

WOODSTOCK PUBLIC SCHOOLS

K - 8 Social Studies

Curriculum

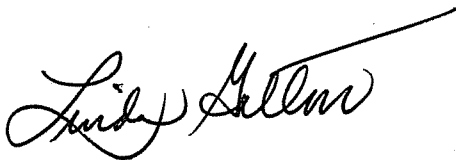
Board of Education Approved:

January 11, 2001

INTRODUCTION

This curriculum has been developed using several sources: 1) the existing K-8 social studies curriculum, last approved by the Board of Education on May 13, 1992; 2) the 2001 McGraw-Hill (K-6) and 2001 Glencoe/McGraw Hill (7-8) social studies series, adopted in August 2000; 3) the social studies component of the Connecticut State Department of Education's 1998 Framework for K-12 Curricular Goals and Standards; 4) Connecticut's Common Core of Learning, published by the State Department of Education in 1998; and 5) the history, geography, civics, and economics components of Kendall and Marzano's *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, published by the Mid-Continent Regional Education Laboratory, Aurora, Colorado (1996).

Mrs. Nancy Zurawka, grades 3-4 multiage teacher at Woodstock Elementary School, and Mrs. Naomi Williams, grade 7 social studies teacher at Woodstock Middle School, co-authored this curriculum using the above sources. In addition, they met periodically with their teaching colleagues to review sections of the draft and obtain direction and feedback. They are to be commended for their six months' work to produce this excellent blueprint for the future instruction of social studies in the Woodstock Public Schools.

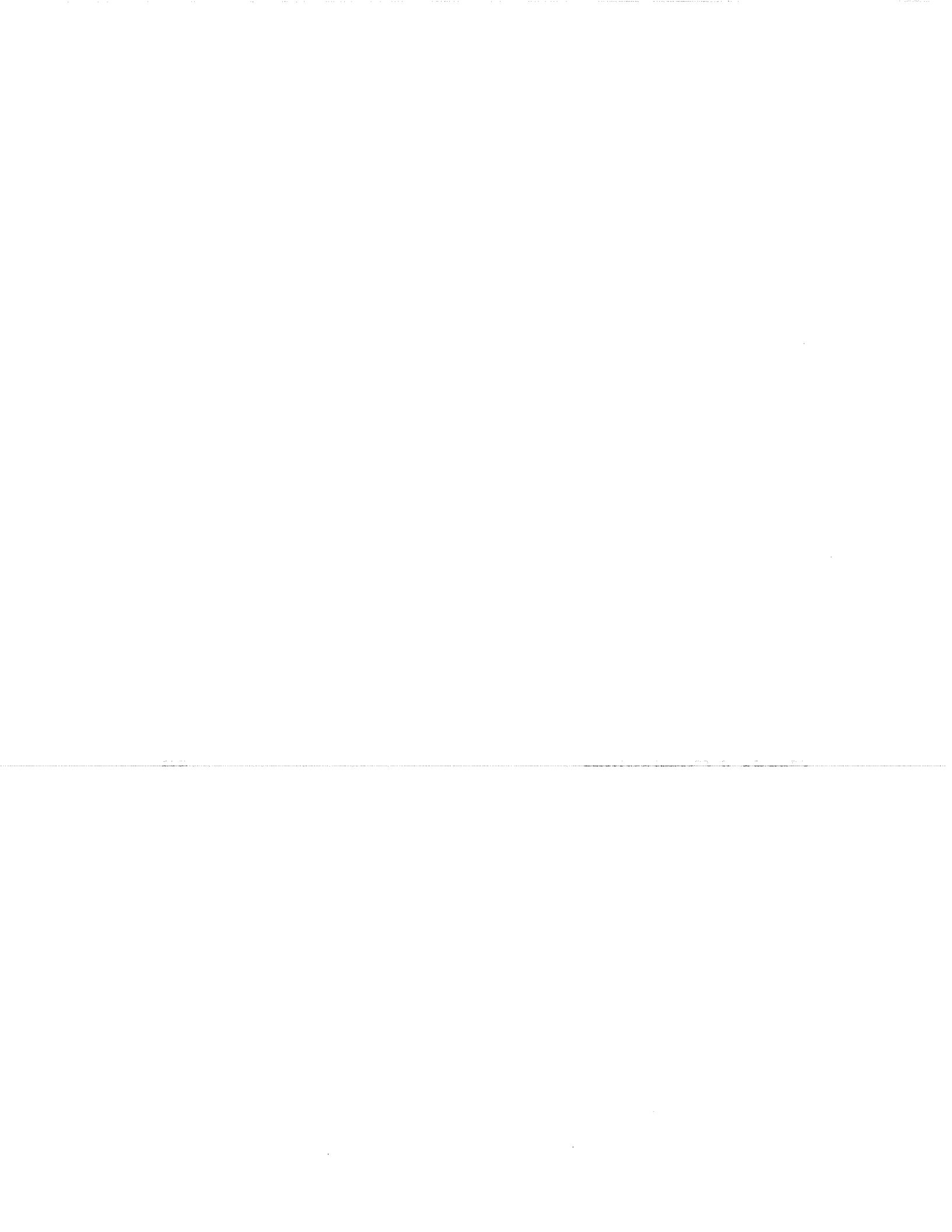


Linda L. Galton
Superintendent and Director of Curriculum
December 2000

WOODSTOCK PUBLIC SCHOOLS
Social Studies Curriculum 2000

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Social Studies Philosophy

Woodstock Public Schools

Woodstock, Connecticut

The study of the past can be a tool for understanding the present. Through this study, the pupils of the Woodstock Public Schools will become students of the past, monitors of the present, and predictors of the future. Students need to understand how the past can be used as a stepping stone for present learning, and how present and future changes may be affected by the past.

Students need to recognize that the family is the first important community. Membership in community, state, country, or world requires cooperation and responsible action from all members. Basic needs of all communities are universal. These needs must be met for successful functioning within any community. The aim of Social Studies at the Woodstock Public Schools will be to aid our students in developing the ability to succeed within any community.

Our lives are affected each day by decisions made by others. To encourage and develop a peaceful coexistence in an imperfect world, people must be willing to listen, to share thoughts and ideas, and to recognize that by being accessible to others, we do not have to compromise our own ideals. The end result for the students of the Woodstock Public Schools will be a better understanding and tolerance of all people.

Students will gain an understanding of maps as essential tools in today's world. They will become aware that maps have a unique language of symbols that show facts and relationships. Students will use a variety of maps and globes in their exploration of Social Studies.

The roles of women and men in today's world are constantly changing. The contributions of varied cultures, ethnic groups, and religions must be taken into account when viewing the events that shape our world. The children of Woodstock need to be aware of the impact that all people have had upon history.

Technology plays a great role in the future we are building today. Through its use, students will experience current events and will have access to primary sources from the past. The use of videos, CD's, DVD's, laserdiscs, television, and the internet will enhance learning opportunities in the classroom for years to come.

By encouraging a wide range of educational experiences, the staff of the Woodstock Public Schools will be educating individuals for today and tomorrow.

SOCIAL STUDIES

By the end of Grade 12, students will gain a knowledge of history, civics and government, geography and economics; understand the interaction between and among history, the social sciences, and humanities; and apply that knowledge and understanding as responsible citizens.

-State of Connecticut

Integrated Skills Focus Areas, K-8

In implementing the social studies curriculum, the following skills should be emphasized as appropriate to each grade level.

- Note taking
- Summarizing
- Outlining
- Map reading
- Graph reading
- Critical Thinking/ Problem Solving
 - Writing
 - Researching
 - Memorizing
 - Organizing

SOCIAL STUDIES PROGRAM GOALS

As a result of education in Grades K-12, students will:

- demonstrate knowledge of the structure of the United States and world history to understand life and events in the past and how they relate to one's own life experience;
- analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- apply geographic knowledge, skills, and concepts to understand human behavior in relation to the physical and cultural environment;
- describe the relationships among the individuals, the groups, and the institutions which exist in any society and culture;
- demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- apply concepts from the study of history, culture, economics, and government to the understanding of the relationships among science, technology, and society;
- describe how people organize systems for the production, distribution, and consumption of goods and services;
- demonstrate an understanding of how ideals, principles, and practices of citizenship have emerged over time and across cultures; and
- describe how the study of individual development and identity contribute to the understanding of human behavior.

The Connecticut Framework,
K-12 Curricular Goals and Standards,
State of Connecticut Department of Education 1998

K-12 CONTENT STANDARDS

{This is an overview of Connecticut's State Social Studies Requirements for Grades K-12.}

History

Through the study of United States and world history:

1) Historical Thinking

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

2) Local, United States, and World History

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

3) Historical Themes

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

4) Applying History

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

Civics and Government

Through the study of civics and government:

5) United States Constitution and Government

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

6) Rights and Responsibilities of Citizens

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

7) Political Systems

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

8) International Relations

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

Geography

Through the study of geography:

9) Places and Regions

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

10) Physical Systems

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

11) Human Systems

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

12) Human and Environmental Interaction

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

Economics

Through the study of economics:

13) Limited Resources

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

14) Economic Systems

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

15) Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups, and nations create economic interdependence and change.

The Connecticut Framework,
K-12 Curricular Goals and Standards,
State of Connecticut Department of Education 1998

Kindergarten **Curriculum**

Kindergarten

Kindergarten students will be introduced to the concept of community as it is reflected in the school environment; in the family unit; and in the town .

Kindergarten Expectations

1. The student will develop an awareness of the school community as a part of his/her life.
2. The student will recognize the importance and function of a family unit.
3. The student will recognize the community as a place where he/she lives.
4. The student will recognize that the community is part of the United States and the world.
5. The student will be introduced to the qualities of good citizenship.
6. Students will explore special holidays that are celebrated in this country.
7. Students will recognize maps and globes as symbols of places.

Suggested Activities

1. Visits to local places of interest to see people at work.
2. Participation in a variety of art projects, video presentations, and presentations that enhance the curriculum.
3. Participation in class discussions which will be an introduction to Current Events.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- locate the events, peoples, and places they know relative to **first, next, last, before, and after.**

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- recognize that people develop traditions that transmit their beliefs and ideals;
- explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people.

Standard 4: Applying History

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

Educational experiences will assure that students:

- exhibit curiosity and pose questions about the past when presented with artifacts, records, or other evidence of the past;
- seek historical background when confronted with problems and issues of the past, as well as of today's world and their own lives;
- be active learners at cultural institutions, such as museums and historical exhibitions;
- recognize relationships between events and people of the past and present circumstances, concerns, and developments.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain the purposes of laws and the ideas and principles that make just laws;
- explain that individuals have rights and responsibilities to follow the law.

Standard 6: Rights and Responsibilities of Citizens

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

Although Education Standard 6 is not formally addressed in Kindergarten, students should be encouraged to explore the meaning and important characteristics of citizenship in the United States as preparation for Grade 1 activities.

Standard 7: Political Systems

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

Although Education Standard 7 is not formally addressed until Grade 3, students should be encouraged to ask questions pertinent to this standard.

Standard 8: International Relations

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

Education Standard 8 is formally addressed for the first time in Grade 3. Kindergarten students can be encouraged to explore this topic within the context of class discussion and activities.

Standard 9: Places and Regions

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

Educational experiences will assure that students:

- define and identify natural and human characteristics of places;
- explain how human and natural processes shape places.

Standard 10: Physical Systems

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

Educational experiences will assure that students:

- locate places within their own and nearby communities in Connecticut.

Standard 11: Human Systems

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

Education Standard 11 is not formally addressed until Grade 1. However, students should be encouraged to explore how earth-sun-water relationships shape climate and vegetation patterns.

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- explain ways in which humans use and interact with environments.

Standard 13: Limited Resources

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

Education Standard 13 is formally addressed for the first time in Grade 3. However, students can be encouraged to develop the concepts of goods and services at the kindergarten level.

Standard 14: Economic Systems

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

Education Standard 14 is not formally addressed until Grade 2, but interested students should be encouraged to understand the differences among countries and the relationship of the consumer to the producer.

Standard 15: Economic Interdependence

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

Although Education Standard 15 is not formally addressed until Grade 2, students should be encouraged to understand the meaning of money in various countries.

Grade One Curriculum

Grade One

In grade one, students are introduced to the concept that they are part of a larger group outside the family and school. The students are introduced to the five themes of geography: place, location, region, movement, and human/environmental interactions.

Grade One Expectations

1. Students will become more aware of the family unit: its make-up; its needs; and its role in the community.
2. The students will become aware of the economic and cultural influences that shape a community.
3. Students will explore the natural resources on the Earth.
4. Students will discuss past events that have helped shape our country.
5. Students will explore holidays that are celebrated by different family units.
6. Students will explore the uses of a map.
7. Students will explore the qualities of citizenship.

Suggested Activities

1. Collecting artifacts to display their families.
2. Learning about the school, the community, and the world through activities using a variety of media.
3. Visits to local places of interest to learn more about the community at work.
4. Visitors in class to learn more about the community.
5. Resources such as Weekly Reader to learn about the world, and to begin discussing Current Events.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- gather historical data from multiple sources;
- describe sources of historical information;
- identify the main idea in a source of historical information;
- create timelines which sequence events and peoples, using months and years;
- write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- locate the events, peoples, and places they have studied in time and place (e.g., on a time line and map) relative to their own location.

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- recognize that people develop traditions that transmit their beliefs and ideals;
- examine family life and cultures of different people at different times in history;
- explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people;
- identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements.

Standard 4: Applying History

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

Educational experiences will assure that students:

- exhibit curiosity and pose questions about the past when presented with artifacts, records, or other evidence of the past;
- seek historical background when confronted with problems and issues of the past, as well as of today's world and their own lives;
- be active learners at cultural institutions, such as museums and historical exhibitions;
- recognize relationships between events and people of the past and present circumstances, concerns, and developments.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain the purposes of laws and the ideas and principles that make just laws;
- explain that individuals have rights and responsibilities to follow the law.

Standard 6: Rights and Responsibilities of Citizens

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

Educational experiences will assure that students:

- explore the meaning and important characteristics of citizenship in the United States.

Standard 7: Political Systems

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

Education Standard 7 is formally addressed for the first time in Grade 3. However, students can begin to discuss individual rights versus the common good as a preparation for Standard 7.

Standard 8: International Relations

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

Educational experiences will assure that students:

- explain how communities and nations interact with one another; and
- describe ways in which communities and nations influence each other.

Standard 9: Places and Regions

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

Educational experiences will assure that students:

- define and identify natural and human characteristics of places;
- provide reasons why and describe how places and regions change and are connected;
- locate places within their own and nearby communities in Connecticut.

Standard 10: Physical Systems

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

Educational experiences will assure that students:

- locate places within their own and nearby communities in Connecticut;
- locate major physical and human features in the New England region.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- demonstrate how Earth-sun-water relationships shape climate and vegetation patterns.

Standard 12: Human and Environmental interaction

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

Educational experiences will assure that students:

- explain the characteristics and purposes of maps and globes;
- create information from maps, globes, graphs, and charts;
- use maps, globes, graphs, models, computer programs, and texts as appropriate;
- explain ways in which humans use and interact with environments.

Standard 13: Limited Resources

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

Although Education Standard 13 is not formally addressed until Grade 3, students should be encouraged to explore the concepts of goods and services.

Standard 14: Economic Systems

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

Education Standard 14 is addressed for the first time in Grade 3. Students in Grade 1 may begin to explore the concepts of buyers and sellers, and the differences among countries in the ways they produce, distribute, and exchange goods and services.

Standard 15: Economic Interdependence

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

Education Standard 15 is addressed for the first time in Grade 3. However, students should be encouraged to explore the concept of money as a medium of exchange and how it means different things in different cultures.

Grade Two Curriculum

Grade Two

In grade two, students will study the many influences on people. The curriculum will include studying family geneology and cultural ties. It will also include how and why people work; an introduction to the workings of government; an introduction to American history; and holidays that people find important to celebrate.

Grade 2 Expectations

1. Students will become aware of family history.
2. Students will become aware of the bodies of water and land masses which make up the Earth.
3. The students will become aware of the economic needs of a community.
4. The students will explore the democratic process.
5. The students will explore events in the history of the United States.
6. The students will explore people, and groups of people, who were significant to the history of the United States.
7. The students will become aware of different kinds of maps and their purposes.

Suggested Activities

1. Collect maps and share related experiences that reflect family activities.
2. Explore customs and celebrations of classmates as well as those who live in other countries.
3. Use a variety of resources, such as Weekly Reader, to discuss Current Events in class.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- gather historical data from multiple sources;
- describe sources of historical information;
- identify the main idea in a source of historical information;
- create timelines which sequence events and peoples, using days, weeks, months, and years;
- write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- demonstrate a familiarity with peoples, events, and places from a broad spectrum of human experience, through selected study from historical periods and from the various regions of the world.
- locate the events, peoples, and places they have studied in time and place (i.e. on a time line and map) relative to their own location;
- place the history of their own families in the context of local, state, national, and world history.

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- recognize that people develop traditions that transmit their beliefs and ideals;
- examine family life and cultures of different peoples at different times in history;
- explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people;
- describe some goods, products, and ideals which were exchanged as the result of movement;
- identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements.

Standard 4: Applying History

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

Educational experiences will assure that students:

- exhibit curiosity and pose questions about the past when presented with artifacts, records, or other evidence of the past;
- seek historical background when confronted with problems and issues of the past, as well as of today's world and their own lives;
- be active learners at cultural institutions, such as museums and historical exhibitions;
- display a feeling of empathy for people who have lived in the past; and will assure that students will have an understanding of, and an appreciation for, people who have lived in the past;
- recognize relationships between events and people of the past and present circumstances, concerns, and developments.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain the purposes of laws and the ideas and principles that make just laws;
- explain that individuals have rights and responsibilities to follow the law;
- identify services provided by local governments and how we pay for them through taxation;
- apply the process of how leaders are selected; and
- identify the location of seats of government at the local level.

Standard 6: Rights and Responsibilities of Citizens

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

Educational experiences will assure that students:

- explain the meaning and important characteristics of citizenship in the United States; and
- establish, explain, and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people.

Standard 7: Political Systems

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

Although Education Standard 7 is not formally addressed until Grade 3, students should be given opportunities to explore how laws are enforced as well as to understand the concept of individual rights.

Standard 8: International Relations

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

Educational experiences will assure that students:

- explain how communities and nations interact with one another; and
- describe ways in which communities and nations influence each other.

Standard 9: Places and Regions

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

Educational experiences will assure that students:

- define and identify natural and human characteristics of places;
- explain how human and natural processes shape places;
- provide reasons why and describe how places and regions change and are connected;
- observe and describe how places and regions are identified, defined, and bounded;
- locate places within their own and nearby communities in Connecticut; and
- locate major physical and human features in the New England region.

Standard 10: Physical Systems

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

Educational experiences will assure that students:

- understand the elements of culture and how they change;
- locate Earth's major physical and human features (including cities, countries, bodies of water, etc.);
- explain locations and characteristics of human settlements and how they have changed over time;
- describe the characteristics of physical and human systems;
- locate places within their own and nearby communities in Connecticut; and
- locate major physical human features in the New England region and the United States.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- identify the types of physical systems and their characteristics as they affect the Earth's surface;
- demonstrate how Earth-sun-water relationships shape climate and vegetation patterns;
- define local environmental features;
- draw a simple map of continents and oceans; and
- locate Earth's major physical and human features (including cities, countries, bodies of water, etc).

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- explain the characteristics and purposes of maps and globes;
- create information from maps, globes, and geographic models in graphs, diagrams, and charts;
- use maps, globes, graphs, models, computer programs, and texts, as appropriate;
- explain how human and natural processes shape places; and
- explain ways in which humans use and interact with environments.

Standard 13: Limited Resources

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

Education Standard 13 is not addressed until Grade 3; however, students should be exposed to the concepts of goods and services and alternative uses for common resources.

Standard 14: Economic Systems

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

Educational experiences will assure that students:

- explain that there are different economic systems in the world;
- explain that a market exists whenever buyers and sellers exchange goods and services; and
- define a consumer and a producer.

Standard 15: Economic Interdependence

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

Educational experiences will assure that students:

- explain that the governments raises money by taxes; and
- recognize that money is a generally accepted medium of exchange and that different countries use different currencies.

Grade Three Curriculum

Grade Three

Students in grade three will study people in communities. They will compare and contrast communities in the United States, looking at cultural ties, government, history, natural resources, climate, and weather. The study will also include how people came to be in communities, that is, through migration or immigration. Students will be introduced to specific communities that have helped shape America's history. A focus on Woodstock's economy, history, and government will complete the study of communities. Each class will spend one week in Quassett School, attending school as students of the nineteenth century.

Grade Three Expectations

1. Students will recognize characteristics that communities have in common.
2. Students will recognize the importance of history to a community.
3. Students will become aware that people who moved between communities, and those who created new communities, were important to the history of the United States (for example, the original 13 colonies, the movement West, the migration to larger cities).
4. Students will become aware of the interdependence of elements that comprise a community – natural resources, the economy, goods and services, government, lawmaking, leadership, the workforce, transportation, and cultural ties.
5. Students will explore the elements of the Woodstock community, and how they work together – natural resources, the economy, goods and services, government, lawmaking, leadership, the workforce, transportation, and cultural ties.
6. Students will explore the political process and how democracy works.
7. Students will recognize the components of a map.

Suggested Activities

1. Field trips that occur annually: Old Sturbridge Village, Sturbridge, MA; Pink House, Woodstock, CT; Grand Tour of Woodstock, CT; Crabtree/Linemaster tours, Woodstock, CT; Miller's Farm, Woodstock, CT.
2. Compile a scrapbook comprised of information about the Woodstock community.
3. Use age-appropriate periodicals to participate in current events: Weekly Reader, Time for Kids, Scholastic News, etc.
4. Invite visitors to class who can share pertinent information about the local community.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- gather historical data from multiple sources;
- engage in reading, challenging primary and secondary historical source materials;
- describe sources of historical information;
- identify the main idea in a source of historical information;
- identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written, and visual ways;
- create timelines which sequence events and peoples, using days, weeks, months, and years; and
- write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- demonstrate a familiarity with peoples, events, and places from a broad spectrum of human experience through selected study from historical periods and from the various regions of the world;
- locate the events, peoples, and places they have studied in time and place (e.g., on a time line and map) relative to their own location;
- demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements, and selected changes over the past two centuries; and
- place the history of their own families in the context of local, state, and national history.

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- recognize that people develop traditions that transmit their beliefs and ideals;
- examine family life and cultures of different peoples at different times in history;
- explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people;
- describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people;
- describe some goods, products, and ideals which were exchanged as a result of movement;
- describe the impact of various technological developments on the local community and on the nation; and
- identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements.

Standard 4: Applying History

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

Educational experiences will assure that students:

- exhibit curiosity and pose questions about the past when presented with artifacts, records, or other evidence of the past;
- seek historical background when confronted with problems and issues of the past, as well as of today's world and their own lives;
- be active learners at cultural institutions, such as museums and historical exhibitions;
- display empathy for people who have lived in the past; and
- recognize relationships between events and people of the past and present circumstances, concerns, and developments.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain the purpose of laws and the ideas and principles that make just laws;
- explain that individuals have rights and responsibilities to follow the law;
- recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government;
- identify services provided by national, state, and local governments and how we pay for them through taxation;
- apply the process of how leaders are selected and how people monitor and influence decisions of their government;
- identify the location of seats of government at the local, state, and national levels; and
- apply the concepts of liberty, tolerance, and majority rule and how they relate to individual rights.

Standard 6: Rights and Responsibilities of Citizens

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

Educational experiences will assure that students:

- explain the meaning and important characteristics of citizenship in the United States;
- identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state, and nation;
- establish, explain, and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people;
- explain the importance of taking an active role in political leadership and public service in their school and community; and
- exercise political participation by discussing public issues, building consensus, and becoming involved in politics.

Standard 7: Political Systems

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

Educational experiences will assure that students:

- define and describe government in terms of people and groups who apply and enforce rules and laws;
- identify protection of individual rights and promotion of the common good; and
- explain that it is important to limit government so that individual rights can be protected.

Standard 8: International Relations

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

Educational experiences will assure that students:

- explain how communities and nations interact with one another; and
- describe ways in which communities and nations influence each other.

Standard 9: Places and Regions

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

Educational experiences will assure that students:

- define and identify natural and human characteristics of places;
- explain how human and natural processes shape places;
- provide reasons why and describe how places and regions change and are connected;
- observe and describe how places and regions are identified, defined, and bounded;
- locate places within their own and nearby communities in Connecticut; and
- locate major physical and human features in the New England region and the United States.

Standard 10: Physical Systems

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

Educational experiences will assure that students:

- explain the patterns, distributions, and relocations of people;
- identify the political, social, and economic units of an area;
- understand the elements of culture and how they change;
- locate the Earth's major physical and human features (including cities, countries, bodies of water, etc);
- explain locations and characteristics of human settlements and how they have changed over time;
- describe the characteristics of physical and human systems;
- locate places within their own and nearby communities in Connecticut; and
- locate major physical and human features in the New England region and the United States.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- identify the types of physical systems that affect the Earth's surface and their characteristics;
- demonstrate how sun-Earth-water relationships shape climate and vegetation patterns;
- explain the factors that affect the location, distribution, and associations of features of the physical environment;
- define local environmental features;
- draw a simple map of continents and oceans; and
- locate Earth's major physical and human features (including cities, countries, bodies of water, etc.).

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- explain the characteristics and purposes of maps, globes, and other geographical tools and technologies;
- create information from maps, globes, and geographic models in graphs, diagrams, and charts;
- use maps, globes, graphs, models, computer programs, and texts, as appropriate;
- explain how human and natural processes shape places;
- explain ways in which humans use and interact with environments;
- identify locations of various economic activities and understand how physical and human factors influence them; and
- describe how and why physical and human systems function and interact and the consequences of these interactions.

Standard 13: Limited Resources

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

Educational experiences will assure that students:

- identify goods and services and give an example of each; and
- identify alternative uses of resources found in their home, school, or neighborhood.

Standard 14: Economic Systems

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

Educational experiences will assure that students:

- explain that there are different economic systems in the world and that these systems use different means to produce, distribute, and exchange goods and services;
- explain that a market exists whenever buyers and sellers exchange goods and services;
- define a consumer and a producer and their roles in a market system; and
- explain that some goods and services are provided by the government.

Standard 15: Economic Interdependence

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

Educational experiences will assure that students:

- explain that the government raises money by taxing;
- describe how the exchange of goods and services around the world creates interdependence among people in different places; and
- recognize that money is a generally accepted medium of exchange and that different countries use different currencies.

Grade Four Curriculum

Grade Four

Students in grade four will study the fifty states that comprise the United States, with special focus on the state of Connecticut. Students will compare and contrast the geographical regions in the United States, including the elements of climate, economy, government, natural resources, landforms, cultural influences, history, and Native American connections to each region. Students will compare and contrast aspects of some states with locations in other countries that have comparable attributes. Finally, students will focus their study specifically on the state of Connecticut.

Grade 4 Expectations

1. Students will study the natural aspects of the United States.
2. Students will identify the countries of Canada and Mexico as border countries of the United States.
3. Students will become aware of the federal government that guides the fifty states.
4. Students will recognize the similarities and differences among the various geographical regions of the United States.
5. Students will become aware of how history has played a role in each of the U.S. regions.
6. Students will study the elements of Connecticut: weather and climate; economy; natural and human resources; government; landforms; cultural influences; its history; and its Native American connections .
7. Students will compare and contrast aspects of the U.S. with those of other countries.
8. Students will gain an increased proficiency in using maps.
9. Students will become more aware of current events through the use of appropriate periodicals and participation in discussions in the classroom.

Suggested Activities

1. Field trips: Museum of Science in Boston, MA; Hartford, CT, to view the State Capitol Building, etc.
2. Create a Connecticut scrapbook, including a collection of maps, pictures, articles, etc.
3. Invite relevant visitors into the classroom.
4. Conduct investigations into family history and ethnic origins.
5. Write letters to Chambers of Commerce in other states to collect information.
6. Use age-appropriate periodicals in classroom for current events: Weekly Reader, Time for Kids, Scholastic News, etc

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- gather historical data from multiple sources;
- engage in reading challenging primary and secondary historical source materials, some of which are contradictory and require questioning of validity;
- describe sources of historical information;
- identify the main idea in a source of historical information;
- identify ways different cultures record their histories; compare past and present situations and events; and present findings in appropriate oral, written, and visual ways;
- create timelines which sequence events and peoples using days, weeks, months, years, decades, and centuries;
- write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- demonstrate a familiarity with peoples, events, and places from a broad spectrum of human experience through selected study from historical periods and from the various regions around the world;
- locate the events, peoples, and places they have studied in time and place (e.g., on a time line and map) relative to their own location;
- demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements, and selected changes over the past two centuries; and
- place the history of their own families in the context of local, state, national, and world history.

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- recognize that people develop traditions that transmit their beliefs and ideals;
- examine family life and cultures of different peoples at different times in history;
- explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people;
- describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people;
- describe some goods, products, and ideals which were exchanged as a result of movement;
- describe the impact of various technological developments on the local community and on the nation; and
- identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements.

Standard 4: Applying History

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

Educational experiences will assure that students:

- exhibit curiosity and pose questions about the past when presented with artifacts, records, or other evidence of the past;
- seek historical background when confronted with problems and issues of the past, as well as of today's world, and their own lives;
- be active learners at cultural institutions, such as museums and historical exhibitions;
- display empathy for people who have lived in the past; and
- recognize relationships between events and people of the past and present circumstances, concerns, and developments.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain the purposes of laws and the ideas and principles that make just laws;
- explain that individuals have rights and responsibilities to follow the law;
- recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government;
- identify services provided by national, state, and local governments and how we pay for them through taxation;
- apply the process of how leaders are selected and how people monitor and influence decisions of their government;
- identify the location of seats of government at the local, state, and national levels; and apply the concepts of liberty, tolerance, and majority rule, and how they relate to individual rights.

Standard 6: Rights and Responsibilities of Citizens

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

Educational experiences will assure that students:

- explain the meaning and important characteristics of citizenship in the United States;
- identify the rights of citizens in a democratic society and explain why certain responsibilities are important to them, their families, community, state, and nation;
- establish, explain, and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people;
- explain the importance of taking an active role in political leadership and public service in their school and community; and
- exercise political participation by discussing public issues, building consensus, and becoming involved in politics.

Standard 7: Political Systems

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

Educational experiences will assure that students:

- define power and authority and how they evolve into government;
- describe the need for a limited government so that people can be treated fairly;
- define and describe government in terms of people and groups who apply and enforce rules and laws;
- identify protection of individual rights and promotion of the common good;
- identify what government can and cannot do; and
- explain that it is important to limit government so that individual rights can be protected.

Standard 8: International Relations

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

Educational experiences will assure that students:

- explain how communities and nations interact with one another; and
- describe ways in which communities and nations influence each other.

Standard 9: Places and Regions

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

Educational experiences will assure that students:

- define and identify natural and human characteristics of places;
- explain how human and natural processes shape places;
- describe how and why places and regions change and are connected;
- observe and describe how places and regions are identified, defined, and bounded;
- locate places within their own and nearby communities in Connecticut; and
- locate major physical and human features in the New England region and the United States.

Standard 10: Physical Systems

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

Educational experiences will assure that students:

- explain the patterns, distributions, and relocations of people;
- identify the political, social, and economic units of an area;
- understand the elements of culture and how they change;
- locate the Earth's major physical and human features (including cities, countries, bodies of water, etc.);
- explain locations and characteristics of human settlements and how they have changed over time;
- describe the characteristics of a physical and a human system;
- locate places within their own and nearby communities in Connecticut; and
- locate major physical and human features in the New England region, and the United States.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- identify the types of physical systems that affect the Earth's surface and their characteristics;
- demonstrate how Earth-sun-water relationships shape climate and vegetation patterns;
- explain the factors that affect the location, distribution, and associations of features of the physical environment;
- define local environmental features;
- draw a simple map of continents and oceans; and
- locate the Earth's major physical and human features (including cities, countries, bodies of water, etc.).

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- explain the characteristics and purposes of maps, globes, and other geographical tools and technologies;
- create information from maps, globes, and geographic models in graphs, diagrams, and charts;
- use maps, globes, graphs, models, computer programs, and texts, as appropriate;
- explain how human and natural processes shape places;
- explain ways in which humans use and interact with environments;
- identify locations of various economic activities and understand how physical and human factors influence them; and
- describe how and why physical and human systems function and interact and the consequences of these interactions.

Standard 13: Limited Resources

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

Educational experiences will assure that students:

- define scarcity and abundance;
- identify goods and services and give an example of each;
- identify and give examples of human, natural, and capital resources, and explain how they are used;
- explain why some countries are richer than others;
- identify alternative uses of resources found in their home, school, or neighborhood.

Standard 14: Economic Systems

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

Educational experiences will assure that students:

- identify the three basic questions all economic systems must answer: What will be produced? How will it be produced? For whom will it be produced?;
- explain that there are different economic systems in the world and that these systems use different means to produce, distribute, and exchange goods and services;
- explain that a market exists whenever buyers and sellers exchange goods and services;
- define a consumer and a producer and their roles in a market system;
- describe how the price of a good or service in a market is related to how much of it there is and how many people want it; and
- explain that some goods and services are provided by the government.

Standard 15: Economic Interdependence

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

Educational experiences will assure that students:

- explain that the government raises money by taxing and borrowing to pay for the goods and services it provides;
- describe how voluntary exchange benefits all parties involved in the exchange of goods and services;
- describe how the exchange of goods and services around the world creates interdependence among people in different places; and
- recognize that money is a generally accepted medium of exchange and that different countries use different currencies.

Grade Five Curriculum

Grade Five: Introduction to U.S. History and Geography

The grade five curriculum will include the study of the five themes of geography. It will address the use of globes and different kinds of maps. The curriculum will embrace the study of the American land, specifically climate and natural resources. Some focus will be placed on early peoples of the Western Hemisphere and early civilization in the Eastern Hemisphere. There will be an in-depth study of the “contact and exploration” of the Americas, including colonization. The theme of independence will be focused upon, along with major concepts in U. S. History. A two to four page research paper will be required; a Social Studies Fair Project is optional for those students who wish to participate.

Grade 5 Expectations

1. Students will use language arts skills as a means of enhancing the social studies program. Students will use complete sentences, appropriate grammar, and punctuation. They may write letters, summaries, essays, and reports.
2. Students will expand their geography skills. They will learn the names of the continents and major bodies of water. Students will use latitude and longitude in map studies and be able to recognize land formations on a map. They will develop an understanding of the effect of the environment on man's way of life.
3. Students will study the important influences of land formation, climate, natural resources, and industrious peoples on the growth and welfare of our nation.
4. Students will be introduced to the exploration and discovery of our nation. They will study theories concerning who the first “Americans” were and how they arrived in our nation. Students will examine the early development of our nation. They will study the early explorers, the effects of the early explorations on European Civilizations, and compare the Pilgrim, Puritan, English, and Spanish colonies.
5. Students will be able to articulate the major events leading up to the Revolutionary War.

Suggested Activities

1. Field trips that directly integrate a Social Studies theme are encouraged.
2. Research papers and projects should integrate Library Media skills and technology including requesting the support of related personnel.
3. Relevant videos can be used in the classroom to enable students to experience history visually.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- analyze data in order to see persons and events in their historical context, understand causal factors, and appreciate change over time;
- examine concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives and/or interpretations of historical events;
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self government, disestablishment of the Puritan church, industrialization, waves of in-and-out migration, suburbanization, racial tensions);
- locate the events, peoples, and places they have studied in time and place (e.g., on a time line and map) relative to their own location.

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- describe the emergence of select governmental systems, principles, and institutions;
- explain reasons for conflict and the ways conflicts have been resolved;
- explain how economic factors have influenced historical events in the United States and in other regions of the world.

Standard 4: Applying History

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

Educational experiences will assure that students:

- initiate questions and hypotheses about historic events being studied;
- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making;
- be active learners, participating in field trips and experiencing history through technology;
- display empathy for people who have lived in the past; and
- describe relationships between historical subject matter and other subjects they study, current issues, and personal concerns.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain how an individual's rights to life, liberty, and property are protected by the Constitution and criminal and civil laws.

Standard 6: Rights and Responsibilities of Citizens

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

Educational experiences will assure that students:

- research an issue of interest and be able to take and defend a reasoned position on that issue.

Standard 7: Political Systems

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

Educational Standard 7 is not addressed in Grade Five. However, students should build on the foundation established in Grade 4, and which will once again be formally addressed in Grade 7.

Standard 8: International Relations

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

Educational Standard 7 is not addressed in Grade Five, but will be addressed in Grade 6. Students should be encouraged to explore concepts emphasized in Grade 6. Students should be encouraged to explore concepts related to foreign policy and the relationship of the United States to other countries.

Standard 9: Places and Regions

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

Educational experiences will assure that students:

- describe human and natural characteristics of places and how they shape or place identity;
- describe the process and impact of regional change;
- examine ways in which regions are interconnected;
- identify and evaluate various perspectives associated with places and regions;
- explain and assess how culture affects perception of places and regions;
- use latitude and longitude to locate places and calculate differences between places;
- locate natural and cultural features in their own and nearby communities in the United States and in other regions of the world, as needed, to answer geographic questions; and
- demonstrate how personal knowledge and experiences influence an individual's perception of places.

Standard 10: Physical Systems

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

Educational experiences will assure that students:

- understand how concepts of physical geography can be applied to explain natural processes;
- understand and apply how natural processes influence the formation and location of resources.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- explain the patterns and characteristics of human migrations at various levels;
- identify processes that divide the Earth's surface into different political and economic units, from local to international levels.

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- explain the essential features and functions of maps, globes, photographs, geographic models, or satellite images;
- make maps, globes, models, charts, and geographic databases;
- compare and contrast differences among maps, globes, photographs, models, or satellite images for solving geographic problems;
- use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns;
- describe human and natural characteristics of places and how they shape or place identity;
- draw a freehand map of increasing and appropriate complexity to display geographic information and answer geographic questions;
- demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment;
- identify the ways ecosystems are transformed through physical and human activities, and can predict the consequences of these activities.

Standard 13: Limited Resources

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

Educational experiences will assure that students:

- compare the resources used by various cultures, countries, and/or regions throughout the world;
- explain that households, businesses, governments, and societies face scarcity just as individuals do;
- define opportunity and cost, giving examples;
- present historical and current controversies about the use of resources;
- illustrate how resources can be used in a variety of ways;
- explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output; and
- explain how technological change and innovation improves a society's productivity and economic growth.

Standard 14: Economic Systems

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

Educational Standard 14 is not addressed in Grade Five, but will be addressed in Grade 6. Students should be encouraged to build on the foundations laid in the prior grades and continue to explore market systems and how they influence decision making.

Standard 15: Economic Interdependence

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

Educational experiences will assure that students:

- explain how specialization leads to more efficient use of economic resources and economic growth;
- explain why trade encourages specialization; and
- explain how specialization increases interdependence among producers, consumers, and nations, and consequently leads to a higher standard of living.

Grade Six Curriculum

Grade Six: World Geography and Early Civilizations

The focus of the sixth grade curriculum is the exploration of geographic regions of the world, including the impact of geography on the development of civilization and the determination of history. Students will use ancient cultures and early empires throughout the world to enhance their understanding of modern culture. Students will be responsible for recognizing major countries of the world including their capitols and key cities. A Social Studies Fair Project is required.

Grade 6 Expectations

1. The students will use language arts skills as a means of enhancing the social studies program. Students will use complete sentences, appropriate grammar, and punctuation. They may write letters, summaries, essays, and reports.
2. Students will write a formal research report about a country of his/her choice. They will take notes from a minimum of three resources.
3. Students will continue to expand geography skills, focusing on maps, and how to use them.
4. Students will explore the major regions of the world. They will study the effects of climate, land formation, natural, and human resources on nations. Students will study social, political, and religious customs.
5. There will be an emphasis on ancient civilizations and their importance to the development of civilizations, as we know them today. Students will be able to draw conclusions and apply them to the world today.

Suggested Activities

1. Field trips that directly integrate a Social Studies theme are encouraged.
2. Research papers and projects that integrate Library Media skills, while using personnel and technology resources are supported.
3. Videos can be used in the classroom to enable students to experience history visually.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- interpret data in historical maps, photographs, art works, and other artifacts:
- examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events;
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion, propaganda, and to distinguish fact from opinion.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- locate the events, peoples, and places they have studied in time and place (e.g., on a time line and map) relative to their own location;
- demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II).

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- explain how roles and the status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position;
- describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy);
- describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature, and music to express their beliefs, sense of identity, and philosophical ideas;
- identify and analyze the various causes and effects of movements of groups of people;
- describe, explain, and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Standard 4: Applying History

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

Educational experiences will assure that students:

- initiate questions and hypotheses about historic events being studied;
- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making;
- be active learners, participating in field trips and experiencing history through technology;
- display empathy for people who have lived in the past; and
- describe relationships between historical subject matter and other subjects they study, current issues, and personal concerns.

Standard 5: United States Constitution and Government

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

Although Educational Standard 5 is not addressed in Grade Six, students should be encouraged to build on prior knowledge of individual rights, the distribution of power, and the structure of government in preparation for Grade 7.

Standard 6: Rights and Responsibilities of Citizens

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

Educational Standard 6 is not addressed in Grade Six, but is again addressed in Grade 7. Students should continue to explore the meaning of political rights and settling conflicts.

Standard 7: Political Systems

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

Educational Standard 7 is not addressed in Grade Six, but will be addressed again in Grade 7. Students should be encouraged to continue to explore comparative forms of government.

Standard 8: International Relations

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

Educational experiences will assure that students:

- describe the organization of the world into nation states, and describe some ways that nation states interact with one another.

Standard 9: Places and Regions

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

Educational experiences will assure that students:

- describe human and natural characteristics of places and how they shape or place identity;
- describe the process and impact of regional change;
- examine ways in which regions are interconnected;
- identify and evaluate various perspectives associated with places and regions;
- explain and assess how culture affects perception of places and regions;
- use latitude and longitude to locate places and calculate differences between places;
- locate natural and cultural features in their own and nearby communities, in the United States, and in other regions of the world, as needed, to answer geographic questions; and
- demonstrate how personal knowledge and experiences influence an individuals perception of places.

Standard 10: Physical Systems

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

Educational experiences will assure that students:

- understand how concepts of physical geography can be applied to explain natural processes;
- understand and apply how natural processes influence the formation and location of resources;
- use basic climatic and other physical data to understand how natural processes shape environmental patterns; and
- explain local and world patterns of ecosystem distribution.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- explain the patterns and characteristics of human migrations at various levels;
- identify processes that divide the Earth's surface into different political and economic units, from local to international levels.

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- explain the essential features and functions of maps, globes, photographs, geographic models, and satellite images;
- construct maps, globes, models, charts, and geographic databases;
- compare and contrast differences among maps, globes, photographs, models, and satellite images for solving geographic problems;
- use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns;
- describe human and natural characteristics of places and how they shape or place identity;
- draw a freehand map of increasing and appropriate complexity to display geographic information and answer geographic questions;
- demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment;
- identify the ways ecosystems are transformed through physical and human activities, and can predict the consequences of these activities.

Standard 13: Limited Resources

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

Educational experiences will assure that students:

- compare the resources used by various cultures, countries and/or regions throughout the world;
- explain that households, businesses, governments, and societies face scarcity just as individuals do;
- define opportunity and cost, giving examples;
- present historical and current controversies about the use of resources;
- illustrate how resources can be used in a variety of ways;
- explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output; and
- explain how technological change and innovation improves a society's productivity and economic growth.

Standard 14: Economic Systems

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

Educational experiences will assure that students:

- explain how different economic systems (traditional, market, and command) use different means to produce, distribute, and exchange goods and services;
- explain that all countries' economies reflect a mix of market, command, and traditional elements;
- identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks, and government) influence decision making;
- describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money).

Standard 15: Economic Interdependence

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

Educational experiences will assure that students:

- explain how specialization leads to more efficient use of economic resources and economic growth;
- explain why trade encourages specialization; and
- explain how specialization increases interdependence among producers, consumers, and nations, and consequently leads to a higher standard of living.

Grade Seven Curriculum

Grade 7

U.S. History: Colonization through the Civil War (Year 1 of 2)

The seventh grade year will be used to examine the early stages of American History. Study will begin with colonial settlement. It will include an in-depth study of colonial growth, and the creation of a nation. Students will cover the Revolution, Independence, and the formation of a Democracy. The concepts of Manifest Destiny, reform, and the eventual division of the union will be covered thoroughly. The year will conclude with the study of the Civil War. The study of U.S. Government and the states will also be included. A three to five page research paper will be required, and a Social Studies Fair Project is optional for those students who wish to participate.

Grade 7 Expectations

1. Students will use language arts skills as a means of enhancing the social studies program. Students will use complete sentences, appropriate grammar, and punctuation. They may write letters, summaries, essays, and reports.
2. Students will study the period of colonization of the Western Hemisphere. They will study the historic beginnings and development of the original thirteen colonies. They will learn about the governmental structures of the colonies and about the economic structures of the colonies.
3. Students will study the American Revolution, the various people, places, and events surrounding the war, and explore the causes and effects of the war.
4. Students will study the Declaration of Independence and its importance to the history of this country.
5. Students will survey the growth of the United States. They will study the westward movement, review the development of government and our political system, and explore the contributions of the early presidents to the development of our nation.
6. Students will study the American Civil War, the tensions that led to the war, and the events and major battles of the war.

Suggested Activities

1. Field trips that directly integrate a Social Studies theme are encouraged.
2. Research papers and projects should integrate Library Media skills and technology resources, including requesting the support of related personnel.
3. Relevant videos can be used in the classroom to enable students to experience history visually.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources, and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;
- examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives and interpretations of historical events;
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- demonstrate an in-depth understanding of major events and trends of United States history; and
- explain the relationships among the events and trends studied in local, state, national, and world history.

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and migrants to the new world, and providing examples of ways those beliefs have changed over time;
- describe the emergence of select governmental systems, principles, and institutions;
- explain reasons for conflict and the ways conflicts have been resolved;
- identify and analyze the various causes and effects of movements of groups of people;
- explain how economic factors influenced historical events in the United States and other regions of the world; and
- describe, explain, and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

Standard 4: Applying History

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

Educational experiences will assure that students:

- initiate questions and hypotheses about historic events being studied;
- describe and analyze, using historical data and understanding the options which are available to parties involved in contemporary conflicts or decision making;
- be active learners, participating in field trips and experiencing history through technology;
- display empathy for people who have lived in the past; and
- describe relationships between historical subject matter and other subjects they study, current issues, and personal concerns.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain how an individual's rights to life, liberty, and property are protected by the Constitution and criminal and civil laws;
- demonstrate an understanding of the historical background of the Declaration of Independence;
- explain how the Constitution divides the power of government among the executive, legislative, and judicial branches, and how each branch can check the power of another;
- explain how and why powers are distributed among the national, state, and local governments;
- identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state, and local levels;
- understand the process of how a bill becomes a law;
- describe means of conflict management, including negotiation, mediation, arbitration, and litigation;
- describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens.

Standard 6: Rights and Responsibilities of Citizens

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

Educational experiences will assure that students:

- describe how one becomes a citizen of the United States;
- explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement);
- evaluate situations involving conflicts between rights and propose solutions to these conflicts;
- research an issue of interest and be able to take and defend a position on that issue;

Standard 7: Political Systems

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

Educational experiences will assure that students:

- describe and compare unlimited and limited government;
- explain the meaning of civic life, politics, and government;
- compare and evaluate forms of government found outside the United States; and
- describe the role of the U. S. Constitution in the limitation of government powers.

Standard 8: International Relations

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

Educational experiences will assure that students:

- explain what foreign policy is and give examples of United States foreign policy;
- describe the influence of U. S. political, economic, and cultural ideas on other nations and the influence of other nations' ideas on the United States;
- evaluate the impact of significant international events on the United States and on other nations;
- describe the roles of the three branches of the U. S. government in developing and conducting foreign policy.

Standard 9: Places and Regions

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

Educational Standard 9 is not addressed in Grade Seven, but concepts established in prior grades should be reinforced during this year.

Standard 10: Physical Systems

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

Educational Standard 10 is not addressed in Grade Seven, but concepts established in prior grades should be reinforced during this year.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- explain the patterns and characteristics of human migrations at various levels;
- identify processes that divide the Earth's surface into different political and economic units, from local to international levels;
- explain the patterns and characteristics of human migrations at various levels.

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- make maps, globes, models, charts, and geographic databases;
- compare and contrast differences among maps, globes, photographs, models, and satellite images for solving geographic problems;
- use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns;
- describe human and natural characteristics of places and how they shape or place identity;
- demonstrate and explain ways that humans depend on, adapt to, and alter the physical environment.

Standard 13: Limited Resources

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

Educational experiences will assure that students:

- explain that households, businesses, governments, and societies face scarcity just as individuals do;
- define opportunity and cost, giving examples;
- present historical and current controversies about the use of resources;
- illustrate how resources can be used in a variety of ways;
- explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output; and
- explain how technological change and innovation improves a society's productivity and economic growth.

Standard 14: Economic Systems

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

Educational experiences will assure that students:

- explain that all countries' economies reflect a mix of market, command, and traditional elements;
- identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks, and government) influence decision making;
- identify governmental activities that affect the local, state, national, and international economy;
- describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money);
- analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations, and groups.

Standard 15: Economic Interdependence

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

Educational experiences will assure that students:

- explain how specialization leads to more efficient use of economic resources and economic growth;
- explain why trade encourages specialization; and
- explain how specialization increases interdependence among producers, consumers, and nations, and, consequently, leads to a higher standard of living.

Grade Eight Curriculum

Grade 8

U.S. History: Reconstruction through the Present (Year 2 of 2)

The grade eight curriculum will be a continuation of American History, beginning with Reconstruction and continuing to the present. Key events including WWI and WWII, people, and places will be stressed throughout the year. In addition, students and teachers will travel to Washington D.C. to explore our government from a different perspective; students will view historic monuments and buildings after studying their significance to our country and our people. Particular attention will be given to current events and their importance to American life. A Social Studies Fair Project is required.

Grade 8 Expectations

1. Students will use language arts skills as a means of enhancing the social studies program. Students will use complete sentences, appropriate grammar, and punctuation. They may write letters, summaries, essays, and reports.
2. Students will study the economic and social changes that took place in this country between the years 1877 and 1914.
3. Students will learn how the United States became a world leader. They will study the Progressive Movement and Expansionism.
4. Students will learn about the role of the United States in World War I and will survey the time period following World War I.
5. Students will study the “Roaring Twenties” and the causes of the Great Depression and its impact on American citizens.
6. Students will examine the causes of World War II and will study the period of time following World War II.
7. Students will learn about the effects of the Korean War and will study the causes, events, and results of the Vietnam War.

Suggested Activities

1. Field trips that directly integrate a Social Studies theme are encouraged.
2. Research papers and projects should integrate Library Media skills and technology resources, including requesting the support of related personnel.
3. Relevant videos can be used in the classroom to enable students to experience history visually.

Standard 1: Historical Thinking

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

Educational experiences will assure that students:

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;
- examine current concepts, issues, events, and themes from historical perspectives and identify principle conflicting ideas between competing narratives and interpretations of historical events;
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials;
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion, and propaganda, and to distinguish fact from opinion.

Standard 2: Local, United States, and World History

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

Educational experiences will assure that students:

- demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war);
- explain the relationships among the events and trends studied in local, state, national, and world history.

Standard 3: Historical Themes

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

Educational experiences will assure that students:

- explain how roles and the status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position;
- describe the emergence of select governmental systems, principles, and institutions;
- explain reasons for conflict and the ways conflicts have been resolved;
- identify and analyze the various causes and effects of movements of groups of people;
- explain how economic factors influenced historical events in the United States and other regions of the world.

Standard 4: Applying History

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

Educational experiences will assure that students:

- initiate questions and hypotheses about historic events being studied;
- describe and analyze, using historical data and understanding, the options which are available to parties involved in contemporary conflicts or decision making;
- be active learners, participating in field trips and experiencing history through technology;
- display empathy for people who have lived in the past; and
- describe relationships between historical subject matter and other subjects they study, current issues, and personal concerns.

Standard 5: United States Constitution and Government

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

Educational experiences will assure that students:

- explain how an individual's rights to life, liberty, and property are protected by the Constitution and criminal and civil laws;
- describe means of conflict management, including negotiation, mediation, arbitration, and litigation;
- describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens.

Standard 6: Rights and Responsibilities of Citizens

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

Educational experiences will assure that students:

- evaluate situations involving conflicts between rights and propose solutions to these conflicts;
- identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government of their school;
- research an issue of interest and be able to take and defend a position on that issue; and
- identify and apply criteria useful in selecting political leaders at the local, state, and national levels.

Standard 7: Political Systems

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

Educational experiences will assure that students:

- explain the meaning of civic life, politics, and government;
- compare and evaluate forms of government found outside the United States; and
- describe the role of the U. S. Constitution in the limitation of government powers.

Standard 8: International Relations

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

Educational experiences in Grade 8 will assure that students:

- explain what foreign policy is and give examples of United States foreign policy;
- describe the influence of U. S. political, economic, and cultural ideas on other nations and the influence of other nations' ideas on the United States;
- evaluate the impact of significant international events on the United States and on other nations;
- describe the roles of the three branches of U. S. government in developing and conducting foreign policy;
- describe how foreign policy decisions may affect domestic groups and organizations; and
- describe how domestic groups and organizations seek to influence foreign policy decisions.

Standard 9: Places and Regions

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

Educational Standard 9 is not addressed in Grade Eight, but students should review and reinforce concepts established at prior grade levels.

Standard 10: Physical Systems

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

Educational Standard 10 is not addressed in Grade Eight. However, students should continue to build on concepts established at earlier levels.

Standard 11: Human Systems

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

Educational experiences will assure that students:

- explain the patterns and characteristics of human migrations at various levels;
- identify processes that divide the Earth's surface into different political and economic units, from local to international levels.

Standard 12: Human and Environmental Interaction

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

Educational experiences will assure that students:

- compare and contrast differences among maps, globes, photographs, models, and satellite images for solving geographic problems;
- use maps, globes, models, graphs, charts, and databases to analyze distributions and patterns;
- describe human and natural characteristics of places and how they shape or place identity.

Standard 13: Limited Resources

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

Educational experiences will assure that students:

- compare the resources used by various cultures, countries, and/or regions throughout the world;
- explain that households, businesses, governments, and societies face scarcity just as individuals do;
- define opportunity and cost, giving examples;
- explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output; and
- explain how technological change and innovation improves a society's productivity and economic growth.

Standard 14: Economic Systems

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

Educational experiences will assure that students:

- explain that all countries' economies reflect a mix of market, command, and traditional elements;
- describe the relationships among supply, demand, and price, and their roles in a market system;
- identify how fundamental characteristics of a market system influence decision making;
- identify governmental activities that affect the local, state, national, and international economy;
- describe how, in a market system, government enforces property rights and provides for standardized systems.

Standard 15: Economic Interdependence

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

Educational experiences will assure that students:

- explain how specialization leads to more efficient use of economic resources and economic growth;
- explain why trade encourages specialization.