X	X	X	X
46. Determines directions from the study of maps and globes.									X	X	X	X	X
47. Compares map(s) and text descriptions of an area to draw inferences from them.									X	X	.	.	
48. Compares map(s) and text descriptions of an area to draw inferences from them.									X	X	.	.	
49. Compares old and new maps about changes people have effected.									X	X	.	.	
50. Uses cardinal and intermediate directions accurately to describe location.									X	X	.	.	
51. Uses both physical and political maps of the same areas for clarifying concepts.									X	X	X	.	
52. Uses maps and globes to explain geographical settings of historical and current events.											X	.	
53. Locates air and ocean currents that affected exploration and the development of countries.											X	X	
54. Uses historical atlases or the index of the atlas to locate historical maps.											X	X	
55. Analyzes and uses a variety of maps and globes for information about an area.											X	X	
56. Translates information derived from maps and globes into line and circle graphs.											X	X	
57. Uses maps of to explain historical/current events.											X	X	

## K-12 Core Grade Level Skills Matrix 5

<b>Civic Processing</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8-12</b>
1. Accepts and carries out assigned tasks.	X	.	.	.	.	.	.	.	.	.
2. Demonstrates responsibility for one's actions.	X	X	X	.	.	.	.	.	.	.
3. Participates in a group as a follower and/or leader.	X	X	X	X	.	.	.	.	.	.
4. Assumes leadership role in accomplishing tasks.	X	X	X	X	.	.	.	.	.	.
5. Follows established rules.	X	X	X	X	X	X	X	X	.	.
6. Works within a group, following set rules of procedure to complete an assigned task.	X	X	X	X	X	X	X	X	X	.
7. Shows respect toward others.	X	X	X	X	X	X	X	X	X	X
8. Identifies and uses alternative methods of conflict resolution.		X	X	X	X	X	X	X	X	X
9. Engages in group decisions using democratic process.			X	X	X	.	.	.	.	.
10. Suggests responsible actions in given situations.				X	X	.	.	.	.	.
11. Observes set rules of procedures.				X	X	.	.	.	.	.
14. Participates in planning for effective civic action; demonstrates appropriate civil actions.				X	X	X	X	X	X	X
15. Assumes different roles in a group.					X	.	.	.	.	.
16. Obtains information by asking appropriate questions in interviews.					X	X	X	X	X	X
17. Recognizes the right of others to present different viewpoints.						X	X	X	X	X
18. Organizes and participates in activities for effective community actions.						X	X	X	X	X
17. Participates in the established democratic process.						X	X	X	X	X
18. Recognizes appropriate ways to influence public policy and actions.						X	X	X	X	X
19. Formulates and defends positions on an issue.							X	X	X	X
20. States reasons for an advocated position.							X	X	X	X



