



Social Studies

**Madison Public Schools
Madison, Connecticut**

Dear Interested Reader:
The following document is the Madison Public Schools'

Social Studies Curriculum Guide

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Madison, Connecticut for the work.
Thank you in advance.*

Table of Contents

Foreword

Program Overview

Program Components and Framework

- Program Components and Framework
- Classroom Environment Statement
- Grouping Statement.....
- Social Studies Philosophy
- Social Studies Goals

Learner Outcomes (K - 12) Scope and Sequence

- Learner Outcomes and Assessments - Grades K - 4
- Learner Outcomes and Assessments - Grades 5 - 8
- Learner Outcomes and Assessments / Course Descriptions - Grades 9 - 12.....
- Program Support / Celebration Statement

Program Implementation: Guidelines and Strategies

- Implementation.....
- Time Allotment

Assessment Guidelines and Procedures

- Program Evaluation

Resources and Materials

- Methods and Materials: K - 12 Social Studies Programs

Appendices

- Components of the Program State Standards.....
 - Components of the Program National Standards
-

Foreword

The Madison Public Schools social studies curriculum builds students' awareness that they live in a universe, a universe they share with all things and forces, living and nonliving.

A study of connections between people, places and things will occur at every grade level.

The educator will bring students to a personalized interpretation of the world in which they live through instructional methods that are experimental, interdisciplinary and interdependent.

In the Madison Public Schools, we are committed, and will continue to be committed, to the creation of persons who will become responsible, informed and participating citizens throughout their lives.

The members of the Social Studies curriculum guide development are:

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Program Overview

The Madison Curriculum Management Cycle addresses the need for the continual improvement and/or updating of the schools' instructional programs through the periodic reexamination of curriculum. The process is recursive and usually occurs within a five year cycle. The full cycle includes two phases. Phase I: Development/Revision and Phase II: Implementation. Phase I has two steps: Step 1: Program Evaluation and Step 2: Research and Development. Phase II has two steps: Step 1: Implementation and Step 2: Monitoring.

The Social Studies subject area committee as of December 1999 has completed the first two steps of Phase I of curriculum revision. After review of the curriculum by the district-wide curriculum council, the Superintendent of Schools and the Board of Education, it is anticipated that in the Winter of 2000 Phase II: Step 1: Implementation will be initiated.

As a result of careful study, the Social Studies committee has ensured that the revised curriculum is in alignment with the national and state standards developed for Social Studies. Although the language in the Madison Public Schools' curriculum guide is not exactly the same as the language in the national standards' document, the content of the goals and the objectives reflects the content contained within the national and state standards and their corresponding benchmarks.

The subject area committee throughout Phase I: Step 2: Research and Development of the Madison Curriculum Management Cycle examined several curriculum guides from schools districts within the state as well as the most recent Connecticut State Department of Education effort. The articulation of the guide's goals and objectives across grade levels has been examined carefully and has been achieved to the satisfaction of the Social Studies subject area committee charged with the development of the guide. The committee believes that the Madison Public School System has developed a quality Social Studies program that is planned, ongoing, and systematic.

H. Kaye Griffin
Superintendent of Schools

Karen A. Costello
Assistant Superintendent

Program Components and Framework

All of the curriculum guides developed for the Madison Public Schools will include the following components:

Philosophy

An effective curriculum design needs to incorporate a philosophy, a statement of beliefs. The philosophy in any given discipline or subject area reflects national trends based on research and effective practice. It also incorporates the local school districts' beliefs regarding the content area. Seminal pieces of literature, research studies, curriculum and assessment frameworks are referenced. An effective philosophy mirrors a vision statement and prepares the system to meet the needs of its students for 2000 and beyond.

Classroom Environment Statement

The classroom environment statement addresses the ambiance in which the students work. It is an environment which supports and facilitates growth in a given discipline. It describes the classroom in which a student's desire to want to learn and do more in the given discipline is nurtured.

Grouping Policy

The grouping policy refers to the way students are assembled so that a quality curriculum can be delivered most appropriately.

Goals

Goals address what students should know and be able to do after experiencing a quality curriculum in grades K-12. Connecticut's Common Core of Learning (1998, 1987, 1985) states that all educated citizens must possess a core of basic enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. Goals which are established for each discipline explain what those given competencies are in the designated discipline.

Outcomes / Assessments

Outcomes are the enabling skills at each grade level, which once mastered, empower the student to move towards attainment of the stated goals. Classroom activities and/or student exhibitions will correspond with the stated outcomes and serve as daily ongoing assessments.

Program Support and Celebration

The program support and celebration statement addresses how the core program is supported outside of the regular classroom activities. It addresses the availability of extracurricular activities which are designed to enhance a student's knowledge, competencies, and strategies in a subject area.

Program Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans which are aligned or illustrative of student objectives/learner outcomes previously agreed upon during the curriculum development process.

Evaluation

The evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the student is gaining facility or gaining progress in a given subject area. Both formative (ongoing) and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline.

Appendices

The appendices contain strategies, resource material, and other reference material to assist the teachers in the implementation of the curriculum and to assist students in learning the information presented.

Classroom Environment

Classrooms will promote an environment that encourage a study of connections between people, places and things at every grade level. Multicultural selections will be available, representing a variety of different viewpoints.

Classroom activities will nurture collaboration among peers through cooperative learning using a variety of materials and hands-on experiences. Multiple intelligences are tapped through a variety of activities, materials, and instructional approaches to meet the needs of diverse populations.

Multiple approaches in teaching and learning, such as debating, study groups, and presenting on particular topics in which critical thinking and problem solving occur, will be evident in classrooms throughout the Madison Public Schools.

Grouping Statement

In the elementary and middle schools, students are grouped heterogeneously. In the High School, students are grouped according to the course level in which they enroll.

Philosophy

The primary purpose of social studies is to prepare Madison's youth to be knowledgeable, humane, and contributing citizens in an ever-changing world. This program will allow students to gain knowledge and skills that will enable them to understand, respect, and practice the ways of a free citizen in a diverse, democratic society. Students will possess knowledge of the historical, economic, geographical, political, social, and technological aspects of the human and natural world.



Social Studies

Learner Outcomes
and Assessments
Grades K - 4

SOCIAL STUDIES GOALS, K-12

As a result of a quality education in grades K-12, each student should be able to:

- GOAL 1** recognize and analyze events, personalities, trends, and beliefs across time and space that shape history and culture of Connecticut, the United States, and the world.
 - GOAL 2** understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.
 - GOAL 3** recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.
 - GOAL 4** understand and apply the basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.
 - GOAL 5** analyze and/or compare the political and economic systems of the United States with those of other nations.
 - GOAL 6** understand and apply the 5 themes of geography: location, place, human/environmental interaction, movement, and region.
 - GOAL 7** Demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.
 - GOAL 8** recognize and understand that each individual is a member of the interdependent global community.
 - GOAL 9** make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.
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The **emphasis** of the K-4 Social Studies curriculum is based on understanding ourselves, responsibilities, contributions and the interconnectedness of the global society. This will be actualized through the study of society, government, economy and one's interaction with the environment.

Social Studies K - 4 Topic Grid

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Understanding who we are.	Understanding who we are in relation to others.	Understanding who we are as members of communities and the United States.	Understanding who we are in the world. (A variety of countries will be studied.)	American History Part I <ul style="list-style-type: none"> • Exploration • Native Americans • Colonization • American Revolution

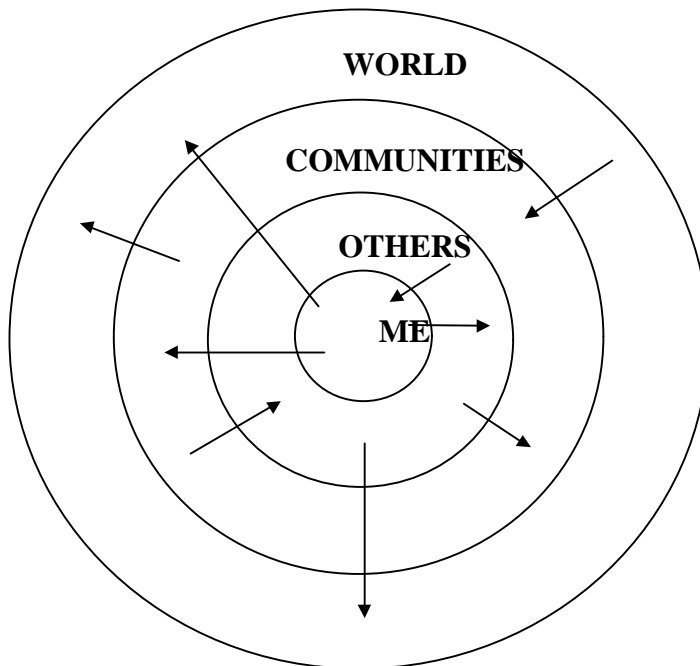


Figure 1

K-4 Social Studies Emphasis

While each grade level has its particular emphasis, it is understood that each grade level will go in and out of the other circles (depicted in Figure 1) so that no grade level is restricted to a particular area.

Kindergarten

Understanding Who We Are

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>1.1 understanding the time / space continuum that begins with self and ends with world.</p>	<p>1.1a create a photographic personal timeline that demonstrates the place of the individual in the family.</p>
<p>1.2 develop an awareness of personalities prominent to the history of the U.S.</p>	<p>1.2a recognize names of personalities upon presentation of pictures (e.g. Lincoln, Washington, Martin Luther King, current president). 1.2b demonstrate through verbal recall their understanding/ knowledge of prominent personalities.</p>
<p>1.3 understand the existence of major events that shape history.</p>	<p>1.3a recall and articulate events through artistic recreations and whole language activities such as retellings. (e.g. Holidays).</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>2.1 view national observances and holidays to include different perspectives and interpretation.</p>	<p>2.1a read and discuss current literature selections that broaden perspectives (e.g. refer to 1.3)</p>

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
3.1 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.	3.1a discuss and formulate expectations of individual and group conduct. 3.1b devise and display visual reminders of civic responsibilities. 3.1c initiate and use the voting

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
4.1 differentiate between needs and wants.	4.1a create personal representations of needed as opposed to desired objects.
4.2 identify school and community workers.	4.2a discuss and explore occupational roles.
4.3 Begin the understanding of the use of money.	4.3a role play the use of money to obtain goods and services.

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.1 identify Washington, D.C. as the seat of government.	5.1a respond positively to pictures of national landmarks.
5.2 identify the President as the leader of the U.S. government.	5.2a view and recognize a picture of the current president.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 develop an awareness of spatial concepts, patterns and arrangements.	6.1a demonstrate the use of spatial concepts as they engage in everyday living tasks. (Ex.: over-under, up-down, in-out, etc.) 6.1b verbalize their movement from home to school incorporating all modes.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 appreciate that we are individuals who differ physically.	7.1a demonstrate and discuss individual eye/hair/skin differences using graphs.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>8.1 understand the time/space continuum that begins with self and ends with world. (cross reference with 1.1)</p>	<p>8.1a create a photographic personal timeline that demonstrates the place of the individual in the family.</p>
<p>8.2 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer and school class (cross reference with 3.1)</p>	<p>8.2a discuss and formulate expectations of individual and group conduct. 8.2b devise and display visual reminders of civic responsibilities. 8.2c initiate and use the voting process.</p>

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>9.1 consider the cause and effect of an issue before making a decision.</p>	<p>9.1a be involved in “Here’s Looking At You, 2000”. 9.1b understand the impact of environmental issues. 9.1c understand the need for responsibility and respect.</p>

Island / Ryerson Trade Books

Kindergarten

Title	Author	Genre	Publisher
Am I Beautiful?	Minarik	Fiction	Follett Library Resources
A New True Book – The Constitution		Non-fiction	Children’s Press
A New True Book – The Flag of the U.S.		Non-fiction	Children’s Press
Accidents – My World (6 pack)	P. Cousins	Fiction	The Wright Group
Asian Family Puppets	-----	Non-fiction	Learning Resources
At the Store	Frasier, Dianne	Non-fiction	Dominie Press, 1994
Black Family Puppets	-----	Non-fiction	Learning Resources
Bright Eyes, Brown Skin	Hudson, Cheryl Willis	Fiction	
Building Self Esteem Paperback Library		Non-fiction	Lakeshore Learning Materials
Busy Street	Worthy, Judith	Fiction	Rigby Tadpoles, 1988
Caucasian Family Puppets	-----	Non-fiction	Learning Resources
Children’s Book of America, The	Bennett, William	Non-fiction	
Children Just Like Me			Lakeshore Learning Materials
Children Just Like Me Celebrations		Non-fiction	Lakeshore Learning Materials
Chinese Kites	Miriam Frost	Non-fiction	Lakeshore Learning Materials
Chrysanthemum	Henkes, Kevin	Fiction	
Clive Eats Alligators	Lester	Fiction	Follett Library Resources
Dancing – Me and My Family (6 pack)	P. Cousins	Fiction	The Wright Group
Farmers Market Set	-----	Non-fiction	Learning Resources
Friends	Malone, Marsha	Non-fiction	Dominie Press, 1996

Title	Author	Genre	Publisher
Hispanic Family Puppets	-----	Non-fiction	Learning Resources
Glasses – Me and My Family (6 pack)			The Wright Group
Good Job, Oliver	Molk, Laurel	Fiction	
Just Me	Ets, Marie Hall	Fiction	Scholastic, 1965
I am a Dentist	Frasier, Dianne	Non-fiction	Dominie Press, 1994
I Am Water	Marzollo, Jean	Non-Fiction	Scholastic
I Like Me	Carlson, Nancy	Fiction	The Wright Group
I Like Me-My World (6 pack)	P. Cousins	Fiction	The Wright Group
I Live in a House	Frasier, Dianne	Non-fiction	Dominie Press, 1994
I Love You the Purplest	Joose, Barbara M.	Fiction	
Is This You?	Krauss, Ruth	Fiction	Scholastic, 1955
Little Pig’s Birthday	Leonard, M.	Fiction	Children’s Press, 1982
Little Rabbit’s Baby Sis	Leonard, M.	Fiction	Packard Mont., 1984
Love Is – Me and My Family (6 pack)	P. Cousins	Fiction	The Wright Group
Me and You, A Mother-Daughter Album	Thiesing, Lisa	Non-Fiction	
Moccasins (6 pack)	Miriam Frost	Fiction	The Wright Group
My Friends at School – Neighbors and Community (6 pack)	P. Cousins	Non-Fiction	The Wright Group
My Grandma is Wonderful	Butterworth, Nick	Fiction	
My Mama – Me and My Family (6 pack)	P. Cousins	Fiction	The Wright Group
Moja Means One	Feelings, Muriel	Fiction	Dial Press
Odd Velvet	Whitcomb, Mary E.	Fiction	
Pancakes for Breakfast	Depaola, Tommy	Fiction	Harcourt, 1978
Picture Book of Abraham Lincoln, The	Out of Print	Non-fiction	Follett Library Resources
Picture Book of George Washington,	Adler	Non-fiction	Follett Library Resources
Polar Bear, Polar Bear What Do You Hear?	Martin, Bill & Eric Carle	Fiction	Scholastic, 1991

Title	Author	Genre	Publisher
Say Please	Austin, Virginia	Fiction	
Sticks and Stones	Dube, Pierette	Fiction	
Story of the First Thanksgiving, The	Raphael	Non-fiction	Follett Library Resources
Story of the Statue, The	Maestro	Non-fiction	Holiday House
Tell Me Again About the Night I Was Born		Fiction	
The Lovables in the Kingdom of Self-Esteem	D. Loomans	Fiction	Follett Library Resources
The True Story of Pocahontas	Penner	Non-fiction	Follett Library Resources
The 329 th Friend		Fiction	Follett Library Resources
This is my Family	Frasier, Dianne	Non-fiction	Dominie Press, 1994
This is our House	Rosen	Fiction	Follett Library Resources
Three Young Pilgrims	Harness	Fiction	Follett Library Resources
Today I Feel Silly	Curtis, J. L.	Fiction	
Turkey Pox	Anderson, Laurie Halse	Fiction	
Twins	Scott, Elaine	Fiction	
What Can I Do?	Frasier, Dianne	Non-fiction	Dominie Press, 1994
What I Like	Anholt, Catherine & Laurence	Fiction	
When I Was Little	Curtis, J.L.	Fiction	
Where Are the Babies?	Randall, Beverly	Non-fiction	Rigby, 1996
Where Do I Live? – My World (6 pack)	P. Cousins	Fiction	The Wright Group

Understanding Maps	Educational Videos Catalog
What is a Family?	Educational Videos Catalog
Playground Safety	Educational Videos Catalog
Let's Learn About Self Confidence	Educational Videos Catalog
The Explorer Map	Hammett Company
World Relief Map	Hammett Company
Record Library	Lakeshore Learning Materials
Basic School Globe	Lakeshore Learning Materials
Greg & Steve-We All Live Together- Multi-cultural self esteem songs	Lakeshore Learning Materials

Grade 1

Understanding Who We Are in Relation to Others

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>1.1 understanding the time / space continuum that begins with self and ends with world.</p>	<p>1.1a craft family trees that show generational parts. 1.1b write family stories that reflect traditions across time.</p>
<p>1.2 extend awareness of personalities prominent to the history of the U.S.</p>	<p>1.2a compare and contrast prominent historic personalities (e.g. Columbus, Lincoln, Washington, Martin Luther King, current president). 1.2b engage in verbal discussion relative to historical figures.</p>
<p>1.3 understand the major events that shape history.</p>	<p>1.3a interpret through various vehicles that different people may Describe the same event in diverse ways. (e.g. Holidays, current events)</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>2.1 view national observances and holidays to include different perspectives and interpretation.</p>	<p>2.1a read and discuss current literature selections that broaden perspectives.</p>

government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
3.1 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.	3.1a discuss and formulate expectations of individual and group conduct. 3.1b devise and display visual reminders of civic responsibilities. 3.1c continue using the voting process.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
4.1 demonstrate an understanding of how various workers provide goods and service.	4.1a read, discuss or experience in a multimedia fashion the differences between those workers.
4.2 explain and demonstrate the use of money in everyday life.	4.2a participate in an exchange system (e.g., money, lunch tickets, coupons) to obtain goods and services.

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.1 understand that our Country has a system of government and symbols that represent our country.	5.1a speculate in a discussion reasons why a country needs a government. (relate back to discussions of family and school - refer to indicator 3.1)

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 demonstrate the ability to symbolically represent concrete objects.	6.1a create and label a map.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 appreciate individual differences to include differences in family demographics.	7.1a create graphs that incorporate family differences. 7.1b demonstrate knowledge of families around the world.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>8.1 understand the time/space continuum that begins with self and ends with world. (cross reference with 1.1)</p>	<p>8.1a craft family trees that show generational parts. 8.1b write family stories that reflect traditions across time.</p>
<p>8.2 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer groups, and school class (cross reference with 3.1)</p>	<p>8.2a discuss and formulate expectations of individual and group conduct. 8.2b devise and display visual reminders of civic responsibilities. 8.2c continue using the voting process.</p>

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>9.1 consider the cause and effect of an issue before making a decision.</p>	<p>9.1a be involved in “Here’s Looking At You, 2000”. 9.1b understand the impact of environmental issues. 9.1c understand the need for responsibility and respect.</p>

Island / Ryerson Trade Books**Grade One**

Title	Author	Genre	Publisher
A Picture Book of Abraham Lincoln	Adler, David	Non-fiction	Trumpet Club, 1989
A Picture Book of George Washington	Adler, David	Non-fiction	Trumpet Club, 1989
A Picture Book of Martin Luther King	Adler, David	Non-fiction	Scholastic, 1989
A Small World	Cutting, Brian	Non-fiction	The Wright Group, 1988
A Writers Work	Noonan, Diana	Non-fiction	The Wright Group, 1995
Abe Lincoln's Hat	Brenner, Martha	Non-fiction	Random House, 1994
Apples and Pears	Fan, Charlie	Non-fiction	The Wright Group, 1989
Birthdays	Cowley, Joy	Non-fiction	The Wright Group, 1988
Birthday Party	Eggleton, Jill	Fiction	The Wright Group, 1992
Call 911	Williams, Rebel	Non-fiction	The Wright Group, 1990
Crow Boy	Yashima, Taro	Fiction	Viking Press, 1965
Drop Everything. It's D.E.A.R. time	McGovern, Ann	Fiction	Scholastic, 1993
Four Good Friends	Hillert, Margaret	Fiction	MCP, 1981
Frog and Toad Are Friends	Lobel, Arnold	Fiction	Harper and Row, 1977
Giant Pumpkin	Cowley, Joy	Fiction	The Wright Group, 1988
Going to Grandma's	Tarlton, John	Fiction	Scholastic, 1985
Hide and Seek	Noonan, Diana	Non-fiction	The Wright Group, 1993
Houses	Boon, Kevin	Non-fiction	The Wright Group, 1993
I Am Sharing	Mayer, Mercer	Fiction	Random House, 1992
If You Give a Moose a Muffin	Numeroff, Laura	Fiction	Scholastic, 1991
If You Give a Mouse a Cookie	Numeroff, Laura	Fiction	Scholastic, 1985

Sleeps Over	Waber, Bernard Ira	Fiction	Houghton Mifflin, 1972
It's a Fruit, Vegetable, Pumpkin	Fowler, Allan	Non-fiction	Children's Press, 1995
Joy Cowley Writes	Cowley, Joy	Non-fiction	The Wright Group, 1988
Let's Look After Our World	Noonan, Diane	Fiction	The Wright Group, 1994
Let's Take Care of the Earth	Williams, Rozzane	Non-fiction	CTP, 1994
Library Day	Cowley, Joy	Non-fiction	The Wright Group, 1986
May I Bring a Friend?	deDegniers, Beatrice	Fiction	Trumpet Club, 1964
Miss Nelson is Missing?	Allard, Harry	Fiction	Houghton Mifflin, 1977
My Messy Room	Packard, Mary	Fiction	Scholastic, 1993
My Silly Book of ABC's	Amerikaner, Susan	Fiction	Silver Press, 1989
Now I Am Five	Eggleton, Jill	Fiction	The Wright Group, 1988
Only the Cat Saw	Wolff, Ashley	Fiction	Penguin Group, 1985
School Bus	Crews, Donald	Fiction	Puffin, 1984
Shopping	Young, Christine	Fiction	The Wright Group, 1988
Spring Talk	Sharmat, Mitchell	Fiction	Houghton Mifflin, 1981
Street Fair	Simpson, Janice	Fiction	Houghton Mifflin, 1981
Taking Jason to Grandma's	Mooney, Margaret	Non-fiction	The Wright Group, 1991
The Apple	Cowley, Joy	Fiction	The Wright Group, 1992
The Costume Parade	Williams, Rozanne	Non-fiction	CTP, 1995
The First Thanksgiving	Hayward, Linda	Non-fiction	Random House, 1990
The Sign	Sharmat, Marjorie	Fiction	Houghton Mifflin, 1981
Traffic Light Sandwich	Noonan, Diane	Non-fiction	The Wright Group, 1996
Umbrella Parade	Feczko, Kathy	Fiction	Troll, 1985
Using Our World	Boyle, Bill	Non-fiction	Rigby, 1992
We Care for Our School	Bates, Diane	Non-fiction	The Wright Group, 1996

What Season is This?	Workman, Robin	Non-fiction	The Wright Group, 1993
What Time is It?	Williams, Rozzane	Non-fiction	CTP, 1995
Who Wants to Live in My House?	Beames, Margaret	Non-fiction	The Wright Group, 1991
Who's In a Family?	Skutch, Robert	Non-fiction	Tricycle, 1995
Whose Birthday is It?	McPherson, Jan	Fiction	The Wright Group, 1991
William's Doll	Zolotow, Charlotte	Fiction	Harper and Row, 1972
Word's Are Everywhere	McPherson, Jan	Non-Fiction	The Wright Group, 1991
Young Abraham Lincoln	Woods, Andrew	Non-fiction	Troll, 1992
Young Christopher Columbus	Carpenter, Eric	Non-fiction	Troll, 1992
Young George Washington	Woods, Andrew	Non-fiction	Troll, 1992

Grade 2

Understanding Who We Are as Members of Communities

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>1.1 understand the time / space continuum that begins with self and ends with world.</p>	<p>1.1a create a personal timeline by designating appropriate equidistant intervals of time.</p> <p>1.1b arrange personal data in timed sequence in an autobiographical product.</p>
<p>1.2 demonstrate a recognition of prominent historical personalities.</p>	<p>1.2a use knowledge of prominent personalities to create biographical sketches (e.g. Lincoln, Washington, James Madison, Martin Luther King, current president).</p> <p>1.2b identify and extract the essence of historical personalities that differentiates them from each other.</p>
<p>1.3 understand major events that shape history.</p>	<p>1.3a study the town of Madison.</p> <p>1.3b create historical timelines (e.g. Mayflower, Columbus).</p> <p>1.3c interpret data presented in timelines.</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>2.1 view national observances and holidays to include different points of view and interpretation.</p>	<p>2.1a read and discuss current literature selections that broaden perspectives.</p>

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>3.1 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer groups and school class.</p>	<p>3.1a discuss and formulate expectations of individual and group conduct.</p> <p>3.1b devise and display visual reminders of civic responsibilities.</p> <p>3.1c initiate and use the voting process and engage students in civic activities.</p>
<p>3.2 understand the differences between local, state, and national government.</p>	<p>3.2a create graphic representations of government structures.</p>

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>4.1 identify the fact that we are all consumers.</p>	<p>4.1a discuss and list ways to use money in everyday life.</p>
<p>4.2 understand the various institutions that make up economic systems such as families, workers, banks, small businesses, and large corporations.</p>	<p>4.2a experience first hand or through print various community systems.</p> <p>4.2b use knowledge to prepare written summaries of information.</p>
<p>4.3 demonstrate an understanding of how various workers affect their lives.</p>	<p>4.3a read, discuss, or experience in a multimedia fashion the differences between those workers who provide goods and services.</p>

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.1 understand that the U.S. government follows a plan.	5.1a view and experience the Constitution of the U.S. as the outline of the country's laws. 5.1b create a class constitution. 5.1c develop a grade level team constitution by means of a convention (representational gathering).

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 expand directionality concepts to include four cardinal directions	6.1a use a compass rose.
6.2 describe various environments created by people that reflect their desires, beliefs, and culture.	6.2a share verbal descriptions of similarities and differences in personal home environments. 6.2b discuss the design and planning of a community.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 appreciate diversity and its influence upon our basic needs.	7.1a create matrices that compare and contrast a child’s basic needs with others.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
8.1 continue the development of understanding of the time/space continuum that begins with self and ends with world (cross reference with 1.1).	8.1a create a personal timeline by designating appropriate equidistant intervals of time. 8.1b arrange a personal data in timed sequence in an autobiographical product.
8.2 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group and school class (cross reference with 3.1).	8.2a discuss and formulate expectations of individual and group conduct. 8.2b devise and display visual reminders of civic responsibilities. 8.2c use the voting process to include civic activities.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 consider the cause and effect of an issue before making a decision.	9.1a be involved in “Here’s Looking At You, 2000”. 9.1b understand the impact of environmental issues. 9.1c understand the need for responsibility and respect.

Island / Ryerson Trade Books

Grade Two

Title	Author	Genre	Publisher
A Chair for my Mother	Williams, Vera	Fiction	Mulberry, 1982
A Grain of Rice	Pittman, Helena C.	Fiction	Bantam Doubleday, 1996
A New True Book – The Constitution	Quiri, Patricia Ryon	Non-fiction	Children’s Press
A New True Book – The Flag of the US	Quiri, Patricia Ryon	Non-fiction	Children’s Press
A River Ran Wild	Cherry, Lynne	Fiction	HBJ, 1992
ABC’s The American Way	Red Hawk, Richard	Fiction	Sierra Oaks, 1988
Abraham Lincoln	Greene, Carol	Non-fiction	Childrens Press, 1989
Afternoon on the Amazon	Osborne, Mary	Fiction	Random House, 1995
Airplanes and Flying Machines	Gallimar, Jeunesse	Non-fiction	Scholastic, 1989
Anansi and the Moss-Covered Rock	Kimmel, Eric	Fiction	Scholastic, 1988
Annie and the Old One	Miles, Mishka	Fiction	Little Brown, 1987
Around the World	Boyle, Bill	Non-fiction	Rigby, 1992
Backyard Rescue	Ryden, Hope	Fiction	Beech Tree House, 1977
Benjamin Franklin	Greene, Carol	Non-fiction	Childrens Press, 1989
Blueberries for Sal	McCloskey, Robert	Fiction	Viking Penguin, 1948
Bravest Dog Ever, Balto	Standiford, Natalie	Non-fiction	Random House, 1989
Buffalo Woman	Goble, Paul	Fiction	MacMillan, 1986
Burt Dow Deep-Water Man	McCloskey, Robert	Fiction	Puffin, 1963
Cars and How They Go	Cole, Joanna	Non-fiction	Harper Collins, 1983
Centerfield Ballhawk	Christopher, Matt	Fiction	Little, Brown & Co.
Chicaro, Boy of the Pampas	Kalnay, Francis	Fiction	Troll, 1993
Children of the Earth and Sky	Krensky, S.	Fiction	Scholastic, 1992
Christopher Columbus	Gross, Ruth Belou	Non-fiction	Scholastic, 1974
Christopher Columbus	Krensky, Stephen	Non-fiction	Random House, 1991
Dancing Tepees: Poems of Am. Indian Youth	Sneve, Virginia	Fiction	Scholastic, 1989
Dear Rebecca, Winter is Here	George, Jean	Fiction	Harper Collins, 1993
Desert	Berger, Melvin	Non-fiction	Newbridge Ed. Pub., 1996

Title	Author	Genre	Publisher
Discovery of the America's	Maestro, Betsy	Non-fiction	William Morrow, 1991
Drop Around the World	McKinney	Non-fiction	Dawn Publications
George Washington	Greene, Carol	Non-fiction	Children's Press, 1991
George Washington's Cows	Small, David	Fiction	Farrar
George Washington's Mother	Fritz, Jean	Non-fiction	Scholastic
Glorious Flight	Provensen, Alice	Non-fiction	Puffin Books, 1983
Guests	Dorris, Michael	Fiction	Hyerion Paperbacks, 1994
Happy Merry Holidays	Hopkins, L.	Non-fiction	Sundance, 1984
Harriet Tubman	Epstein, S.	Fiction	Yearling, 1968
Here's to Hats	Parker, John	Non-fiction	Applecross Ltd., 1994
Hiawatha	Longfellow, H. W.	Fiction	Scholastic, 1983
I Am Water	Marzollo, Jean	Fiction	Scholastic, 1996
I Have A Dream	King, Martin L.	Non-fiction	Sundance, 1963
If You Grew Up With Abraham Lincoln	McGovern, Ann	Non-fiction	Scholastic, 1966
Incredible Inventions	Wilkinson, Philip	Non-fiction	Covent Garden, 1995
In the Year of the Boar and Jackie Robinson	Lord, Bette Bao	Fiction	Harper Trophy, 1994
John Chapman - The Man Who Was...	Greene, Carol	Non-fiction	Children's Press, 1991
John Henry: An American Legend	Keats, Ezra Jack	Fiction	Random House, 1987
Johnny Appleseed	Kellogg, Steven	Fiction	William Morrow, 1988
Johnny Appleseed	Kellogg, Steven	Fiction	Scholastic, 1988
Knots on a Counting Rope	Martin, Bill Jr.	Fiction	Holt, 1966
Legend of the Indian Paintbrush	dePaola, Tomie	Fiction	Macmillan, 1988
Little Hawk's New Name	Bolognese, Don	Fiction	Scholastic, 1995
Little House	Burton, Virginia L.	Fiction	Houghton Mifflin, 1942
Little Runner of the Longhouse	Baker, Betty	Fiction	Harper Collins, 1962
Lon Po Po	Young, Ed	Fiction	Scholastic, 1989
Long Way to a New Land	Sandin, Joan	Non-fiction	Harper Troy, 1990
Louis Pasteur, Young Scientist	Sabin, Francene	Non-fiction	Troll, 1983
Make Way for Ducklings	McCloskey	Fiction	Puffin, 1941
Mama, Do You Love Me?	Joose, Barbara	Fiction	Scholastic, 1991
Maps and Globes	Broekel, Ray	Non-fiction	Childrens Press, 1983
Maps and Globes	Knowlton, Jack	Non-fiction	Perfection Learning, 1993

Title	Author	Genre	Publisher
Maps and Journeys	Perry, Kate	Non-fiction	Barron's, 1993
Maps and Mapping	Taylor, Barbara	Non-fiction	Perfection Learning, 1993
Martin Luther King	Adler, David	Non-fiction	Holiday House, 1986
Martin Luther King Day	Lowery, Linda	Non-fiction	Scholastic, 1987
Mayfield Crossing	Micheaux, Vaunda	Fiction	Avon Books, 1993
Meet George Washington	Heilbronne, Joan	Non-fiction	Random House
Ming Lo Moves the Mountain	Lobel, Arnold	Fiction	Scholastic, 1982
Mufaro's Beautiful Daughters	Steptoe, John	Fiction	William Morrow, 1987
My Grandson Lew	Zolotow, Charlotte	Fiction	Harper and Row, 1974
Napping House	Wood, Audrey	Fiction	HBJ, 1984
Northern Alphabet	Harrison, Ted	Fiction	Tundra Books, 1982
One Day in the Desert	George, J. Craighead	Fiction	First Harper Trophy
One Morning in Maine	McCloskey, Robert	Fiction	Puffin, 1952
Ox-Cart Man	Hall, Donald	Fiction	Scholastic, 1979
Peace Begins With You	Scholes, Kater	Non-fiction	Addaddin, 1989
Pecos Bill	Kellog, Steven	Fiction	Scholastic, 1986
People	Spier, Peter	Non-fiction	Bantam Dbleday, 1980
Pocahontas	Greene, Carol	Non-fiction	Childrens Press, 1988
Polar Regions	Berger, Melvin	Non-fiction	Newbridge Educ., 1994
Return to Sender	Hankes, Kevin	Fiction	Puffin Books, 1984
Rough-Face Girl	Martin & Shannon	Fiction	Scholastic, 1992
Sacajawea: The Journey West	Raphael, Elaine	Non-fiction	Scholastic, 1994
Sarah Morton's Day	Water, Kate	Fiction	Scholastic, 1989
Shadow of the Wolf	Whelan, Gloria	Fiction	Random House, 1997
Story of the Statue of Liberty	Maestro	Non-fiction	Holiday House
Stories from Many Lands	Pasamanick, Judith	Fiction	Modern Curriculum, 1991
Thanksgiving Story	Dalglish, Alice	Non-fiction	Scholastic, 1954
The Drinking Gourd	Monjo, F.N.	Fiction	Harper Trophy, 1970
The House I Live In	Bokoske, Sharon	Non-fiction	Curriculum Assoc., 1995
The Missing Gator of Gumbo Limbo	George, J. Craighead	Fiction	First Harper Trophy, 1992
The New Car	Cowley, Joy	Fiction	Wright Group, 1989
The Picutre Book of Abraham Lincoln		Non-fiction	Follett Library Resources
The Picture Book of George Washington		Non-fiction	Follett Library Resources

The Remembering Box	Clifford, Eth	Fiction	Houghton Mifflin, 1985
The Story of Money	Kain, Carolyn	Non-fiction	Troll, 1994
The Titanic	Donnelly, Judy	Non-fiction	Random House, 1987
They Led the Way: 14 American Women	Johnston, Joanna	Non-fiction	Scholastic, 1973
Three Days on a River in a Red Canoe	Williams, Vera	Fiction	Mulberry, 1981
Time of Wonder	McCloskey, Robert	Fiction	Puffin, 1977
Tortilla for Emilia	Angeles, Maria	Fiction	Sundance, 1992
Walk in My Shoes	Bokoske, Sharon	Non-fiction	Curriculum Assoc., 1995
Wheels	Davidson, Avelyn	Non-fiction	Wright Group, 1990
Why Mosquito's Buzz in People's Ears	Aardema, Verna	Fiction	Scholastic, 1975
Why the Sun and the Moon Live in the Sky	Elphinstone, Dayrell	Fiction	Houghton Mifflin Co., 1968
World of Hats	Bokoske, Sharon	Non-fiction	Curriculum Assoc., 1995
Young Helen Keller	Benjamin, Anne	Non-fiction	Troll, 1992
Young Martin Luther King, Jr.	Mattern, Joanne	Non-fiction	Troll, 1992

Title	Publisher
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Daily Geogrpahy – Spiral Bound Chart	Follett Library Resources
Unit Big Books – Grade 2	Harcourt Brace

Island / Ryerson Trade Books

Multiage

Title	Author	Genre	Publisher
Abe Lincoln's Hat		Non-Fiction	Sundance
A Grain of Rice	Pittman, Helena C.	Fiction	Bantam Doubleday
A Long Way to a New Land	Sandin, Joan	Non-fiction	
A Pocket Full of Goobers		Fiction	Sundance
Amelia Earhart: Pioneer of the Sky		Non-fiction	Sundance
Backyard Rescue	Ryden Hope	Fiction	Beech Tree House
Caddie Woodlawn	Brink, Carol Ryle		
Centerfield Ballhawk	Christopher, Matt	Fiction	Little, Brown & Co.
Childhood of Famous American Series*		Non-fiction	Scholastic Books
Children from Australia to Zimbabwe		Non-fiction	Charlesbridge Catalog
Community Theme Set			Charlesbridge Catalog
Connecticut	Fradin, Dennis	Non-fiction	
Courage of Sara Noble, The	Dalglish, Alice	Fiction	
Different Just Like Me			Charlesbridge Catalog
Drop Around the World	McKinney, M.	Non-fiction	Dawn Publications
Explore a Culture		Non-fiction	Charlesbridge Catalog
Ferry Boat	Maestro	Fiction	
Going Lobstering		Non-Fiction	Charlesbridge Catalog
Guests	Dorris, Michael	Fiction	Hyerion Paperbacks
Hanukkah Guest	Kimmel, Eric	Fiction	Scholastic Books
Hershel and the Hanukah Goblins	Kimmel, Eric	Fiction	Scholastic Books
I Am Water	Marzollo, Jean	Non-fiction	Scholastic
I Like Me	Carlson, Nancy	Fiction	Sundance
If You Lived at the Time of. . .Collection		Non-fiction	
In My Own Backyard			Charlesbridge Catalog
In the Year of the Boar and Jackie Robinson	Lord, Bette Bao	Fiction	Harper Trophy
Itse Selu Cherokee Harvest Festival		Non-fiction	Charlesbridge Catalog
Lily and Miss Liberty			
Little House in the Big Woods	Wilder, Laura Ingalls	Fiction	Sundance

Title	Author	Genre	Publisher
Little Town on the Prairie	Wilder, Laura Ingalls	Fiction	Sundance
Look Out, Washington, D.C.			
Mayfield Crossing	Nelson, Vaunda M.	Fiction	Avon Books
Mr. Belinsky's Bagels		Fiction	Charlesbridge Catalog
Molly's Pilgrim		Fiction	Sundance
O, Boy, Boston			
On the Banks of Plum Creek	Wilder, Laura Ingalls	Fiction	
One day in the Desert	George, J. Craighead		First Harper Trophy
Polk Street Kids			
Return to Sender	Hankes, Kevin	Fiction	Puffin Books
Shadow of the Wolf	Whelan, Gloria	Fiction	Random House
Somewhere in the World Right Now			Sundance
Sports Biographies		Non-fiction	Sundance
Sweet Clara and the Freedom Quilt			Sundance
Sweet Magnolia			Charlesbridge Catalog
The American Story	Maestro, Betsy & Guilio		Sundance
The Discovery of the Americans	Maestro, Betsy & Guilio	Non-fiction	Sundance
The Flag We Love		Non-fiction	Charlesbridge Catalog
The Long Winter		Fiction	Sundance
The Missing Gator of Gumbo Limbo	George, J. Craighead	Fiction	First Harper Trophy
The Money Story	Maestro, Betsy & Guilio	Non-fiction	Sundance
The Story of Laura Ingalls Wilder: Pioneer Girl			Sundance
The Story of Ruby Bridges	Coles, Robert		
The Story of the Statue of Liberty	Maestro	Non-fiction	Mulberry Paperback
The First Four Years	Wilder, Laura Ingalls	Fiction	
These Happy Golden Years	Wilder, Laura Ingalls	Fiction	
Tree of the Dancing Goats	Polacco, Patricia	Fiction	
What a Wonderful World		Non-fiction	Sundance
When I Am Old with You			Sundance
William's Doll	Zolotow, Charlotte	Fiction	Sundance

Title	Publisher
Children's Atlas of the World	J. L. Hammett
Daily Geography – Spiral Bound Chart	Harcourt Brace
Maps: Getting From Here to There	Sundance
My First Atlas:	J. L. Hammett

*Susan B. Anthony, Thomas A. Edison, Albert Einstein, Henry Ford, Benjamin Franklin, Thomas Jefferson, Helen Keller, John F. Kennedy, Martin Luther King, Abraham Lincoln, Molly Pitcher, Eleanor Roosevelt, Teddy Roosevelt, Betsy Ross, Martha Washington, George Washington

Grade 3

Understanding Who We Are in the World

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>1.1 understand the time / space continuum that begins with self and ends with world.</p>	<p>1.1a locate and arrange information about countries depicting family heritage.</p> <p>1.1b read and discuss the fact that people in different places view the world differently.</p>
<p>1.2 recognize and identify personalities prominent Louis to the history of the U.S.</p>	<p>1.2a read and discuss historical biographies (e.g. Helen Keller, Braille, prominent female, Native-American, Asian-American, Hispanic-American, and African-American personalities.</p> <p>1.2b use graphic organizers to denote information.</p>
<p>1.3 understand major events that shape history.</p>	<p>1.3a study State of Connecticut.</p> <p>1.3b create historical timelines.</p> <p>1.3c interpret data presented in timelines.</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>2.1 view national observances and holidays to include different perspectives and interpretation.</p>	<p>2.1a read and discuss current literature selections that broaden perspectives.</p>

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>3.1 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.</p>	<p><i>The student will be able to:</i></p> <p>3.1a discuss and formulate expectations of individual and group conduct.</p> <p>3.1b devise and display visual reminders of civic responsibilities.</p> <p>3.1c use the voting process to include civic activities.</p> <p>3.1d expand the voting process to include mock elections in the classroom choosing student council representatives or other school-related positions.</p>
<p>3.2 understand the differences between local, state, and national government.</p>	<p>3.2a identify and graphically represent current local, state, and national government structures and leaders; e.g.: First Selectman, Governor, President, House of Representatives, Senator.</p>

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>4.1 differentiate currencies and their values.</p>	<p><i>The student will be able to:</i></p> <p>4.1a compare and contrast different monetary systems around the world.</p>
<p>4.2 recognize how goods are made, bought, sold, and used in various economic systems.</p>	<p>4.2a create in cooperative groups or individually a visual representation of how a particular good is produced, exchanged, and used or consumed.</p>

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.1 understand that the U.S. government follows a plan.	5.1a understand the Constitution of the U.S. through an examination of the Bill of Rights which will detail the rights and responsibilities of a citizen. 5.1b develop a grade 3 Bill of Rights.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 define, use, and apply the geographic themes of location and place.	6.1a create a map of classroom, neighborhood, community, or state.
6.2 use geographical tools and terminology.	6.2a label a map with the appropriate terminology (e.g., legend, compass rose, map key).

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 use the knowledge of diversity to understand the contributions of all cultures to the United States.	7.1a research and report on contributions of different cultural groups. 7.1b express cultural pluralism through sharing of sketches, projects, and other activities.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
8.1 understand the time/space continuum that begins with self and ends with the world. (cross reference with 1.1)	8.1a locate and arrange information about countries depicting family heritage. 8.1b read and discuss the fact that people in different places view the world differently.
8.2 demonstrate an understanding of the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group school class (cross reference with 3.1), and environment	8.2a discuss and formulate expectations of individual and group conduct. 8.2b devise and display visual reminders of civic responsibilities. 8.2c use the voting process to include students in civic activities. 8.2d expand the voting process to include mock elections in the classroom choosing student council representatives or other school-related positions.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

- 9.1** consider the cause and effect of an issue before making a decision.

The student will be able to:

- 9.1a be involved in “Here’s Looking At You, 2000”.
9.1b understand the impact of environmental issues.
9.1c understand the need for responsibility and respect.

Academy / Jeffrey Trade Books Grade Three

Teachers will have access to resources encompassing 17 countries: Australia, Brazil, Canada, China, Egypt, England, France, Germany, Greece, India, Ireland, Israel, Italy, Japan, Kenya, Mexico, and South Africa. Though the countries may vary from year to year, the aforementioned countries will have more extensive resources available for classroom study. It is expected that teachers will rotate studies in each of these countries. If teachers have a student in class from a country not included on the list, the teacher may choose to include that country to study as well. Each student also will select any country of choice to research and represent at International Festivals.

Title	Author	Genre	Publisher
Albert Einstein	Bradbury, Pamela	Non-fiction	Ottenheimer, 1988
Babe Ruth	Brandt, Keith	Non-fiction	Troll Associates, 1986
Castles Of Sand The Sea of Gold The Monkey and the Crocodile Phillis Wheatley, America's First Black Poet Mufaro's Beautiful Daughter	Uchida, Yoshiko Galdone, Paul Brown, Kacey Step toe, John	Folk Tale Folk Tale Biography Folk Tale	Silver Burdett & Ginn, 1991
Cat Who Went to Heaven	Coatsworth, Elizabeth	Fiction	Aladdin, 1990
Clara Barton	Quackenbush, Robt.	Non-fiction	Aladdin, 1995
Connecticut	Gelman, Amy	Non-fiction	Learner Publishing, 1991
Connecticut Atlas	Sherer, Thomas E.	Non-fiction	Kilderatlas, 1995
Connecticut . . . Sea to Sea	Fradin, Dennis	Non-fiction	Children's Press, 1996
Connecticut Words/Pictures	Fradin, Dennis	Non-fiction	Children's Press, 1980
Count...Through Africa	Haskins, Jim	Non-fiction	Carolrhoda Books, 1989
Count ...Through Brazil	Haskins, Jim	Non-fiction	Carolrhoda Books, 1989
Count...Through China	Haskins, Jim	Non-fiction	Carolrhoda Books, 1989
Count...Through Germany	Haskins, Jim	Non-fiction	Carolrhoda Books, 1989
Count...Through Japan	Haskins, Jim	Non-fiction	Carolrhoda Books, 1989
Count...Through Mexico	Haskins, Jim	Non-fiction	Carolrhoda Books, 1989
Elizabeth Blackwell	Francene, Sabin	Non-fiction	Troll Associates, 1995
First Book About Africa	Ellis, Veronica	Non-fiction	Just Us, 1989
Helen Keller	Graff, Stewart	Non-fiction	Scholastic, 1986
Helen Keller	Santrey, Lawrence	Non-fiction	Troll Associates, 1985
Historical Album of Connecticut	Wills, Charles A.	Non-fiction	Millbrook, 1995
How My Parents Learned to Eat	Friedman, Ina	Non-fiction	Scholastic, 1987
I Have A Dream	Davidson, Margaret	Non-fiction	Scholastic, 1986
If I Traveled on the Underground Railroad	Levine, Ellen	Non-fiction	Scholastic, 1992

Title	Author	Genre	Publisher
Japanese Fairy Tales	Smith, Philip, ed.	Fiction	Dover, 1992
Journey Through Japan	Tames, Richard	Non-fiction	Troll, 1991
Journey Through Mexico	Bulmer, Thomas	Non-fiction	Troll, 1991
Louis Braille	Davidson, Margaret	Non-fiction	Scholastic, 1971
Marie Currie	Brandt, Keith	Non-fiction	Troll Associates, 1983
Meet Abraham Lincoln	Cary, Barbara	Non-fiction	Random House, 1989
Meet George Washington	Cary, Barbara	Non-fiction	Random House, 1989
Meet Martin Luther King, Jr.	deKay, James	Non-fiction	Random House, 1993
Mexico, A New True Book	McCloskey, Robert	Fiction	Scholastic, 1971
Molly's Pilgrim	Cohen, Barbara	Fiction	Bantam, 1990
Oh, What a Thanksgiving	Kroll, Steven	Fiction	Scholastic, 1988
On The Horizon Mi Dori A Story, A Story King Midas and the Golden Touch The Emperor's Plum Tree 8,000 Stones Ludwig van Beethoven: Master of the Silent World Bringing the Rain to Kapiti Plain	Breen, Helen Haley, Gail E. Rosenbaum, Judy Shub, Elizabeth Wolkstein, Diane Leardi, Jeanette Aardmema, Verna	Biography Folk Tale Greek Myth Folk Tale Folk Tale Biography Poetry	Silver Burdett & Ginn, 1991
Pilgrim's First Thanksgiving	McGovern, Ann	Non-fiction	Scholastic, 1973
Pompeii - Buried Alive	Kunhardt, Edith	Non-fiction	Random, 1987
Rosa Parks	Greenfield, Eloise	Non-fiction	Scholastic, 1995
Sadako / 1000 Paper Cranes	Coerr, Eleanor	Fiction	Dell, 1979
Santiago's Silver Mine	Clymer, Eleanor	Fiction	Dell Yarling, 1989
The Big Wave	Buck, Pearl	Fiction	Harper/Row, 1948
The Bill of Rights	Quiri, Pat Ryon	Non-fiction	Children's Press, 1998
The Titanic Lost & Found	Donnelly, Judith	Non-fiction	Random House, 1987
They Led the Way - 14 American Women	Johnston, Johanna	Non-fiction	Scholastic, 1973
Wagon Wheels	Brenner, Barbara	Non-fiction	Harper Trophy, 1976

Grade 4

American History, Part I

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

- 1.1** Explain past and present conditions, actions and motivations that contribute to conflict and cooperation within and among nations.

The student will be able to:

- 1.1a reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).
- 1.1b become more adept at evaluating the complexities in a moral, economic or conflict situation by:
- A. Identifying the causes or events leading to a war in a time-line or graphic organizer. (This could include the events of a war and its results) (grades 4 & 5).
- B. Sequencing events of a moral situation (civil rights), an economic one (labor unrest) or a conflict situation (cold war, W.W.II) by making a series of large rectangular cards that bear the headings: who, what, where and when. (When complete this can be used as a game with students supplying missing facts) (grades 4 & 5).
- 1.1c create time-lines by designating appropriate equidistant intervals of time and recording events to the temporal order in which they occurred. (grades 4 & 5).
- 1.1d evidence through encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos and other primary sources, develop a theory orally or in writing about how people viewed their world in their time (grades 4 & 5).

1.2 Analyze and explain the importance of the will, intellect and character of individuals and their beliefs, ideas, and interests on the causes of historical actions.

1.2a evidence through historical narratives empathy -- the ability to describe the past on its own terms through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).

1.2b arrange information in a report or research paper about a famous historical person that analyzes their importance and impact on history (grades 4 & 5).

1.3 Demonstrate how the differing beliefs, motives, interests, hopes and fears of groups, societies and cultures influenced the development of America.

1.3a read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).

1.3b after reading and discussing letters, diaries, etc. of immigrants (include Afro-American, etc.) list the reasons why immigrants came to America, the problems they faced and the contributions they made. (This can be done on a graphic organizer or in a first person format) (grades 4 & 5).

1.3c interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).

1.3d present a family history through two or more generations in a picture time-line, family tree or oral presentation (grades 4 & 5).

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>2.1 Demonstrate an understanding that people in different times and places view the world differently.</p>	<p><i>The student will be able to:</i></p> <p>2.1a through encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos and other primary sources, develop a theory orally or in writing about how people viewed their world in their time (grades 4 & 5).</p> <p>2.1b reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).</p> <p>2.1c read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p>
<p>2.2 To identify and describe various sources for constructing the past through the eyes and experiences of those who were there, as revealed by their literature, diaries, letters, debates, arts, artifacts, and the like and how they may be interpreted differently at various times.</p>	<p>2.2a arrange information in a report or research paper about a famous historical person that analyzes their importance and impact on history (grades 4 & 5).</p> <p>2.2b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p> <p>2.2c after reading and discussing letters, diaries, etc. of immigrants (include Afro-American) list the reasons why immigrants came made. (This can be done on a graphic organizer or in a narrative first person format). (grades 4 & 5).</p>

- 2.2d interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>3.1 Examine the rights and responsibilities of individuals in relation to their social groups, such as family, peer groups and school class.</p>	<p><i>The student will be able to:</i></p> <p>3.1a speculate in a discussion reasons why a country needs a government (relate to family obligations, school rules and society) (grades 4 & 5).</p> <p>3.1b recognize through discussion (a Talents lesson) the rights and responsibilities of a citizen and how they can participate in public life (grades 4 & 5).</p> <p>3.1c conduct a mock election in the classroom choosing a class president. Students will go through the processes of nomination, campaigning, speech-making, electing, etc. (this could be done in conjunction with a student council election) (grades 4 & 5).</p>
<p>3.2 Understand the differences between local, state and national government.</p>	<p>3.2a write a dialogue which might have taken place between two people at the end of the American Revolution; the conversation should be about what the new government, state and national, should be like (grades 4 & 5).</p> <p>3.2b decide in an essay which laws and regulations are best performed by the local, state or national governments (grades 4 & 5).</p>
<p>3.3 Make judgments about the role of science and technology in a democratic society.</p>	<p>none</p>

3.4 Recognize that a variety of actions by citizens can shape public policy.	3.4a recognize through discussion (a Talents lesson) the rights and responsibilities of a citizen and how they can participate in public life (grades 4 & 5).
3.5 Demonstrate an understanding of the events and practices that celebrate and exemplify fundamental values, symbols and principles of American democracy	<p>3.5a reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).</p> <p>3.5b construct a chart identifying the 3 branches of government - list the basic function of each and analyze the idea of checks and balances.</p> <p>3.5c debate the reasons why a new constitution was necessary in 1787.</p> <p>3.5d name in writing at least 3 rights guaranteed under the Bill of Rights (grades 4 & 5).</p> <p>3.5e develop a survey to be answered by adults about their perceptions of various rights in the Bill of Rights (grades 4 & 5).</p>
3.6 Describe and assess the contributions made by important figures who exemplified values, practices and principles of American Democracy.	<p>3.6a write a report describing the role of one of the following played in developing the United States Constitution and our government: James Madison, Benjamin Franklin, Alexander Hamilton, Roger Sherman, George Washington, Thomas Jefferson.</p> <p>3.6b reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).</p> <p>3.6c read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take</p>

into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>4.1 Identify the social economic effects of environmental changes and crises on communities</p>	<p><i>The student will be able to:</i></p> <p>4.1a using a productive thinking lesson list the effects of environmental changes and problems on the world. Then, in writing, list 3 concrete steps people, business and government can do to solve the problems (grades 4 & 5).</p>
<p>4.2 Explain how the scarcity of resources (human, capital, technological and natural) requires an economic system to decide how goods and services get made and distributed.</p>	<p>4.2a list at least 2 reasons why Europeans were looking for an all water route to the Indies and analyze the changes this made on the economy of the Known World (grade 4).</p> <p>4.2b demonstrate an assembly line by dividing class into groups of 4. Use supplies to make a "greeting card" which requires the 4 functions of designing, writing, quality control and folding (do this individually in 3 minutes), count cards. Then have each student in the group perform one of the functions, creating an assembly line. Count at the end of 3 minutes. Discuss methods of the assembly line, interchangeable parts and mass production and the impact on the economy (grade 4).</p> <p>4.2c in small groups speculate and report out on what things are necessary for the location of the early factories of the Industrial Revolution (grade 4).</p>

4.3 Recognize that economic concepts such as supply and demand, prices and profits help to explain events in the community and nation.

4.3a in a small group develop a skit that shows what the scarcity of a product (i.e., water in a desert) can do to the value of a commodity. Students should role-play as consumers and retailers developing dialogue that will show how the supply of a product that is in demand can influence its worth. (other products can be substituted for water - tobacco, cotton, wheat, etc.) (grades 4 & 5). Also cover triangular trade routes.

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>5.1 Identify and describe the basic features of the political system in the United States in comparison with other nations.</p>	<p>5.1a through historical readings and discussions compare and contrast different political systems - their ideologies structures, institutions, processes, and political cultures with that of the U.S. (could be done through the use of a chart or other graphic organizer) (grades 4 & 5).</p> <p>5.1b speculate in a discussion reasons why a country needs a government (relate to family obligations, school rules and society) (grades 4 & 5).</p> <p>5.1c recognize through discussion (a Talents lesson) the rights and responsibilities of a citizen and how they can participate in public life (grades 4 & 5).</p> <p>5.1d conduct a mock election in the classroom choosing a class president. Students will go through the processes of nomination, campaigning, speech-making, electing, etc. (this could be done in conjunction with a student council election). (grades 4 & 5).</p>

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>6.1 Define, use and apply the geographic themes of location, place, human/environmental interactions, movement and region.</p>	<p><i>The student will be able to:</i></p> <p>6.1a create a map of their hometown showing their home, school, recreational areas, etc. Using grid lines locate key places and compare distances, directions, etc. (grade 4).</p> <p>6.1b on a map of the world fill in names of the continents, oceans, the equator, prime meridian, major islands, etc. (Do a similar assignment with a map of the United States) (grades 4 & 5).</p>
<p>6.2 Understand the use of geographic tools and resources (e.g. maps, atlases, globes, data bases, charts, etc.)</p>	<p>6.2a construct a project (relief map, physical map, climate map, etc.) showing a physical feature of the United States. Map should include title, legend with symbols and a scale of miles (grade 4).</p> <p>6.2b define in writing and orally in his/her own words, geographical terms such as map, map scale, sea level, legend, plateaus, etc. (grades 4 & 5).</p>
<p>6.3 Explain how historical events in all cultures have been influenced by physical and human geographic factors.</p>	<p>6.3a draw upon data in historical maps (in texts, atlases, etc.) in order to obtain or clarify information on the geographical setting in which the historical event occurred, its location, the distances and directions involved, the natural and man-made features of the place and the relationship of those features with the historical event occurring there (grades 4 & 5).</p>

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>7.1 Demonstrate understanding of the different ways people of diverse racial, religious, and ethnic groups and national origins have transmitted their beliefs, values, language, art and literature.</p>	<p>7.1a evidence through historical narratives empathy -- the ability to describe the past on its own terms through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).</p> <p>7.1b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p> <p>7.1c improve research and speaking skills by developing and giving a report on the culture of at least one Native American tribe of the United States (grade 4).</p> <p>7.1d construct a homemade artifact and draw inferences on how Native Americans might have used it (grade 4).</p> <p>7.1e after reading and discussing letters, diaries, etc. of immigrants (include Afro-American, etc.) list the reasons why immigrants came to America, the problems they faced and the contributions they made (This can be done on a graphic organizer or in a first person format) (grades 4 & 5).</p>
<p>7.2 Compare and contrast the ways various groups, societies and cultures address similar issues.</p>	<p>7.2a after reading and discussing letters, diaries, etc. of immigrants (including Afro-Americans) list the reasons why immigrants came to America, the problems they faced and the contributions they made. This can be done on a graphic organizer or in a narrative first person format.</p>

7.2b research the names of prominent Afro-Americans and Hispanics - chose one and write a newspaper biography of that person.

7.3 Demonstrate understanding of the interactions of the various groups that have come to America throughout the history of the nation.

7.3a interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).

7.3b present a family history through two or more generations in a picture time-line, family tree or oral presentation (grades 4 & 5).

7.4 Articulate the value of cultural diversity, commonalities and differences within and across groups of people.

7.4a evidence through historical narratives empathy -- the ability to describe the past on its own terms through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).

7.4b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).

7.4c improve research and speaking skills by developing and giving a report on the culture of at least one Native American tribe or explorer of the United States (grade 4).

7.4d after reading and discussing letters, diaries, etc. of immigrants, (inc. Afro-American) list the reasons why immigrants came to America, the problems they faced and the contributions they made. (This can be done on a graphic organizer or in a narrative first person format) (grades 4 & 5).

7.4e interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).

7.4f present a family history through two or more generations in a picture time-line, family tree or oral presentation (grades 4 & 5).

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>8.1 Demonstrate understanding of the interaction among individuals, groups, and institutions.</p>	<p>8.1a evidence through historical narratives empathy -- the ability to describe the past on its own terms through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).</p> <p>8.1b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p> <p>8.1c through historical readings and discussion compare and contrast different political systems - their ideologies, structures, institutions, processes and political cultures with that of the U.S. (could be done through the use of a chart or other graphic organizer) (grades 4 & 5).</p> <p>8.1d draw upon visual and mathematical data presented in graphs, charts, tables, pie graphs, bar graphs, Venn diagrams, and other graphic organizers to compare basic economic systems and how they deal with demand, supply, prices, role of government, banks, labor, capital, etc. (grades 4 & 5).</p>
<p>8.2 Describe how language, art, music, belief systems, and other cultural elements can both connect people and cause misunderstandings.</p>	<p>8.2a evidence through historical narratives empathy -- the ability to describe the past on its own terms through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).</p>

- 8.2b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).
- 8.2c after reading and discussing letters, diaries, etc. of immigrants, (inc. Afro-American) list the reasons why immigrants came to America, the problems they faced and the contributions they made. (This can be done on a graphic organizer or in a narrative first person format) (grades 4 & 5).
- 8.2d interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).
- 8.2e present a family history through two or more generations in a picture time-line, family tree or oral presentation (grades 4 & 5).

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>9.1 Identify controversial issues and problems in the past and analyze the perspectives and points of view of those involved.</p>	<p><i>The student will be able to:</i></p> <p>9.1a read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p> <p>9.1b in a diary entry explain and react to this prejudicial saying "Never to judge another until I have walked in his moccasins for two weeks" (grades 4 & 5).</p>

Grade Four

Title	Author	Genre	Publisher
A Lion to Guard Us	Bulla, Clyde	Historical Fiction	Harper Trophy, 1989
And Then ... Paul Revere	Fritz, Jean	Non Fiction	Putnam, 1980
Around the World ... 100 Yrs.	Fritz, Jean	Non Fiction	Scholastic, 1994
Ben and Me	Lawson, Robert	Historical Fiction	Yearling, 1988
Cabin Faced West, The	Fritz, Jean	Historical Fiction	Puffin, 1987
Caddie Woodlawn	Brink, Carol	Historical Fiction	Collier, 1970
Can't You Make ... King George	Fritz, Jean	Non Fiction	Putnam, 1991
Exploration and Conquest	Maestro, B & G	Non Fiction	Mulberry, 1986
Fighting Ground	Avi	Historical Fiction	Harper Trophy, 1987
If When Signed Constitution	Levy, Elizabeth	Non Fiction	Scholastic, 1992
If You Lived in Colonial Times	Fritz, Jean	Non Fiction	Putnam, 1964
If You Sailed Mayflower 1620	McGovern, Ann	Non Fiction	Scholastic, 1991
Indian School, The	Whelan, Gloria	Fiction	Harper Trophy, 1996
Morning Girl	Dorris, Michael	Fiction	Hyperion, 1994
Native American Stories	Bruchac, Joseph	Fiction	Scholastic, 1991
Navajo Long Walk	Armstrong, Nancy	Fiction	Scholastic, 1994
Night Journeys	Avi	Fiction	Beech Tree, 1979
One Day in the Tropical Rain Forest	George, Jean C.	Non Fiction	Trophy, 1990
Phoebe the Spy	Griffin, Judith	Fiction	Scholastic, 1977
Secret Soldier, The	McGovern, Ann	Fiction	Scholastic, 1975
Sign of the Beaver	Speare, Elizabeth	Historical Fiction	Dell Yearling, 1983
Sing Down the Moon	O'Dell Scott	Historical Fiction	Dell, 1976
Toliver's Secret	Brady, Esther	Fiction	Random, 1976
What's the Big Idea ... Ben Franklin	Fritz, Jean	Non Fiction	Putnam, 1983
Where was ... Patrick Henry	Fritz, Jean	Non Fiction	Putnam, 1982
Where...Christopher Columbus	Fritz, Jean	Non Fiction	Putnam, 1981
Who's that Stepping Plymouth Rock	Fritz, Jean	Non Fiction	Scholastic, 1975
Why Don't Horse ... Sam Adams	Fritz, Jean	Non Fiction	Putnam, 1984
Will You Sign ... John Hancock	Fritz, Jean	Non Fiction	Putnam, 1983
Writing the Constitution	Fritz, Jean	Non Fiction	Putnam, 1984



Social Studies

Learner Outcomes
and Assessments
Grades 5 - 8

The **emphasis** of the 5-8 Social Studies curriculum is as follows:

Social Studies 5-8 Topic Grid

Grade 5	Grade 6	Grade 7	Grade 8
<p><u>American History, Part II</u></p> <ul style="list-style-type: none">• Westward Expansion• Civil War• Inventions• Immigration	<p>Becoming a World Power, Part I</p> <ul style="list-style-type: none">• Geography and Map Skills<ul style="list-style-type: none">- Africa- Middle East- Western Europe- Eastern Europe- Russia and the Commonwealth of Independent States	<p><u>Becoming a World Power, Part II</u></p> <ul style="list-style-type: none">• Geography<ul style="list-style-type: none">- United States and Canada- Latin America- Orient- Pacific	<p><u>United States History</u></p> <ul style="list-style-type: none">• Government• Current Events• Themes:<ul style="list-style-type: none">-Diversity-Economics-Law

Grade 5

American History, Part II

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 Explain past and present conditions, actions and motivations that contribute to conflict and cooperation within and among nations.</p>	<p><i>The student will be able to:</i></p> <p>1.1a become more adept at evaluating the complexities in a moral, economic or conflict situation by...</p> <p>A. Identifying the causes or events leading to a war in a time-line or graphic organizer. (This could include the events of a war and its results) (grades 4 & 5).</p> <p>B. Sequencing events of a moral situation (civil rights), an economic one (labor unrest) or a conflict situation (cold war, W.W. II) by making a series of large rectangular cards that bear the headings: who, what, where and when. (When complete this can be used as a game with students supplying missing facts) (grades 4 & 5).</p> <p>C. Designing a flag that represents the hopes and ideals, such as peace and human rights, that were important in founding the United Nations.</p> <p>1.1b reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).</p> <p>1.1c create time-lines by designating appropriate equidistant intervals of time and recording events to the temporal order in which they occurred. (grades 4 & 5).</p>
<p>1.2 Analyze and explain the importance of the will, intellect and character of individuals and their beliefs, ideas, and interests on the causes of</p>	<p>1.2a arrange information in a report or research paper about a famous historical person that analyzes their importance and impact on history (grades 4 & 5).</p>

historical actions.

1.2b describe the past through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).

1.3 Demonstrate how the differing beliefs, motives, interests, hope and fears of groups, societies and cultures influenced the development of America.

- 1.3a after reading and discussing letters, diaries, etc. of immigrants (include Afro-American, etc.) list the reasons why immigrants came to America, the problems they faced and the contributions they made. (This can be done on a graphic organizer or in a first person format) (grades 4 & 5).
- 1.3b interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).
- 1.3c present a family history through two or more generations in a picture time-line, family tree or oral presentation (grades 4 & 5).
- 1.3d read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.
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Learner Outcomes	Sample Indicators / Assessments of Learning
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The student will know how to:

The student will be able to:

2.1 Demonstrate an understanding that people in different times and places view the world differently.

- 2.1a reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).
- 2.1b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take

- into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).
- 2.1c through encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos and other primary sources, develop a theory orally or in writing about how people viewed their world in their time (grades 4 & 5).
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2.2 To identify and describe various sources for constructing the past through the eyes and experiences of those who were there, as revealed by their literature, diaries, letters, debates, arts, artifacts, and the like and how they may be interpreted differently at various times.

- 2.2a after reading and discussing letters, diaries, etc. of immigrants (include Afro-American) list the reasons why immigrants came to America, the problems they faced and the contributions they made. (This can be done on a graphic organizer or in a narrative first person format)(grades 4 & 5).
- 2.2b interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).
- 2.2c using a productive thinking lesson or debate, interpret historical evidence as tentative, subject to change as new information is uncovered, new voices heard and new interpretations are broached (grade 5).
- 2.2d arrange information in a report or research paper about a famous historical person that analyzes their importance and impact on history (grades 4 & 5).
- 2.2e read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>3.1 Examine the rights and responsibilities of individuals in relation to their social groups, such as family, peer groups and school class.</p>	<p><i>The student will be able to:</i></p> <p>3.1a conduct a mock election in the classroom choosing a class president. Students will go through the processes of nomination, campaigning, speech-making, electing, etc. (this could be done in conjunction with a student council election)(grades 4 & 5).</p> <p>3.1b speculate in a discussion reasons why a country needs a government (relate to family obligations, school rules and society) (grades 4 & 5).</p> <p>3.1c recognize through discussion (a Talents lesson) the rights and responsibilities of a citizen and how they can participate in public life (grades 4 & 5)</p>
<p>3.2 Understand the differences between local, state and national government.</p>	<p>3.2a decide in an essay which laws and regulations are best performed by the local, state or national governments (grades 4 & 5).</p>
<p>3.3 Discuss the role of science and technology in a democratic society.</p>	<p>3.3a decide in a small group how citizens in a democratic society can protect their rights in a modern technological country (report out orally).</p>
<p>3.4 Recognize that a variety of actions by citizens can shape public policy.</p>	<p>3.4a in current events discussion students should decide how they would vote on a current item of legislation and give reasons why they voted as they did (grade 5).</p> <p>3.4b recognize through discussion (a Talents lesson) the rights and responsibilities of a citizen and how they can participate in public life (grades 4 & 5).</p>

<p>3.5 Demonstrate an understanding of the events and practices that celebrate and exemplify fundamental values, symbols and principles of American democracy.</p>	<p>3.5a name in writing at least 3 rights guaranteed under the Bill of Rights (grades 4 & 5).</p> <p>3.5b develop a survey to be answered by adults about their perceptions of various rights in the Bill of Rights (grades 4 & 5).</p> <p>3.5c reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).</p>
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<p>3.6 Describe and assess the contributions made by important figures who exemplified values, practices and principles of American Democracy.</p>	<p>3.6a reconstruct orally or in writing the literal meaning of historical passage in a text or trade book by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed (grades 4 & 5).</p> <p>3.6b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p>
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Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>4.1 Identify the social economic effects of environmental changes and crises on communities.</p>	<p><i>The student will be able to:</i></p> <p>4.1a using a productive thinking lesson list the effects of environmental changes and problems on the world. Then, in writing, list 3 concrete steps people, business and government can do to solve the problems (grades 4 & 5).</p>

<p>4.2 Explain how the scarcity of resources (human, capital, technological and natural) requires an economic system to decide how goods and services get made and distributed.</p>	<p>4.2a define in writing the following terms: economy, business, business cycle, industry, strike, capital, capitalism, labor, supply and demand, profit and any others that may be appropriate (grade 5).</p>
<p>4.3 Explain and offer examples of things we believe to be important influences on how goods are made,</p>	<p>4.3a list the causes of the Industrial Revolution and the effect each had on the country (grade 5). bought, sold and used in our economic system.</p> <p>4.3b decide what problems or "pet peeves" you run across each day and how it might be solved by a new invention (draw or design your invention with labels) (grade 5).</p> <p>4.3c in a graphic organizer, make a list of the inventions (at least 3) of the Industrial Revolution and their effect on the economy (grade 5).</p>
<p>4.4 Recognize that economic concepts such as supply and demand, prices and profits help to explain events in the community and nation.</p>	<p>4.4a in a small group develop a skit that shows what the scarcity of a product (i.e., water in a desert) can do to the value of a commodity. Students should role-play as consumers and retailers developing dialogue that will show how the supply of a product that is in demand can influence its worth. (other products can be substituted for water - tobacco, cotton, wheat, etc.) (grades 4 & 5) .</p>
<p>4.5 Demonstrate an understanding of the rise of the American labor movement and the politics which reflect on the social and economic changes of time.</p>	<p>4.5a in a chart labeled problems and solutions show how workers in factories and mines tried to solve their problems (grade 5).</p> <p>4.5b conduct an interview with parents or other adults in respect to how those adults feel about unions today (grade 5).</p>

4.6 Identify some of the causes and consequences of an economic depression.	4.6a list the causes and effects of a depression on a graphic organizer (grade 5).
4.7 Recognize the economic and social changes in post-war America.	4.7a develop a problem solution chart comparing problems faced by different groups of people in America (grade 5). 4.7b write questions for the following categories: war in Korea, the space race, the cold war in Asia and Africa, and the Cuban Missile Crisis. Put them on index cards with point values and play Jeopardy-style games with the class divided into 2 teams (grade 5). 4.7c describe in writing (report or essay) the impact of the baby boom and television on the American culture (grade 5).

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.1 Identify and describe the basic features of the political system in the United States.	5.1a through historical readings and discussions compare and contrast different political systems - their ideologies structures, institutions, processes, and political cultures with that of the U.S. (could be done through the use of a chart or other graphic organizer) (grades 4 & 5). 5.1b speculate in a discussion reasons why a country needs a government (relate to family obligations, school rules and society) (grades 4 & 5). 5.1c recognize through discussion (a Talents lesson) the rights and responsibilities of a citizen and how they can participate in public life (grades 4 & 5). 5.1d conduct a mock election in the classroom choosing a class president. Students will go through the processes of nomination, campaigning, speech-making, electing, etc. (this could be done in conjunction with a student council election). (grades 4 & 5).

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- 5.2** Demonstrate an understanding of the basic features of the economic system in the United States.
- 5.2a draw upon visual and mathematical data presented in graphs, charts, tables, pie graphs, bar graphs, Venn diagrams, and other graphic organizers to compare basic economic systems and how they deal with demand, supply, prices, role of government, banks, labor, capital, etc. (grades 4 & 5).
- 5.2b in a small group develop a skit that shows what the scarcity of a product (i.e., water in a desert) can do to the value of a commodity. Students should role-play as consumers and retailers developing dialogue that will show how the supply of a product that is in demand can influence its worth. (other products can be substituted for water - tobacco, cotton, wheat, etc.) (grades 4 & 5).
- 5.2c use any assessments from goal 4 to support this outcome.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 Define, use and apply the geographic themes of location, place, human/environmental interactions, movement and region.	6.1a on a map of the world fill in names of the continents, oceans, the equator, prime meridian, major islands, etc. (Do a similar assignment with a map of the United States) (grades 4 & 5).
6.2 Understand the use of geographic tools and resources (e.g. maps, atlases, globes, data bases, charts, etc.)	6.2a define in writing and orally in his/her own words, geographical terms such as map, map scale, sea level, legend, plateaus, etc. (grades 4 & 5).
6.3 Explain how historical events in all cultures have	6.3a draw upon data in historical maps (in texts, atlases, etc.) in

been influenced by physical and human geographic factors.

order to obtain or clarify information on the geographical setting in which the historical event occurred, its location, the distances and directions involved, the natural and man-made features of the place and the relationship of those features with the historical event occurring there (grades 4 & 5) .

6.4 Propose and evaluate alternative uses of environment and resources.

6.4a decide in a Talents lesson (productive thinking/decision-making) how the environment and its resources can be better utilized and conserved (grade 5).

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>7.1 Demonstrate understanding of the different ways people of diverse racial, religious, and ethnic groups and national origins have transmitted their beliefs, values, language, art and literature.</p> <p>7.1b describe the past through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).</p>	<p>7.1a after reading and discussing letters, diaries, etc. of immigrants (include Afro-American, etc.) list the reasons why immigrants came to America, the problems they faced and the contributions they made (This can be done on a graphic organizer or in a first person format) (grades 4 & 5).</p> <p>7.1c read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p>
<p>7.2 Compare and contrast the ways various groups, societies and cultures address similar issues.</p>	<p>none</p>

- 7.3** Demonstrate understanding of the interactions of the various groups that have come to America throughout the history of the nation.
- 7.4** Articulate the value of cultural diversity, commonalities and differences within and across groups of people.
- 7.3a research the names of prominent Afro-Americans and Hispanics. Choose one and write a newspaper biography of that person (grade 5)
- 7.3b interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).
- 7.3c present a family history through two or more generations in a picture time-line, family tree or oral presentation.
- 7.4a in an oral or written discussion compare the past and present reasons why some Americans want to limit the number of immigrants (grade 5).
- 7.4b debate the statement "Segregation left Afro-Americans out of the prosperity of 20th century America" (grade 5)
- 7.4c to describe the past through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).
- 7.4d read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).
- 7.4e after reading and discussing letters, diaries, etc. of immigrants, (inc. Afro-American) list the reasons why immigrants came to America, the problems they faced and the contributions they made. (This can be done on a graphic organizer or in a narrative first person format) (grades 4 & 5).
- 7.4f interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).
- 7.4g present a family history through two or more generations in a picture time-line, family tree or oral presentation (grades 4 & 5).

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>8.1 Demonstrate understanding of the interaction among individuals, groups, and institutions</p>	<p><i>The student will be able to:</i></p> <p>8.1a through historical readings and discussion compare and contrast different political systems - their ideologies, structures, institutions, processes and political cultures with that of the U.S. (could be done through the use of a chart or other graphic organizer) (grades 4 & 5).</p> <p>8.1b draw upon visual and mathematical data presented in graphs, charts, tables, pie graphs, bar graphs, Venn diagrams, and other graphic organizers to compare basic economic systems and how they deal with demand, supply, prices, role of government, banks, labor, capital, etc. (grades 4 & 5).</p> <p>8.1c describe the past through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).</p> <p>8.1d read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p>
<p>8.2 Describe how language, art, music, belief systems, and other cultural elements can both connect people and cause misunderstandings.</p>	<p>8.2a evidence through historical narratives that show empathy -- the ability to describe the past on its own terms through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5).</p> <p>8.2b read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5) .</p>

- 8.2c improve research and speaking skills by developing and giving a report on the culture of at least one Native American tribe of the United States (grade 5).
 - 8.2d after reading and discussing letters, diaries, etc. of immigrants, (inc. Afro-American) list the reasons why immigrants came to America, the problems they faced and the contributions they made. (This can be done on a graphic organizer or in a narrative first person format) (grades 4 & 5).
 - 8.2e interview family members or older community members to discover and share stories, songs, and celebrations that are part of their family or cultural heritage (grades 4 & 5).
 - 8.2f present a family history through two or more generations in a picture time-line, family tree or oral presentation (grades 4 & 5).
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8.3 Understand the effects of technology on the global community.

- 8.3a list 3 technologies and make a 3 column chart showing the contribution each has made to the world, a problem each has created, and the effect each will have on the future (grade 5).
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8.4 Investigate the relationship and tensions between the United States and the global community, (i.e., the economy, human rights, global warming and endangered species).

- 8.4a after reading about global problems such as the economy, human rights, global warming, endangered species, health, etc. make a prediction in writing about what might happen if the U.S. and the world did not cooperate to solve them. Alternate: Debate Pro/Con "The U.S. should solve its own problems first." (grade 5).
- 8.4b using a productive thinking lesson, list the effects of environmental changes and problems on the world. Then in writing, list 3 concrete steps people, business and government can take to solve the problems.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>9.1 Demonstrate understanding of the development of technological innovations, the major scientists and inventors associated with them and their impact on society.</p>	<p><i>The student will be able to:</i></p> <p>9.1a detect in a cause and effect relationship the advance made in industry with the developments in transportation and communication. (use a graphic organizer) (grade 5).</p> <p>9.1b describe the past through the eyes and experiences of those who were there as revealed through their literature, diaries, letters, debates, arts, artifacts and the like (grades 4 & 5) .</p> <p>9.1c list in a graphic organizer the major inventions and their creators of the time being studies (grades 4 & 5).</p>
<p>9.2 Identify controversial issues and problems in the past and analyze the perspectives and points of view of those involved.</p>	<p>9.2a in an oral or written discussion compare the past and present reasons why some Americans want to limit the number of immigrants (grade 5).</p> <p>9.2b debate the statement "Segregation left Afro-Americans out of the prosperity of 20th century America" (grade 5).</p> <p>9.2c read historical narratives and take notes on a graphic organizer about the historical context in which events unfolded and take into account the values, outlook, motives, hopes, fears, strengths and weaknesses of the people included (grades 4 & 5).</p> <p>9.2d in a diary entry explain and react to this prejudicial saying "Never to judge another until I have walked in his moccasins for two weeks" (grades 4 & 5).</p> <p>9.2e debate this statement, "Slavery in America was the greatest social injustice of all time." (grade 5).</p>

9.2f in a small group interaction evaluate the moral complexities inherent in the following topics: deciding to join the abolitionists, understanding the feelings of Japanese-Americans during W.W.II, analyzing the struggle for women's rights and civil rights, equal pay for equal work, space exploration versus social programs and the role of government in our society (grade 5).

9.3 Describe instances and examples in which science and technology have led, or could lead, to changes in social, cultural and environmental conditions.

9.3a list 3 technologies and make a 3 column chart showing the contribution each has made to the world, a problem each has created, and the effect each will have on the future (grade 5).

Grade 5

Title	Author	Genre	Publisher
Amos Fortune, Free Man	Yates	Non-fiction	Puffin
Behind Rebel Lines	Reit, Seymour	Non-fiction	Odyssey
Buffalo Hunt	Freedman, Russell	Non-fiction	Scholastic
Bull Run	Fleischman, Paul	Fiction	Harper
Children of the Wild West	Freedman, Russell	Non-fiction	Scholastic
Cowboys of the Wild West	Freedman, Russell	Non-fiction	Scholastic
Charley Skedaddle	Beatty, Patricia	Fiction	Troll
The Defenders	McGovern, Ann	Non-fiction	Scholastic
Freedom Train – Harriet Tubman	Sterling, Dorothy	Non-fiction	Scholastic
If Your Name . . . Ellis Island	Levine, Ellen	Non-fiction	Scholastic
Indian Chiefs	Freedman, Russell	Non-fiction	Scholastic
Immigrant Kids	Freedman, Russell	Non-fiction	Scholastic
Invisible Thread	Uchida, Yoshiko	Non-fiction	Beech Tree
Journey Home	Uchida, Yoshiko	Fiction	Aladdin
The Wright Brothers	Freedman, Russell	Non-fiction	Scholastic
America's Story – classroom textbook			

Resources

<i>Textbook</i>	<i>Publisher</i>	<i>Copyright</i>
Stories In Time	Harcourt Brace	1997

Grade 6

Becoming a World Power, Part I

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>1.1 explain how global happenings and events affect the United States.</p>	<p>1.1a keep a current events journal and periodically react to the events taking place globally.</p>
<p>1.2 identify and explain how political figures influence and shape public policy.</p>	<p>1.2a select a current political figure and be able to present that person’s impact on the world.</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>2.1 analyze varying interpretations of historical events and draw conclusions from given information.</p>	<p>2.1a use cooperative group presentations to represent historical happenings from different points of view.</p> <p>2.1b use current event issues and write Letters to the Editor - each student or small group can represent opposing views - this can be published in the school newsletter. Predictions of the outcomes or importance of the issues should be made and recorded to be verified later.</p> <p>2.1c role play different organizations/people/or countries - reporting on a historical/current event that has significant meaning to countries studies – Western Europe, Eastern Europe, former Soviet Union, Africa, and Middle East.</p> <p>2.1d write a journal entry from the perspective of a relevant current or historical figure - topic may vary.</p>

2.2. use critical thinking to develop sensitivities, regarding attitudes, values, and behaviors of people in various historical and/or cultural circumstances.

2.1a compare students’ lives with historical personalities.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

3.1 analyze and describe alternative systems of government and their purposes, e.g., Communism in Eastern Europe study; Apartheid in Africa unit.

3.1a diagram or chart the purposes and main points of democracies and alternative forms of government - these should be discussed, and evaluated - a unified position should establish the best points of each system.

3.1b perform a community service project to demonstrate civic responsibility. Some examples are:

1. working with Ryerson students on “Connecticut Loves to Read”
2. urban-suburban field trips.
3. visitations to a nursing home perform for the residents.

3.2 explain conditions and motivations that contribute to conflict and conflict resolution within and among nations.

3.2a interview people who have lived in different countries with different forms of governments.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), World trade and interdependence.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

4.1 explain how the scarcity of resources (natural, human, and real capital goods) requires the development of economic systems which make decisions about how goods and services are produced, distributed, and consumed.

4.1a develop a flow chart of a natural resource and its current use in the world.
 - extensions can be made by comparing present use to historical use of the resource and project future availability and use of the natural resource.

4.1b creation of a map depicting a resource (such as oil) and where it is found in the world.
 - extension - trace the route of the resource from origin to place of distribution.
 - make projection about the future use or markets.

4.1c assume the role of editor of the classified ads - develop “Help Wanted” ads according to the countries studied to reflect the resources and needs of the people.

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

5.1 describe the various forms of institutions such as governmental organizations, and explain how they develop and change over time.

5.1a create a political cartoon exaggerating an institution and its effect on people or the country.

5.2b create a Venn diagram comparing South Africa before and after Apartheid.

5.1c create a Venn diagram analyzing the fall of Communism and the development of Capitalism in the CIS and the political and economic effects.

5.2 describe how one's role, gender, and/or social status affects his/her political standing in society.

5.2a research the social structure of a country studied - make a pyramid depicting the social structure.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes

The student will know how to:

6.1 define, use, and apply the geographic themes of location, human environment interactions, movement, and region.

Sample Indicators / Assessments of Learning

The student will be able to:

6.1a create a student mapping of interdependence of resources such as oil, gas - this can be presented as a physical model or diagram of the information.
6.1b show by diagram and caption how mountains affect the ways of life in places - such as the Balkan Peninsula.

6.2 explain and apply elements of scale, symbols, and directions in the creation and use of maps.

6.2a make a physical map of a country's regions - to include scale, symbols, directional, physical features.

6.3 read, infer from, and construct visual representations of geographic information, e.g., maps, graphs, tables, computer imaging, and globes.

6.3a devise graphs - line, bar, etc. - using almanacs, atlases, encyclopedia - and project the future.
6.3b construct a climate graph - consisting of a temperature and precipitation bars for two cities in the Middle East.
- use graphs to analyze regional climates
- use written captions to accompany data and analyze data and point to trends and comparisons.
6.3c make a journal entry describing the trip along a major river of the area studied (such as the Danube) - entry should include cities and scenery, done in words or in pictorial form.

6.4 demonstrate the use of geographic tools and resources, e.g., maps, atlases, computer data bases, CD ROM's, laser discs, and other programs.

6.4a include a bibliographic reference to Internet or CD ROM.

6.5 explain the creation of man-made features.

6.7a show by diagram and caption how mountains affect the ways.

<p>Goal 7: The student will demonstrate an understanding that the diversity of people contributes to the development of the United States and the world.</p>

Learner Outcomes

The student will know how to:

7.1 describe commonalties and differences among cultures.

Sample Indicators / Assessments of Learning

The student will be able to:

- 7.1a use local or city telephone directories to discover ethnic and cultural concentrations - graph/chart restaurants - plot address to describe ethnic patterns.
- 7.1b brainstorm major world-wide cultural event and interview people of different cultural to obtain their views - these could be orally presented and discussed to see commonalties or differences.
- 7.1c create a Venn-diagram to compare two different cultures.

7.2 describe how cultural traditions, beliefs, values, and artifacts are interrelated.

- 7.2a in cooperative groups - study the dance or songs of a country to learn the traditions and values of the culture - groups can then teach the dance/song to the class through video or class presentation.
- variation - have a dance group from the countries researched - come to class to teach the dance.
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7.3 demonstrate the value of cultural diversity and cultural cohesion.

- 7.3a make ethnic maps of regions studied - such as Eastern Europe - using atlases/almanacs - list all ethnic groups and the percent

these are of the total population - representation of the information can be by line/bar/or circle graph - later the information can be transferred to a political map and shown by color shading or symbol.

- students should share information in discussion groups, and consensus can be made about which countries have the greatest diversity, and which have the greatest difficulty. Projections should be made regarding ways to satisfy all ethnic groups.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>8.1 describe how cultural elements such as language art, music, and belief systems can foster understanding among diverse groups.</p>	<p>8.1a participate in a field trip to the United Nations. -prior to the trip students should develop interview questions for leaders of countries studied (Middle Eastern, European, African) questions could focus on: - domestic issues for the country. - their contributions to global peace. - individual leaders of the United Nations</p>
<p>8.2 offer examples of the conditions and motives that contribute to conflict and conflict resolution between and among societies and nations.</p>	<p>8.2a brainstorm a variety of global issues - using the KWL method - students should develop questions to be researched - data can be presented in a RAFT format - e.g., a letter from an ecologist to a leader of a country.</p>
<p>8.3 describe and evaluate the roles of international and multinational organizations.</p>	<p>8.3a chart the countries in a unit studied and their participation in world international and multinational organizations. - chart could also include statistics representing wealth,</p>

- health, education.
- students would try to draw any relevant conclusions.

8.4 explain the relationship and tensions between national sovereignty and global interests.

8.4a become involved in a simulation - where decisions must be made about fictitious international development versus the needs of developing countries.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology, knowledge, skills, and concepts from the social studies.

Learner Outcomes

The student will know how to:

9.1 show through specific examples how science and technology have changed society's perceptions of the human and natural world.

Sample Indicators / Assessments of Learning

The student will be able to:

9.1a research an environmental hazard, such as Chernobyl, in cooperative groups to report on:

1. disaster itself.
2. results of the disaster.
3. governmental regulations imposed after the disaster.
4. alternative energy sources.

After information has been given the class can decide in what students and/or countries can do to help eliminate the hazard.

9.2 describe examples in which values, beliefs and attitudes have been influenced by new scientific and technological knowledge.

9.2a chart the positive and negative effects of man-made structures; for example, nuclear power issues such as the Aswan Dam, or life within the surrounding country. Draw conclusions whether the structure is beneficial or not to the country.

9.2b use the Internet to gather current information representing multiple posted points of view to make informed decisions about controversial issues.

R. H. Brown Trade Books

Grade 6

Title	Author	Genre	Publisher
AFRICA			
Waiting for the Rain	Gordon, Sheila	Historical Fiction	Bantam Doubleday Dell, 1987
Journey to Jo'Burg	Naidoo, Beverly	Historical Fiction	Harper Trophy, 1986
Nelson Mandela, A Biography	Hughes, Libby	Biography	MacMillan, 1992
Kaffir Boy (individual parent consent)	Mathabane, Mark	Autobiography	Penguin, 1986
Voices of South Africa	Meyer, Carolyn	Non Fiction	HBJ, 1986
MIDDLE EAST			
One More River	Banks, Lynne Reid	Historical Fiction	Avon Flare, 1992
Broken Bridge	Banks, Lynne Reid	Historical Fiction	Avon Flare, 1994
WESTERN EUROPE			
The Wolves of Willoughby Chase	Aiken, Joan	Historical Fiction	Bantam Doubleday Dell, 1962
Shadow of the Bull	Richter, Hans Peter	Historical Fiction	Puffin Books, 1987
EASTERN EUROPE			
The Endless Steppe	Hautzig, Esther	Historical Fiction	Puffin Books, 1968
Zlata's Diary	Filipovic, Zlata	Autobiography	Penguin, 1994
FORMER SOVIET UNION			
Gorbachev	Sullivan, George	Biography	Simon & Schuster, 1988

Grade 7

Becoming a World Power, Part II

Goal 1: Recognize and analyze events, personalities, trends, and beliefs across time and space that shape history and culture of Connecticut, the U.S., and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 explain how global happenings and events affect the United States.</p>	<p><i>The student will be able to:</i></p> <p>1.1a label a time line beginning with 1000 A.D. and ending with 2000 A.D. Assign each group a century to report what world events they determine are the most far reaching, the groups can illustrate and provide a caption for their choices. Groups should share and report the reasons for their choices.</p> <p>1.1b write journal entries at the beginning of a unit of study - these entries should focus on the region or unit (Latin America, East Asia, Southeast Asia, etc.) - entries can be based on current events from newspapers, news broadcasts, magazines and entered according to subject matter - political, religious, social, economical, environmental. At the end of the unit, these entries should be reflected upon and discussions can be made about long reaching effects and projections for the future of the region.</p>
<p>1.2 identify and explain the role of formal and informal political actors in influencing and shaping public policy.</p>	<p>1.2b write a paper given a prompt such as, “What are the far-reaching effects of destruction of the rainforest?” The students will be able to defend their position and cite factual references to support their views. This question could also be answered in different time frames to develop an understanding and sensitivity toward people in different lands or times.</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

2.1 analyze varying interpretations of historical events and draw conclusions from given information.

2.1a use cooperative group presentations to represent historical happenings from different points of view.
(e.g., journal entries written from point of view of an American student and a Japanese student about the bombing of Pearl Harbor and/or Hiroshima).

2.2 use knowledge of facts, concepts, and methods of historic inquiry to make informed decisions about public issues and recommend actions to take.

2.2a use current event issues and write Letters to the Editor - each student or small group can represent opposing views - this can be published in the school newsletter. Predictions of the outcome or importance of the issues should be made and recorded and verified later.

2.2b use a television reporting format to role play different organizations/people/or countries - reporting on a historic/current event that has significant meaning to countries studies - (Latin America, Asia, Australia).

2.3 use critical thinking to develop sensitivities regarding attitudes, values, and behaviors of people in various historical and/or cultural circumstances.

2.3a write a journal entry from the perspective of a relevant current or historical figure - topic may vary.
- reactions to platform speeches of opposing candidates running for local or national political office.

2.3b form a panel of experts from different countries - such as Canada, United States, and Mexico and report and discuss an important current legislation and present appropriate viewpoints - topics may vary - NAFTA, environmental concerns, etc.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes

The student will know how to:

- 3.1** analyze the purposes and describe alternative systems of government.

Sample Indicators / Assessments of Learning

The student will be able to:

- 3.1a diagram or chart the purposes and main points of democracies and alternative forms of government - these should be discussed, and evaluated - a unified position should establish the best points of each system.
- 3.1b conduct mock elections.
- have students role play candidates from nomination process, campaign speeches, debate issues.
 - hold elections.
 - check with national results.
- 3.1c web or chart the rights of citizens in the United States with the corresponding responsibilities of citizens.
- students can apply the techniques and resulting discussion to formulate rights and responsibilities within their community and school community. Findings can be brought before the Student Council and school administration.
- 3.1d write a RAFT paper from the view point of a journalist covering a student demonstration (election, work strike) in a foreign country. (Cuba, China, Honduras, Guatemala) to his newspaper. Focus should be on rights of citizens, rights of journalists, resulting governmental actions.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

4.1 explain how the scarcity of resources (natural, human, and real capital goods) requires the development of economic systems which make decisions about how goods and services are produced, distributed, and consumed.

- 4.1a develop a flow chart showing the current use of a natural resource.
- extensions can be made by comparing present use to historical use of the resource and project future availability and use of the natural resource.
- 4.1b create a map depicting a resource (such as oil, tin, teak) and where it is found in the world.
- extension - trace the route of the resource from origin to place of distribution.
 - make projection about the future use or markets.

4.2 describe the role that supply and demand plays in determining what is produced and distributed in a competitive market system.

4.2a assume the role of editor of the classified ads - they will develop "Help Wanted" ads according to the countries studied these need to reflect the resources and needs of the people.

4.3 explain and illustrate how values and beliefs influence economic systems.

- 4.3a use CRISS Problem/Solution techniques to analyze the economic influences on social or current issues.
- 4.3b design a Venn diagram to compare and contrast the Japanese and American value systems - including education, work ethic, family life, cultural diversity.

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

5.1 describe the various forms of institutions such as governmental organizations, and explain how they develop and change over time.

5.1a create a political cartoon exaggerating an institution and its effect on people or the country.

5.1b research, in small groups, a South American or Southeast Asian country - research can be divided according to topics such as:

1. form of government before independence.
2. present form of government.
3. current political challenges facing the government.

Research can be presented as a newscast, skit, or board game.

5.2 describe how one's role, gender, and/or social status affect one's political standing in society.

5.2a research the social structure of a country studied - make a pyramid depicting the social structure.

5.2b prepare skits to depict social strata in countries.

5.3 demonstrate how knowledge of groups and institutions work to meet individual personal needs promote the common good. e.g., pacts, unions.

5.3a develop a flow chart to illustrate needs of a people and how their governments fulfill these needs, e.g., United States, Central American and Asian countries. Findings should be shared and discussed.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

6.1 define, use, and apply the geographic themes of location, human environment interactions, movement, and region.

6.1a show by diagram how mountains affect the ways of life in places - such as Nepal, Bhutan, Chile.

6.2 explain and apply elements of scale, symbols, and directions in the creation and use of maps.

6.2a make a map of the country regions - to include scale, symbols, directional, physical features.

6.2b draw a map of each region studied depicting all necessary map elements.
 - extension - each region can be represented by special purpose maps - e.g., population/ethnic background/languages/etc. or any combination - the information should be based on current almanac or reference materials. Information can be shared orally.

6.3 read, infer from, and construct visual representations of geographic information, e.g., maps, graphs, tables, computer imaging, and globes.

6.3a devise graphs - line, bar, etc. - using almanacs, atlases, encyclopedia - to represent geographical and statistical information, use these to show and predict future trends.

6.3b construct a climate graph - consisting of a temperature and precipitation bars for two cities - one in South America and one in Asia - both at approximately the same latitude.
 - use graphs to analyze regional climates.
 - use written captions to accompany data and analyze data and point to trends and comparisons.

6.3c make a journal entry describing the trip along a major river of the area studied (such as the Mekong, Amazon) - the entry

should include cities and land - these can be done in words or in pictorial form.

- 6.3d create a mural of a region such as the Amazon or Southeast Asia depicting vegetation and land - as more work is completed - people can be added.
- 6.3e make a word map (CRISS) of the region or geographic vocabulary words - (e.g., What is it? What is it like? What are examples? What is the significance?) Classroom games can be created from these.

6.4 demonstrate the use of geographic tools and resources, e.g., maps, atlases, computer data bases, CD ROM's, laser discs, and other programs.

- 6.4a use available computer technology to construct a multimedia presentation on a cultural element of the Eastern Hemisphere - e.g., religions, indigenous people, social structures, empires, political figures, art, language, literature.
 - a rubric should be developed for assessment purposes. These presentations should be shared orally or video taped for all students to enjoy.

6.5 identify the social and economic effects of environmental changes on communities.

- 6.5a show by diagram and caption how mountains affect the ways of life in places - such as Nepal, Bhutan, Chile.
- 6.5b make two maps of Asia when studying Asia - one depicting the Mongol Empire and one the same region presently - showing countries and usage of land. Discuss the affect of physical features and geographic landforms over time.

6.6 identify and discuss current and potential uses of environments and resources.

- 6.6a extend research when studying South America to landlocked countries - gather information concerning economy, literacy, health statistics, etc. Data should be analyzed and discussions focused on the problems of these countries and the influence of the physical and political boundaries.

6.7 describe patterns of global connections and interdependence, and project likely future trends.

- 6.7a create a student mapping of interdependence of resources such as oil, gas - this can be presented as a physical model or diagram of the information.
- 6.7b make a Venn diagram comparing independence - its causes and results in South America vs. North America. Students should interpret and analyze their data and predict implications to current status of countries involved.

Goal 7: The student will demonstrate an understanding that the diversity of people contributes to the development of the United States and the world.
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Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

7.1 describe commonalities and differences among cultures.

- 7.1a use local or city telephone directories to discover ethnic and cultural concentrations - graph/chart restaurants - plot address to describe ethnic patterns.
- 7.1b create a Venn-diagram to compare two different cultures.
- 7.1c make ethnic maps of regions studied - such as Eastern Europe, Asia - using atlases/almanacs - list all ethnic groups and their proportion of the total population - representation of the information can be by line/bar/or circle graph - later the information can be transferred to a political map and shown by color shading or symbol.
 - students should share information found and discussion group consensus can be made about which countries have the greatest diversity, which have the greatest difficulty. Projections should be made regarding ways to satisfy all ethnic groups.

7.2 demonstrate the value of cultural diversity and and cultural cohesion.

- 7.2a study in cooperative groups the dance or songs of a country to understand the traditions and values of the culture -

groups can then teach the dance/song to the class through video or class presentation.

- variation - have a dance group from the countries researched come to class to teach the dance.

7.2b research ethnic concentrations within the United States, then

- students should create a cultural map depicting findings complete with captions and explanations.

7.2c research indigenous people of North America, South America, Asia, or Australia - students can write a paper or present information on a graphic organizer - to reflect data on beliefs, numbers of population, treatment within their countries, and present conditions.

7.3 show how information and experiences may be interpreted differently due to cultural diversity.

7.3a brainstorm major world-wide cultural event and interview people of different cultural to obtain their views about an important current event issues- these could be orally presented and discussed to see commonalties or differences.

7.3b study a region or country and compose a RAFT paper: the role - immigrant to the United States, audience - a friend back in the homeland, format - letter, topic - problems and successes encountered as a result of the move.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
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The student will know how to:

8.1 describe and evaluate the roles of international and multinational organizations.

The student will be able to:

8.1a participate in a field trip to the United Nations

- prior to the trip students should develop interview questions for leaders of countries studied (Latin America., Asia, Australia)
- questions could focus on:

- domestic issues for the country.
- their contributions to global peace.
- trip could include meetings with leaders.

- 8.1b chart the countries in “a” or unit studied and their participation in world international and multinational organizations.
- chart could also include statistics representing wealth, health, education.
 - students would try to draw any relevant conclusions.

8.2 explain the relationship and tensions between national sovereignty and global community.

8.2a brainstorm a variety of global issues- using the KWL method- students should develop questions to be researched - data can be presented in a RAFT format - e.g., a letter from an ecologist to a leader of a country.

8.2b investigate conflicts between special purpose groups and environmentalists. Read about loggers and environmentalists in the Pacific Northwest and the controversies surrounding the logging industry there. After reading, students can present their information in the form of role play, interview, posters or bumper stickers reflective of the different points of view.

8.3 demonstrate and understanding of universal human rights.

8.3a become involved in a simulation - where decisions must be made about fictitious international development versus the needs of developing countries.

8.3b poll community people regarding local environmental issues - students should compile, prioritize, analyze findings.

- extensions: present information to school board and try to address the need as a class/team/grade.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

9.1 show through specific examples how science and technology have changed society's perceptions of the human and natural world.

The student will be able to:

9.1a research an environmental hazard, such as Chernobyl or Millstone, in cooperative groups to report on:

1. the disaster itself
2. the results of the disaster
3. governmental regulations imposed after the disaster
4. alternative energy sources

After information has been given the class can decide in what students and/or countries can do to help eliminate the hazard.

9.1b chart the positive and negative effects of man-made structures, such as the Aswan Dam or Glen Canyon Dam, on life within the surrounding country. Draw conclusions whether the structure is beneficial or not to the country.

9.2 describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

9.2a research environmental issues when studying the Great Barrier Reef, brainstorming problems and solutions to some of the issues. Issues and concerns can be presented as letters to the Editor from the point of view of fishermen, oilmen, tourist boards, and environmentalists.

- extensions - any other special area such as Amazon or Antarctica.

R. H. Brown Trade Books - Grade 7

Title	Author	Genre	Publisher
ASIA			
China Homecoming	Fritz, Jean	Non Fiction	Putnam, 1985
SOUTH AMERICA			
Mystery of the Ancient Maya, The	Meyer, Carolyn	Non Fiction	McElderry, 1995
AUSTRALIA			
Walkabout	Marshall, James	Non Fiction	Sundance, 1959
Wandering Girl	Ward, Glenyse	Non Fiction	Fawcett Juniper, 1988

Resources

Textbook

World Geography	Boehm, Richard	New York: Glencoe, 1995
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Supplementary Text

World Geography Today	Sager, Dr. Robert J., Dr. David M. Helgren, and Dr. Saul Israel.	Austin: Holt, Rinehart, and Winston, Inc. 1992
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Periodicals

♦ The Hartford Courant	♦ Junior Scholastic
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Visual - Video

<i>Unit 1 - How Geographers Look at the World</i>	<i>Unit 4 - South Asia</i>
Map Skills	Asia, An Oriental Journey
Maps for a Changing World	Global Cultures: India
The Five Themes of Geography	India
Understanding World Geography Using Maps and	Trekking in Nepal
Using Maps to Measure Distance	<i>Unit 5 - East Asia</i>
Weather and Climate	China: A Curtain Raiser
<i>Unit 2 - The United States and Canada</i>	China and Tibet
Alaska	Exotic Far East
Alaska and Hawaii	Families of the World: Japan
Caribbean	Japan
The Southwest	No Longer Colonies: Hong Kong 1997, Macau 1999
South Dakota	People's Republic of China
Yukon Passage	
<i>Unit 3 - Latin America</i>	<i>Unit 6 - Southeast Asia</i>
Brazil	Thailand
Indians of North America: Maya	Viet Nam
Land of the Flooded Forest	<i>Unit 7 - Australia, Oceania, and Antarctica</i>
Monuments of Ancient Mexico	Australia
Nations of the World: Brazil	Australia's Improbable Animals
Nations of the World: Mexico	Exploring Antarctica
The Panama Canal	Families of the World: Australia

Grade 8

American History: Emphasis on United States Government

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.	
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Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 explain how global happenings and events affect the United States.</p>	<p><i>The student will be able to:</i></p> <p>1.1a label a time line beginning with 1000 A.D. and ending with 2000 A.D. Assign each group a century to report what world events they determine are the most far reaching, the groups can illustrate and provide a caption for their choices. Groups should share and report the reasons for their choices.</p> <p>1.1b write journal entries at the beginning of a unit of study - such as - a historical time period - Reconstruction, Industrial Era, Vietnam conflict, - entries can be based on political, religious, social, economical, or environmental happenings. These entries should reflect the thoughts, feelings, hopes, fears, and dreams of individuals of the time.</p>
<p>1.2 identify and explain how political figures have influenced and shaped public policy.</p> <p>use critical thinking to develop sensitivities regarding attitudes, values, and behaviors of people in various historical contexts.</p>	<p>1.2a assume the role of a famous American personality.</p> <ol style="list-style-type: none"> 1. present a dialogue between a famous Patriot and a Loyalist/ Union and Confederate soldier, Federalist and Anti-Federalist / Draft Dodger and Enlisted Soldier. 2. divide the class into past and present figures in American politics - such as Presidents - Washington, Lincoln, Jackson, Roosevelt, Hoover, Kennedy, Nixon, Bush, Clinton. Write and present a soliloquy about an important American issue - such as taxes, education, health. Speeches should reflect needs of the time.
<p>1.3 use critical thinking to develop sensitivities regarding attitudes, values, and behaviors of</p>	<p>1.3a create a newspaper reflective of Colonial Times in cooperative groups (using computers and newspaper</p>

people in various historical contexts.

formats). Students would be responsible for writing news accounts or colonial happenings, human interest stories, advertisements, as well as business and job opportunities of the times. Students must demonstrate historical knowledge and concept of time and space.

- 1.3b show an understanding of validating after reading several accounts of a historical happening (Boston Tea Party, Lexington and Concord, Cuban Missile Crisis), weighing evidence and checking for credibility of sources by being able to delineate the facts - who, what, where, when and the ultimate consequences of the action.

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- 1.4 demonstrate an understanding that people in different times and places view the world differently.

- 1.4a write a paper defending their position and citing historical references to support their view after giving a prompt such as, “*Should capital punishment be abolished?*” Weighing evidence and checking for credibility of sources by being able to delineate the facts – who, what, where, when and the ultimate consequences of the action.

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

- 2.1 analyze varying interpretations of historical events and draw conclusions from given information.

- 2.1a use cooperative group presentations to represent historical happenings from different points of view. (e.g., journal entries written from point of view of an American student and a Japanese student about the bombing of Pearl Harbor and/or Hiroshima/Battle of Gettysburg from a Confederate and a Union perspective/Breed’s Hill from a Patriot and Loyalist view point.)

2.2 use knowledge of facts, concepts, and methods of historical inquiry to make informed decisions actions taken on public issues.

2.2a use current event issues and write editorials - each representing a variety of views.

2.2b role play a television newscast to report on an historical event that has significant meaning to what is being studied.

2.3 use critical thinking to develop sensitivities regarding attitudes, values, and behaviors of people in various historical circumstances.

2.3a write a journal entry from the perspective of a relevant current or historical figure.

2.4 demonstrate an understanding that historical events may be interpreted in different ways.

2.4a role play as experts from different countries - such as Canada, United States, and Mexico and report and discuss an important current proposal and present appropriate viewpoints - topics may vary - NAFTA, environmental concerns, etc.

2.5 use a variety of sources of evidence and evaluation techniques to reconstruct and/or reinterpret historical events.

2.5a read historical literature taking into account historical context (values, outlook, options of time and place) and probable motives, hopes, fears, strengths and weaknesses of the people. Show understanding by script writing, illustration of chapters or collage of contextual motives.

2.5b draw upon visual literary and musical sources (photographs, poetry, folklore, popular and classical music) to further understand historical narratives. Students should show understanding by reconstructing the time period through student examples of oral, visual, or written works.

2.5c demonstrate historical perspectives by describing the past through experiences of those who were there; e.g., imagine being someone living at that time and record his/her thoughts, feelings, attitudes about the period in letters, diaries and journal entries.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

3.1 analyze and describe alternative systems of democratic government and their purposes.

The student will be able to:

- 3.1a diagram or chart the purposes and main points of democracies
- 3.1b conduct mock elections.
 - have students role play candidates from nomination process, campaign speeches, debate issues.
 - hold elections.
 - check with national results.
- 3.1c web or chart the rights and responsibilities of citizens of the United States
 - students can apply these principles to formulate rights and responsibilities within their community.
- 3.1d write a RAFT paper from the view point of a journalist covering a student demonstration (election, work strike) in a foreign country. (Cuba, China, Honduras, Guatemala) to his newspaper. Focus should be on rights of citizens, rights of journalists, resulting governmental actions.
- 3.1e in small group settings, prioritize civic responsibilities - e.g., voting, serving on a jury, paying taxes, obeying laws, serving in armed forces, etc.
- 3.1f show an understanding of the process of becoming a citizen of the United States.
 - journal entry of RAFT paper about the process.
- 3.1g take a stand on a sensitive current issue facing the American public - e.g., troops in Bosnia, Haitian or other developing nations' refugees. Debate can take place about the issue - ***Should the United States be caretakers of the world?***

3.2 interpret the ways democratic institutions balance the forces of unity and diversity against the need for order and security.

3.2a brainstorm contemporary personal responsibilities of U.S. citizens: child support, ethical behavior, accountability which takes into account the rights and interests of others. Using this list students should draft persuasive on a position either for or against one issue.

3.2b use graphics when studying United States foreign wars to illustrate motive of the opposing forces; use these charts to analyze results of the Wars.

3.2c use graphic organizers to differentiate between personal / political /economic rights of U.S. citizens and present to class.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.	
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Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	
<p>4.1 explain how the scarcity of resources (natural, human, and real capital goods) requires the development of economic systems which make decisions about how goods and services are produced, distributed, and consumed.</p>	<p><i>The student will be able to:</i></p> <p>4.1a develop a flow chart showing the current use of a natural resource in the world.</p> <ul style="list-style-type: none"> - extensions can be made by comparing present use to historical use of the resource and project future availability and use of the natural resource. <p>4.1b use CRISS graphic organizer techniques to illustrate how economic actions e.g. increased taxes, exerts influence on current issues.</p> <p>4.1c demonstrate knowledge and use of economic terms.</p>
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<p>4.2 describe the role that supply and demand plays</p>	<p>4.2a create skits to explain economic concepts such as:</p>

in determining what is produced and distributed in a competitive market system.

- supply and demand / competition / scarcity / circular flow of resources / goods / services / money payments / business cycle.

4.3 use economic concepts to help explain both historical and social issues.

- 4.3a develop a chart showing the causes and effects of the Great Depression. Use the chart to guide discussion of policies instituted by the government to promote economic change.
- 4.3b use graphic organizers to illustrate patterns of economic development of the North/South/West during the early years of the United States. Explain by essay or oral presentation the effects of this development on the lives of all the people of each region (including the Native Americans).
- 4.3c demonstrate understanding by role playing after studying the rise of the factory system and industrialization in the United States:
1. how the factory system changed the lives of men/women/children.
 2. how economic changes associated with industrialization affected gender roles.
 3. the viewpoint of owners and workers in the factory system.

4.4 describe various institutions that affect economic systems, e.g., households, businesses, banks, government agencies, labor unions, and corporations.

- 4.4a create a Stock Market prospectus. Through the acquisition of stocks, students will demonstrate an understanding of the stock market by:
1. reading the stock market in the daily newspaper.
 2. buying, keeping track, and selling stocks.
 3. charting the progress of the stocks.
 4. noting current events that may have affected prices.
 5. displaying a logo for each stock in a portfolio, maintain an accounting of transactions, and use graphs to show daily highs and lows.

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>5.1 describe the various forms of institutions such as governmental organizations, and explain how they develop and change over time.</p>	<p>5.1a create a political cartoon exaggerating an institution and its effect on people or the country.</p> <p>5.1b compare the major political systems of the mid 1700's in a research based project. Read historical documents /accounts/ letters and be able to identify characteristics of adopted in our United States Constitution.</p>

<p>5.2 demonstrate knowledge of how groups and institutions work to meet individual personal needs and promote the common good e.g., PACs, unions.</p>	<p>5.2a develop a flow chart to illustrate a need of the people and how governments fulfill the need - findings should be shared and discussed.</p>
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Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>6.1 define, use, and apply the geographic themes of location, human environment interactions,</p>	<p>6.1a make mental map of the countries regions - to include scale, symbols, directional, physical features - these can be done in a thematic map or period maps depicting United States / world historically.</p> <p>6.1b make a journal entries describing a historic trip - Lewis and Clark, Mark Twain's journal of a trip down the Mississippi or Oregon Trail - the entry should include knowledge of geographic location, climate, land, people - these can be done in words or in pictorial form.</p>

6.2 read, infer from, and construct visual representations of geographic information, e.g. maps, graphs, tables, computer imaging, and globes.

6.2a devise graphs - line, bar, etc. - using almanacs, atlases, encyclopedia - to represent geographical and statistical information.

6.2b create demographics map of the United States depicting migration of large groups into the United States.

Goal 7: The student will demonstrate an understanding that the diversity of people contributes to the development of the United States and the world.
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Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>7.1 use critical thinking to develop sensitivities regarding attitudes, values, and behaviors of people in various historical contexts.</p>	<p><i>The student will be able to:</i></p> <p>7.1a engage in a panel discussion about the influences of laws and programs on minority groups. topics may vary - English as an official language, immigration laws, etc.</p> <p>7.1b interview people of different cultural backgrounds to obtain their views. These could be orally presented and discussed to see commonalties or differences about significant historic events.</p> <p>7.1c complete a research-based inquiry by reading historical narratives, letters, diaries, documents, folklore, poetry, oral histories:</p> <ol style="list-style-type: none"> 1. a series of letters from a parent to a child focusing on life’s adventures, memoirs, future plans, hints for success. 2. a collage reflective of the hopes, fears, dreams, life adventures. 3. create a prayer reflective of the times.

7.2 demonstrate the value of cultural diversity and cultural cohesion.

- 7.2a create a Venn-diagram to compare two different cultural groups and their assimilation into the United States.
- 7.2b study the dance or songs of an immigrants to better understand the traditions and values of the culture - students may then teach the dance/song to the class through video or class presentation.
- 7.2c create a cultural map after researching ethnic concentrations within the United States
- 7.2d research Native Americans of North America, students can write a paper or present information on a graphic organizer - to reflect data on beliefs, numbers of population, treatment within their countries, and present conditions.
- 7.2e create a portfolio or photo essay of art, architecture, music of the United States reflective of cultural diversity

7.3 show how information and experiences may be interpreted differently due to cultural diversity.

- 7.3a compose a RAFT paper (after studying a region or country) - the role - immigrant to the United States, audience - a friend back in the homeland, format - letter, topic - problems and successes encountered as a result of the move.
 - this activity can be done in correlation with the study of a period in American/World History - Colonial period (Pilgrims, Dutch, German), 1800's (Irish, German, Chinese, Present-day Latin American, Southeast Asian, Haitian).
 - extension - alternative viewpoint - African American slave and his/her forced migration.
- 7.3b research a prominent foreign born American - actor, politician, business leader, religious leader. Present a soliloquy expressing his hopes, fears, successes, failures, and encounters when becoming a United States citizen.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

8.1 describe how cultural elements such as language art, music, and belief systems can both foster understanding and cause misunderstandings among groups.

The student will be able to:

- 8.1a participate in a field trip to the United Nations.
- prior to the trip students should develop interview questions for leaders of countries studied (Middle Eastern, European, African) questions could focus on:
 - domestic issues for the country.
 - their contributions to global peace.
 - trip could include meetings with leaders.
- 8.1b make a chart of the foreign countries studied and show their participation in world international and multinational organizations.
- chart could include statistics representing wealth, health, education.
- 8.1c present instances in Native American heritage which have been integrated into American culture when studying Native Americans by chart, diagram or other visual examples.

8.2 offer examples of the conditions and motives that contribute to conflict and conflict resolution between and among societies and nations.

8.2a investigate conflicts among labor, business, government, and environmentalists. Read about loggers and environmentalists in the Pacific Northwest and the controversies surrounding the logging industry there. After reading, students can present their information in the form of role play, interview, posters, or bumper stickers reflective of the different points of view.

8.3 explain the relationship and tensions between national sovereignty and global community.

8.3a brainstorm a variety of global issues -students should develop questions to be researched - data can be presented in a RAFT format.

8.3b poll community people regarding local environmental issues - students should compile, prioritize, analyze findings.

8.3c choose to research an emerging 20th century issue - such as health, security, resource allocation, environmental quality - information can be presented as a dialogue between an American and a citizen from another affected country.

8.4 demonstrate an understanding of universal human rights.

8.4a become involved in a simulation - where decisions must be made about international development versus the needs of developing countries.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology, knowledge, skills, and concepts from the Social Studies.
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Learner Outcomes	Sample Indicators / Assessments of Learning
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The student will know how to:

The student will be able to:

9.1 show through specific examples how science and technology have changed society's perceptions of the human and natural world.

9.1a research an environmental hazard, such as the Valdez oil spill or depletion of the ozone in cooperative groups to report on:

1. the disaster itself.
2. the results of the disaster.
3. governmental regulations imposed after the disaster.
4. alternative energy sources.

After information has been shared, the class can decide on what students and/or countries can do to help eliminate the hazard.

9.1b brainstorm current social and environmental issues and possible technological solutions - research the topic (e.g., nuclear testing, space exploration, computer technology, genetic testing) and using this information make suggestions to resolve the problem.

U. S. History - Grade 8

In order to promote depth and breadth of historical data as well as diversity of points of view, students are taught the curriculum through traditional textbook materials, supplemental reading, and audio-visual resources. The following outline organizes material topically; the teacher in actual delivery of information may, by efficiency and pedagogy, alter this sequence.

U.S. HISTORY COURSE OUTLINE

COLONIAL AMERICA

Life in the Colonies

- New England
- Middle Colonies
- Southern Colonies

Documents affecting colonies

- Magna Carta
- Mayflower Compact
- Toleration Act
- Fundamental Orders of Connecticut
- Puritan Codes of Conduct
- Proclamation of 1763
- Navigation Acts and Mercantile Laws
- Declaration of Rights and Grievances
- Declaration of Independence
- Proclamation of 1763
- Navigation Acts
- Grenville Acts
- Townshend Acts
- Intolerable Acts

Colonial Plan of Independence

- French and Indian War
- Albany Plan of Union
- New England Confederation
- Sons of Liberty
- Boston Tea Party
- Boston Massacre
- Continental Congress
- Declaration of Rights and Grievances
- Declaration of Independence
- American Revolution
- Treaty of Paris

A NEW GOVERNMENT

The Making of the Constitution

- 3/5ths Compromise
- Great Compromise

Plan of Government

- Article I - Legislative Branch
- Article II - Executive Branch
- Article III - Judicial Branch
- Article IV - States' Relations
- Article VI- Supremacy Clause
- Bill of Rights - Guarantees and Freedom

Growing the U.S.

Manifest Destiny
Indian Removal Policy
Florida Annexation
Mexican American War
Louisiana Purchase
Industry and Invention
Sectionalism
Civil War
Growth by Immigration

Tolerance, Diversity, and Civil Rights

Political / Ethnic groups e.g. black Americans, Native Americans, women, religious groups, Hispanic Americans, etc.
Supreme Court Decisions e.g. *Plessy vs Ferguson*, *Brown vs Board of Education*, etc.
Legislation e.g. Civil War Amendments, Civil Rights Act of 1964, Affirmative Action

TWENTIETH CENTURY

Economic Growth

Industrialization and invention
Labor movement
Progressive Era
Stock Market
Great Depression
Boom and Bust Cycling
War and Prosperity

Key Leaders and events of this century by decades after 1929

1930's, 1940's, 1950's, 1960's, 1970's, 1980's, 1990's

R. H. Brown Trade Books - Grade 8

Title	Author	Genre	Publisher
Minorities U.S.A.	Finketstein, Sandifer and Wright	Non Fiction	Globe Book, 1975
Economics and the American Free Enterprise System	Abramowitz, Adkins and Rogers	Non Fiction	Globe Book, 1988
A Young Patriot	Murphy, Jim	Historical Fiction	Clarion Books, 1966
We the People	Matz, Judith, (Ed.)	Non Fiction	Center for Civic Ed., 1988
Us and Them	Carnes, Jim	Non Fiction	Teaching Tolerance, Southern Poverty Law Center, 1995
Children of the Dust Bowl	Stanley, Jerry	Non Fiction	Crown Publishers, 1992

Resources

Textbook

America Is	Drewry and O'Connor	Glencoe, 1995
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Periodicals

The Hartford Courant

Visual - Video

20th Century

A Journey Down Route 66

A New Nation

America Grows Up

Americans Courageous

Brother Future

Capital Punishment

Capitalism

Cartoons Go to War

Causes of the Civil War

Cavaliers and Craftsmen

Cesar Chavez

Chinese Americans

Colonial America

Colt - The American Legend

In The Eyes of the Law

Independence

Irish Americans

Iroquois

Japanese Americans

Jesse Owens

John F. Kennedy Assassination

Johnny Tremain

Juvenile Law

King: Montgomery to Memphis

KKK

Martin Luther King, Jr.

Metropolitan Museum of the Hudson River and Its

Painter

Money

Narragansett

Destination America

Ellis Island, Vol. I

Ellis Island, Vol. II

Ellis Island, Vol. III

Enola Gay and the Atomic Bombing of Japan

Focus on the Last Hundred Years

Frederick Douglass

Frederick Douglass

Frederick Douglass, Abolitionist Editor

Frederick Douglass, Narrative of the Life of

Gathering Strength

General Motors Lookin' Alive

Guns and the Constitution

Hitler

Immigration and Cultural Change

The Game of Monopoly

The Golden Spike

The Grapes of Wrath

The Great Depression, Vol. I

The Great Depression, Vol. II

The Great Depression, Vol. III

The Great Depression, Vol. IV

The Hidden Army

The History and Functions of Congress

The History and Functions of the Supreme Court

The House of Dies Drear

The Joe Louis Story

The Judicial Branch of Government

The Klan

The Lewis and Clark Expedition

On the Trail of Lewis and Clark
Only the Ball was White
Opening the West
Pearl Harbor
Plymouth Plantation
Puerto Ricans
Race to Freedom
Reasonable Doubt
Red Star Rising
Remember Pearl Harbor
Roll of Thunder, Hear My Cry
Separate but Equal
Slave Ship
Smithsonian's Great Battles of the Civil War
The American Revolution
The American Revolution (part II of III)
The Atomic Café
The Battle of the Alamo
The Class of the Twentieth Century
The Constitution (six part series)
The Entrepreneurs
The Era of Colonization
The Fifties, Vol. I
The Fifties, Vol. II
The Fifties, Vol. III
The Fifties, Vol. IV
The Fifties, Vol. V
The Fifties, Vol. VI

The Opening of the American West
The Oregon Trail
The Promised land
The Red Badge of Courage
The Revolutionary War
The Roots of Democracy
The Story of Washington, D.C.
The War of 1812 Remembered
The West
Two Great Crusades
Uncle Tom's Cabin
Understanding Wall Street
War Between the States
Warring and Roaring
Washington, D.C.: An Inspiring Tour
We All Came to America
We The People
Within These Walls
Within These Walls - A Visit to the White House
Women in Prison
You, the Jury



Social Studies

Learner Outcomes
and Assessments
Grades 9 - 10

SOCIAL STUDIES COURSE OFFERINGS

Grade	Level 1	Level 2	Level 3
9		Global History I (to 1815)	Global Studies I (to 1815) Intro to the Social Studies
10	Global History II (since 1815)	Global History II (since 1815)	Global Studies II (since 1815)
11	A.P. / U.S. History	U.S. History	U.S. History
12	Western Civil / A.P. European History	Contemporary Issues American Government Economics Intro. to Human Behavior	Contemporary Issues Intro. to Human Behavior

NOTES:

1. State law mandates that all students earn three social studies credits, including one credit in U.S. History.
2. Global History I and II and / or Global Studies I and II are required for most ninth and tenth grade students.
3. It is recommended that students take U.S. History in their junior year.
4. It is highly recommended that all students take a social studies course during their senior year.

Level One courses are for those students who have exhibited exceptional skills in history and English, particularly in the areas of composition, literary analysis, and critical thinking.

Level Two courses are for those students who have demonstrated competence in the mastery of social studies skills, critical thinking skills, and in composition and literary analysis, including those who wish to pursue a rigorous and demanding college bound program of study.

Level Three courses are designed for students who need to improve their mastery of reading, writing and thinking skills, and who need to enhance their ability to comprehend the abstract cause and effect relationships that exist in the study of the social sciences, yet wish to pursue an academic program in preparation for college, to enter a technical field or the business world.

GLOBAL HISTORY I (TO 1815)
Grade 9--Level 2

Level 2--course description

Global History is the first part of a two-year sequence recommended for the student who exhibits competence in history, composition, literary analysis, critical thinking, and research skills. This course covers the progress of civilization from primitive people to the early nineteenth century. Units of study include ancient civilizations of Africa, Asia, and Europe; classical Greece and Rome; the European Middle Ages; the empires of Africa, the Americas, and Asia; and Europe from the Renaissance through Napoleon. Emphasis will be placed on the development of research skills, critical thinking skills, reading and writing skills, and geographic concepts.

GLOBAL STUDIES I (TO 1815)
Grade 9--Level 3

Level 3--course description

Global studies includes units on prehistoric times through the early nineteenth century. The course will include the study of the civilizations of Africa, the Americas, Asia and Europe. Social studies skills will be strongly emphasized, including map skills, chart reading, and critical thinking. Study skills will also be developed. Among these will be reading comprehension, writing and how to do homework.

PURPOSE:

The purpose of this course is to give students an overview of world history from prehistory to the time of Napoleon. The aim of all activities is to increase students' appreciation and understanding of the currents and effects of history on our global community.

PRODUCT REQUIREMENTS FOR SUCCESS:

As this course progresses, students should be able to:

- read for comprehension and main ideas
- work cooperatively
- respond to questions requiring critical thought with cogent expression
- express ideas verbally
- make oral presentations
- draw connections throughout history and the modern world
- locate places studied on maps and globe
- use resources of the library media center, both print and electronic

level 2: write coherent 5-paragraph essays

write a 3 to 5 page research paper

level 3: write coherent paragraphs

write a 1 to 2 page research paper

RESOURCES:

Appropriate text books
Perry source book for level 2
Video materials--see attached list

Global History I Curriculum Outline

- I. Prehistory**
 - A. Stone Age
 - B. Early Human Development

 - II. Early Civilization**
 - A. Egypt
 - B. Sumer / Mesopotamia
 - C. Middle Eastern Empires
 - D. India
 - E. China

 - III. Greece**
 - A. The Polis
 - B. Sparta vs. Athens
 - C. Persian and Peloponnesian Wars
 - D. Alexander the Great
 - E. Culture / Lifestyle

 - IV. Rome**
 - A. Roman Republic
 - B. Roman Empire
 - C. Rise of Christianity

 - V. Major World Religions**
 - A. Judaism
 - B. Christianity
 - C. Islam
 - D. Hinduism
 - E. Buddhism

 - VI. Middle Ages**
 - A. Feudalism
 - B. Black Plague
 - C. Development of Catholic Church

 - VII. African and South American Civilizations**
 - A. Aztecs
 - B. Sub-Saharan Africa
 - C. Southern and Meso-American Cultures
-

VIII. Renaissance

- A. Roots in Italy
- B. Printing Press
- C. Decline of Feudalism

IX. Reformation

- A. Martin Luther
- B. Other Protestant Reformers
- C. Catholic Reformation

X. Exploration

- A. Major Discoveries and Discoverers
- B. Impact of Colonization

XI. Enlightenment

- A. Political Philosophy
- B. Scientific Revolution

XII. French Revolution

- A. French Class System
- B. Outbreak of Violence
- C. Reign of Terror

XIII. Napoleon

- A. Rise to Power
 - B. French Expansion
 - C. Fall and Exile
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Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 understand how people formed the first civilizations.	1.1a brainstorm uses of fire and draw pictures of its uses. 1.1b list or chart similarities and differences of pre-civilization and civilization. 1.1c design an “archeological dig” using pictures. 1.1d describe aspects of the society based on “artifacts”.
1.2 understand the origins of ethical monotheism and Judaism.	1.2a compare ethical monotheism with polytheism.
1.3 recognize the contributions of Hammurabi, Abraham, Moses and major Egyptian pharaohs.	1.3a brainstorm aspects of a people’s culture. 1.3b compare Code of Hammurabi with Code of Moses.
1.4 understand how the political innovations and cultural contributions of Greece and Rome influenced future societies in democracy, law, art and architecture, literature and philosophy, and organized athletics.	1.4a role play people in Greek society. 1.4b demonstrate benefits/drawbacks to Greek democracy. 1.4c investigate features of city, state, republic and empire. 1.4d construct model or draw diagram of architecture.
1.5 recognize the contributions of Pericles, Alexander, Julius Caesar, Augustus Caesar.	1.5a role play people in Greek society. 1.5b research important people in the history of ancient Greece and Rome. 1.5c write a <u>People</u> magazine article or newspaper article on major leaders of Greece and Rome.

1.6	understand the origin and impact of Christianity.	1.6a	research beliefs and other aspects of major extant religions as well as Greek and Roman philosophers.
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1.7	understand the origin and impact of Hinduism, Buddhism, and Confucianism.	1.7a	role play Hindu or Buddhism.
		1.7b	compare major extant religions in a chart or through a panel discussion.

1.8	gain an understanding of the cultural contributions of early India and China.	1.8a	list cultural contributions of India and China.
		1.8b	create newspaper from India or China.

1.9	understand how the Byzantine Empire preserved and protected western traditions of law and religion.	1.9a	list important events in the regional civilizations of the years 500, 1000, 1500.
		1.9b	construct a timeline comparing the different regions.

1.10	understand the origin and impact of Islam.	1.10a	list important events in the history and spread of Islam history.
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1.11	understand the cultural and scientific achievements of Muslim civilization.	1.11a	present student reports.
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1.12	understand the roles of the church and feudal society in Western Europe.	1.12a	dramatize a day in the life of different people in medieval European society.
		1.12b	compare the social classes in medieval Europe.
		1.12c	identify the impact and contributions of Benedict and Francis, Charlemagne, Popes Gregory and Innocent, William the Conqueror, Thomas Aquinas, Joan of Arc.

1.13 gain an understanding of the significant developments of the later Middle Ages, i.e., the crusades, towns and trade, development of nation states.

- 1.13a list facts about the crusades.
1.13b chart out the purposes, facts, effects of the crusades.
1.13c conduct a medieval festival.

1.14 understand the sub-Saharan civilizations of Africa and the Aztec civilizations of Meso-America in this time period.

- 1.14a list important events in the regional civilizations of the years 500, 1000, 1500.
1.14b research art of an African people and/or the Aztecs.
1.14c make artifacts of African and/or Aztec civilizations.

1.15 gain an understanding of the Renaissance, Reformation, and their importance to the development of modern society.

- 1.15a identify the impact and contributions of Petrarch, Leonardo da Vinci, Michelangelo, Martin Luther, Henry VIII.
1.15b research various individuals of the Renaissance and Reformation.
1.15c role play famous people of the Renaissance.
1.15d have a panel discussion involving figures of the Renaissance and Reformation.

1.16 understand European exploration and exploitation of new lands.

- 1.16a identify the positive or negative impact of monarchs and explorers; Columbus, Magellan, Elizabeth I.
1.16b have a panel discussion or “You Are There” program.

1.17 understand the concept of absolute monarchy.

- 1.17a learn about the life of Louis XIV of France; or investigate Peter the Great of Russia.
1.17b write a diary entry for Louis XIV or one of his courtiers.
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<p>1.18 understand the impact of the Scientific Revolution, change in scientific thought, effects on other fields.</p>	<p>1.18a list scientists and their scientific advancement. 1.18b chart comparison between pre- and post-scientific revolution.</p>
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<p>1.19 investigate the spread of and reactions to the Enlightenment.</p>	<p>1.19a hold a salon in the spirit of the Enlightenment, with students role-playing various individuals.</p>
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<p>1.20 understand the reasons for and impact of the French Revolution.</p>	<p>1.20a represent various estates in pre-revolutionary France, react to the ideas of John Locke. 1.20b draw up cahiers, list of grievances, from various estates in preparation for the meeting of the Estates General.</p>
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<p>1.21 understand the accomplishments of Napoleon and his impact on the development of Europe.</p>	<p>1.21a list the accomplishments, both domestic and international, of Napoleon Bonaparte. 1.21b write an analysis of the importance of Napoleon in history.</p>
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<p>Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.</p>

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>2.1 understand how archaeologists examine data to explain early peoples.</p>	<p><i>The student will be able to:</i></p> <p>2.1a analyze cave paintings 2.1b examine and recognize early tools 2.1c explain the importance of burial mounds 2.1d describe advancements in research techniques.</p>

2.2	trace the evolution of representative government.	2.2a	examine the tenets of Greek democracy
		2.2b	evaluate the Roman republic
		2.2c	compare and contrast Greek and Roman government in a chart.

2.3	understand the importance of the Koran in Islamic society.	2.3a	read newspaper articles about Islamic countries.
		2.3b	evaluate the role of the Koran in a particular incident.

2.4	examine the importance of the Christian church in western Europe.	2.4a	examine the meaning of the word “infidel”.
		2.4b	create posters warning of “infidels” from Christian and Islamic perspectives.
		2.4c	investigate religious and political leaders and their perspectives.
		2.4d	role play or panel discuss the characters of Martin Luther and the German princes, Henry VIII and the Pope, John Calvin, etc.

2.5	understand the role of religion in the political struggles of early modern Europe.	2.5a	identify the architecture, and music of medieval Europe.
		2.5b	list religious influences in medieval Europe throughout their art forms.

2.6	examine the impact of exploration and colonization from European and American perspectives.	2.6a	read prime sources from the explorers, priests who traveled to the New World.
		2.6b	debate the results of exploration and colonization from various perspectives.

2.7	understand the impact of science on society. who resists change.	2.7a	research scientific advances.
		2.7b	write an essay demonstrating the impact of science from one perspective, either that of a scientifically minded person or one

2.8	understand the differing perspectives on the French Revolution.	2.8a	read prime sources from people involved in the French Revolution.
		2.8b	role play in the Estates General and later Convention.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
4.1	understand the shift from the Paleolithic to Neolithic Age.	4.1a	examine hunting and gathering
		4.1b	recognize the role of language
		4.1c	chart the development of fire
		4.1d	explain the characteristics of the agricultural revolution: domestication, permanent villages, specialization.
		4.1e	brainstorm occupations needed during the Paleolithic with those of the Neolithic Age.
4.2	understand who the early civilizations of the Middle East were interdependent in trade.	4.2a	research natural resources and possessions available in each location.
		4.2b	create map indicating trade routes and products of the Middle East.
4.3	understand the importance of slave labor to classical civilizations.	4.3a	investigate farming labor used during the early Roman Republic through the Empire.
		4.3b	compare small farm of the Republic with the latifundia of Empire.
		4.3c	examine Aristotle's position on the necessity of slave labor (advanced student's project).

4.4 understand economic developments.	4.4a define manorialism. 4.4b explain the rise of towns and guilds. 4.4c investigate the development of banking. 4.4d map the location of the African gold trade. 4.4e list patterns of land ownership and jobs of each state in economic development. 4.4f chart relationships of jobs and classes. 4.4g create map or model of manor and/or medieval town. 4.4h view film on African gold trade and write evaluation of the African gold trade.
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4.5 understand the economic implications of exploration.	4.5a list wealth found in colonies, uses to which it was put. 4.5b keep royal diary on economic growth of nation.
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4.6 understand the impact of the economy on revolutions and vice versa.	4.6a list strengths and weaknesses of the various classes, i.e., France before the revolution.
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Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 learn where the earliest people and civilizations arose.	6.1a look up places, label them on map. 6.1b map out locations of earliest peoples and civilizations.

6.2	learn how geography determined the locations of the first civilizations.	6.2a	brainstorm geographical requirements of early civilizations.
		6.2b	create chart comparing river valley civilizations.

6.3	learn the importance of geography in the civilizations of Greece and Rome.	6.3a	learn the importance of geography in the civilizations of Greece and Rome.
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6.4	understand the movements of people and civilization throughout the Greco-Roman world.	6.4a	investigate trade conquests of Greece and Rome.
		6.4b	create maps of colonies, road, empires.

6.5	learn the importance of place and location to the history of Byzantium.	6.5a	watch film on fall of Byzantium and identify its major courses.
		6.5b	lists strengths of location of Constantinople.

6.6	understand the geography of medieval Europe.	6.6a	explain the static and fragmented nature of early medieval society.
		6.6b	relate the importance of kingdoms and towns
		6.6c	explain the role of universities
		6.6d	map out the crusades
		6.6e	work with Fenton overheads, “What Caused the Rise of Towns?”
		6.6f	list factors involved in rise of towns.
		6.6g	look up facts about the crusades.
		6.6h	map routes and destinations of crusades.
		6.6i	research changes in lifestyle of crusaders who went to the Middle East.
		6.6j	write a letter home or journal describing new style of life.

6.7	learn where the kingdom of Africa arose.	6.7a	research resources available on kingdoms in Africa.
		6.7b	show kingdoms on map of Africa along with natural resources that fostered them.

6.8	learn to locate the Aztec society.	6.8a	investigate Aztec locations.
		6.8b	locate Aztec civilization on a map.

6.9	learn why Italy was the birthplace of the Renaissance.	6.9a	watch the film, “The Renaissance” and identify its major characteristics.
		6.9b	describe why the Renaissance arose in Italy.

6.10	understand the spread of the Renaissance from Italy to other parts of Europe.	6.10a	show movements of Renaissance on a map of Europe.
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6.11	learn where the Reformation began.	6.11a	read about the Reformation.
		6.11b	make a map of Europe showing religions and conflicts between them.

6.12	identify where the Europeans explored and colonized.	6.12a	investigate the European explorations of the period.
		6.12b	chart the voyages of the various explorers.

6.13	locate where the major revolutions erupted.	6.13a	investigate the revolutions of the period.
		6.13b	using a political map, indicates dates and locations of the revolutions.

6.14 understand the progression of Napoleon’s empire.
classroom maps to show the growth of Napoleon’s empire.

6.14a employ historical atlases to learn Napoleon’s imperial progress.4.14b use

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 understand the migrations of early people and the formation of racial stocks.	7.1a follow early human migration from its origins in Africa. 7.1b chart this flow and racial development on the map.
7.2 understand the effects of different ethnic groups in early empires. imperial center.	7.2a research who lived in areas where the empires expanded. 7.2b students will demonstrate how the empires treated the ethnic groups they encountered through diaries or reports to the
7.3 understand the impact of the spread of Christianity and Islam on the world.	7.3a use the Bible to show what peoples Christianity spread to in its earliest days. 7.3b write diary entries, using the voice of a companion to Paul. 7.3c research the spread of Islam through the world. 7.3d use the voice of a Muslim to recount tales of the peoples encountered while spreading the faith.

7.4 understand the interaction among peoples caused by the crusades.

7.4a read crusader diaries.

7.4b list changes in lifestyle that occurred with the spread of Europeans into the Middle East through the crusades.

7.5 understand the impact of European exploration on the peoples of Africa and the Americas.

7.5a read explorers' and missionaries' accounts of early days of exploration.

7.5b write diaries or hold discussion from European and/or indigenous perspectives.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
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The student will know how to:

The student will be able to:

8.1 examine the role of cultural diffusion through migration, conquest, trade and the written word.

8.1a (See sample indicators 1 through 7)

VIDEOS FOR GLOBAL HISTORY 1 - GRADE 9

UNIT 1: Prehistory and the Rise of Early Civilization

Ancient Mesopotamia	goals 1, 4, 6, 7
Egypt: Gift of the Nile	goals 1, 4, 6, 7
The Seven Wonders of the Ancient World	goal 1
Ancient Egypt	goals 1, 4
Egypt: Quest for Eternity	goals 1, 2
Egypt: Life under the Pharaohs	goals 1, 4
Heritage of the Pharaohs	goal 1
Ancient Iraq: Stairway to the Gods	goals 1, 2, 6, 7
Ancient Iran: Landmarks in the Desert	goals 1, 2, 6, 7
Ancient Pakistan: Mound of the Dead	goals 1, 2, 4, 6, 7, 8

UNIT II: Greece and Rome India and China

Biography of Julius Caesar	goals 1, 2
History of Roman Civilization	goal 1
Republic	goals 1, 6
Empire	goals 1, 6, 8
Culture	goals 1, 6, 7
Rise of Rome	goals 1, 4
Renaissance (Roman)	goals 1, 7
Roman Empire	goal 1
Fall of Rome, 200-460 AD	goals 1, 4
Rise and Decline of Roman Empire	goals 1, 2
Ancient Rome	goal 1
Ancient Rome: an Overview	goals 1, 6, 7
Lifestyle and Customs	goal 1
The Romans: Life, Laughter and Law	goals 1, 2, 6, 7
Our Heritage from Ancient Rome	goals 1, 6, 7
Greek and Roman Sports	goals 1, 7, 8
Our Heritage from Ancient Greece	goals 1, 6, 7
The Greeks in Search of Meaning	goals 1, 2, 7
Greek Civilization: Crete and Mycenae	goals 1, 2, 6, 8
End of Ancient World 100-600	goals 1, 4, 6
World Religions	
Judaism	goals 1, 2, 6, 7
Christianity	goals 1, 2, 6, 7
Hinduism	goals 1, 2, 6, 7
Buddhism	goals 1, 2, 6, 7

Video Disks:

World History	goal 1
Western Civilization	goal 1
Louvre 2, 3-Antiquities	goal 1

UNIT III: Byzantine/ Slavs Islam Medieval Europe Africa/ Aztecs

The Middle Ages	goal 1
Peasants Revolt	goal 1
Castles, Towns, Churches	goals 1, 8
Medieval England: the Peasants Revolt	goals 1, 2
The Fall of Byzantium 1453	goals 1, 6
Islam 600-1200	goals 1, 6, 7
Africa: Caravans of Gold	goals 1, 4, 6, 7
Africa: Kings and Cities	goals 1, 4, 6
Black Death: Time Line	goal 1
Grenada: Time Line	goal 1
Vikings: Time Line	goal 1
Charlemagne: Holy Barbarian	goals 1, 2
The Crusades: Saints and Sinners	goals 1, 2, 6, 8
Rise of Towns	goals 1, 4, 6, 7, 8
The Middle Ages: Church and State (SFS)	goals 1, 4, 7
World Religions: Islam	goals 1, 2, 6, 7
Video Disks:	
World History	goal 1
Western Civilization	goal 1
Louvre 2, 3-Antiquities	goal 1

UNIT IV: Renaissance, Reformation, Exploration, Royal Power and Conflict

The Renaissance	goals 1, 4, 6, 7, 8
The Reformation	goals 1, 2, 6, 7, 8
Elizabeth: the Queen who Shaped an Age	goals 1, 4, 8
A Matter of Conscience Henry VII and Thomas More	goals 1, 2
Michelangelo and His Art	goal 1
Leonardo da Vinci and His Art	goal 1
Galileo: the Challenge of Reason	goals 1, 2
Age of Discovery	goals 1, 2, 4, 6, 7
Machiavelli	goal 1
Age of Absolute Monarchs	goals 1, 7
Video Disks:	
World History	goal 1
Western Civilization	goal 1
Louvre 2, 3-Antiquities	goal 1

UNIT V: Scientific Revolution and French Revolution

Rise of Nations in Europe	goals 1, 4
Absolute Monarchs in Europe	goals 1, 7
The Age of Revolutions, 1776-1848	goals 1, 7, 8
French Revolution: The Terror	goal 1
French Revolution: The Bastille	goal 1
The French Revolution	goals 1, 8
Napoleon, Rise and Fall (SFS)	goals 1, 2, 6
Napoleon: The End of a Dictator	goal 1
Age of Enlightenment	goals 1, 2, 7, 8

Video Disks:

World History	goal 1
Western Civilization	goal 1
Louvre 2, 3-Antiquities	goal 1

GLOBAL HISTORY II (FROM 1815)
Grade 10 - level 1

This course, designed to follow Global History I (to 1815), completes a two-year study of civilization. Emphasis is placed on the political, economic and cultural developments from 1815 to the present. In addition to the study of Western societies, significant emphasis will be placed on the non-Western world. Units of study include the Industrial Revolution, nation building, imperialism, the World Wars and totalitarian societies, and the post-World War II world. Research, critical thinking, writing, oral participation, prime source reading, and study skills will be developed. A summer assignment will be required. Students who exhibit a seriousness of purpose, a positive attitude towards education, and high academic potential are encouraged to elect this course.

GLOBAL STUDIES (FROM 1815)
Grade 10 - level 2

This course, designed to follow Global History I (to 1815), completes a two-year study of civilization. Emphasis is placed on the political, economic and cultural developments from 1815 to the present. In addition to the study of Western societies, significant emphasis will be placed on the non-Western world. Units of study include the Industrial Revolution, nation building, imperialism, the World Wars and totalitarian societies, and the post-World War II world. The development of research, critical thinking, writing, speaking, and study skills will be emphasized.

GLOBAL STUDIES (FROM 1815)
Grade 10 - level 3

This course, designed to follow Global Studies I (to 1815), completes a two-year study of civilization. Emphasis is placed on the political, economic, and cultural developments from 1815 to the present. In addition to the study of Western societies, significant emphasis will be placed on the non-Western world. Social Studies skills will be stressed strongly, including map and chart skills, reading comprehension, writing, study skills, and critical thinking.

PURPOSE:

The purpose of this course is to give students an overview of world history and society from 1815 to the present. The aim of all activities is to increase students' appreciation and understanding of the currents and effects of history on our global community.

PRODUCT REQUIREMENTS FOR SUCCESS:

As this course progresses, students should be able to:

- read for comprehension and main ideas
- work cooperatively
- respond to questions requiring critical thought with cogent expression
- express ideas verbally
- make oral presentations
- draw connections throughout history and the modern world
- locate places studied on maps and globe
- use resources of the library media center, both print and electronic
- write coherent 5-paragraph essays
- level 1: write three 5 to 7 page research or other papers
- level 2: write two 3 to 5 page research papers
- level 3: write at least one 1 to 2 page research paper

RESOURCES:

Appropriate text books

Source book for level 1

Video materials--see attached list

Global History II Curriculum Outline

I. Industrial Revolution

- A. British Leadership
- B. Working and Living Conditions
- C. Industrial Economics and Politics

II. Nationbuilding

- A. Unification of Germany
- B. Reform in England
- C. European Empires

III. Imperialism

- A. Imperialistic Interests
- B. Colonization of Africa, India, and China

IV. World Wars and Totalitarian Societies

- A. World War I
- B. Russian Revolution
- C. Treaty of Versailles
- D. Fascism in Italy and Germany
- E. World War II/Holocaust

V. Post World War II World

- A. Cold War
 - B. United Nations
 - C. Middle East (Arab/Israeli Conflict)
 - D. Communist Revolution in China
 - E. Independence of Colonial States
 - F. Collapse of Communism
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Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 understand the rise of industry. <ul style="list-style-type: none"> i. demographic changes ii. middle/working class iii. transportation and communication iv. political participation 	1.1a create maps of cities, resources, roads in Europe. 1.1b create graphs of population growth. 1.1c role play - committee investigating problems of working class. 1.1d create charts, diagrams, or timeline of inventions and inventors.

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 understand new economic and political theories.	2.1a have panel discussions about capitalists, socialists, and communists.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
4.1 understand different economic systems.	4.1a role play: entrepreneurs, workers, land owners.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 understand the interconnection of resources and cities.	6.1a complete a map exercise for resources, industrial cities, and transportation routes. 6.1b create a comparison chart of resources in England, the Continent, and the United States.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 understand how industrial development caused the pace of life and change to accelerate.	9.1a create a time line or web of inventions 9.1b report on inventions using computer technology.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
1.1	understand the role of nationalism and liberalism in the Revolutions of 1848.	1.1a	compose a letter to the editor posing as a nationalist or liberal reacting to the failure of the revolution in 1848.
1.2	understand the role of Bismarck in the unification of Germany.	1.2a	participate in panel discussions. Students will evaluate methods from a modern leader's point of view, a 19 th century liberal, and a 19 th century nationalist point of view.

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
2.1	analyze the growth of democracy and the influence of socialism in the 19 th century Great Britain.	2.1a	participate in a debate about people's rights involving Disraeli, Gladstone, union leader, Emmeline Pankhurst, Karl Marx, banker, Irish nationalist.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 understand imperialism as an outgrowth of industrialization and nation building.	1.1a complete maps of resources of Africa and Asia 1.1b write student reports, panel discussion of European motive in Imperialism.

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 understand that the European perspectives often clashed with the subject people in Asia and Africa.	2.1a debate or hold a panel discussion about the value of the “White Man’s Burden” from European missionary, explorer, Mary Kingsley, factory owner, government official, Chinese emperor, African king.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
4.1 understand the impact of western economic dominance in subject areas.	4.1a write a letter to the editor from various points of view reacting to imperialism.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 understand the role of location, human and environmental interaction in imperialism.	6.1a create journals tracing the movement of different people in Africa and Asia during the second half of 19 th century. 6.1b complete map exercise of resources and physical features in Africa and Asia.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
8.1 understand the role of trade/culture in Imperialism.	8.1a complete a webbing exercise: connecting resources to products. 8.1b create student collages of cultural influences from Africa and Asia.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 analyze different perspectives of imperialism.	9.1a form cooperative learning groups: after reading and viewing a variety of resources, students will discuss and chart out pros and cons of imperialism from a 20 th century perspective. Then they will write a letter in which they take a stand on the idea of the “White Man’s Burden”.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 identify forces pushing the world towards war.	1.1a list the long range and short term causes of World Wars I and II.
1.2 important people involved in World Wars I and II.	1.2a hold a panel discussion made up of major figures in the world.
1.3 describe how new technologies affected the fighting in the two world wars.	1.3a list new weapons, techniques, and results of new technology.
1.4 analyze the peace processes and results after the world wars.	1.4a hold a peace conference based on that of Versailles at the close of the Great War. 1.4b simulate the Nuremberg Trials at the close of World War II.
1.5 explain how and why totalitarian rulers seized power in Russia, Italy, Germany, and Japan.	1.5a compare and contrast in chart form the rise of totalitarianism in these nations.

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.
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Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 analyze the causes and results of World Wars I and II.	2.1a after reading different historians' judgments and primary source material to analyze the causes and/or results of war, students will

- 2.1b write letters to the editor expressing their opinions about the war.
have panel discussions about causes, results of wars based on different perspectives.

- 2.2 understand the variety of interpretation about totalitarian rulers.
2.2a have panel discussion from different perspectives for and against totalitarianism.

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

- 4.1 understand the economic causes and results of the wars.
4.1a chart out the economic causes and results of the wars.
4.1b graph the costs of the wars in terms of men and money.

- 4.2 explain the economic effect of Soviet communism, Italian and German fascism, and Japanese militarism.
4.2a analyze statistics about resources, production and production in these societies.

Goal 6: The student will understand and apply five themes of geography: location, place, human/environmental interaction, movement and region.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

- 6.1 know the locations and movement of the fighting
6.1a map out the fronts, the alliances, and movement of troops.

in the wars.

6.2	understand changes in political geography effected by the wars.	6.2a	create maps comparing before and after the wars.
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6.3	understand the expansion undertaken by totalitarian states.	6.3a	create maps that show empire building by these nations.
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Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
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The student will know how to:

The student will be able to:

7.1	understand the global nature of World Wars I and II.	7.1a	chart out the opposing sides in the war, looking at people from all parts of the world.
		7.1b	conduct interviews with women about their roles in World War II.

7.2	understand the use of terror and intimidation against targeted groups in totalitarian societies.	7.2a	write book reviews or present reports about victims of and/or rescuers from totalitarian violence.
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Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
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The student will know how to:

The student will be able to:

8.1	explain how the wars became total, involving all people within a society.	8.1a	write diary entries from different perspectives.
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8.1b [See indicators from Goal 7]

8.2 explain the impact of prejudice, discrimination and stereotyping on the global community. 8.2a tell stories from a variety of perspectives.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

9.1 understand the debate involving the rationale for employing the atomic bomb.

9.1a cite different reasons for and against using the bomb, relying on the latest scholarship.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes:		Sample Indicators / Assessments of Learning:	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
1.1	describe the origins and happenings of the Cold War.	1.1a	create timeline of major events in the Cold War.
1.2	explain why European overseas empires crumbled after World War II.	1.2a	make charts comparing the newly independent nations.
		1.2b	examine roles played by key individuals and groups in newly independent and developing nations. (For example, Mao Zedong, Mau-mau, Gandhi, PLO, ANC with Nelson Mandela, Zionists, Ayatollah Khomeini, Ho Chi Minh, Fidel Castro, Golda Meier, Indira Gandhi, Benazir Bhutto, Rigoberto Menchu, Mother Theresa.)
1.3	explain why newly independent nations had problems building stable governments.	1.3a	have a panel discussion, with participants from the new nations as well as from the nations that had held them.

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.
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Learner Outcomes:		Sample Indicators / Assessments of Learning:	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
2.1	understand that there are many ideologies and	2.1a	compare the geopolitical viewpoints of First, Second, and

viewpoints in the post World War II world.

Third World peoples during the Cold War.

2.2	identify and explain a different world view in the non-Western world.	2.2a	give student reports on Castro's takeover of Cuba, Gandhi's strategies in India, Mao's Communist takeover of China, Ayatollah Khomeini's Islamic revolution in Iran, the creation of the state of Isreal, independence movements in Africa, etc.
2.3	identify and explain conflicts caused by sex roles and ethnicity in the developing world.	2.3a	role play traditional and modern women in the Middle East, China, India, and/or Latin America.
		2.3b	Panel discussion by members of various ethnic groups in a region.
2.4	identify the roles of the United Nations and NGOs (non-governmental organizations) regarding global issues.	2.4a	hold mock U.N. sessions.
		2.4b	present reports or papers about the status of human rights around the world.
2.5	understand the impact of information available only after the end of Soviet censorship.	2.4c	students will compare and contrast histories written before and after the onset of glasnost and perestroika.

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

4.1 explain how today's world is divided along

4.1a compare statistical data of developing and developed nations.

economic lines.

- 4.2 explain the impact of the arms race on the world. 4.2a chart progress of nuclear armament and then disarmament.

Goal 6 The student will understand and apply five themes of geography: location, place, human/environmental interaction, movement and region.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

- 6.1 explain how the geography of developing nations limits their economic progress 6.1a map out resources, population density, life expectancy, infant mortality, literacy, etc. of the developing nations.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

- 7.1 explain how the break up of European empires led to more culturally diverse nations in Europe and North America. 7.1a create maps showing movement of post-colonial peoples. 7.1b role play contributions of minority groups within the United States.

- 7.2 show impact of women's movement on world society. 7.2a interview women about changes in their lives and roles.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know how to:</i>	<i>The student will be able to:</i>
8.1 understand connections between the environment and economic issues.	8.1a chart our demographic changes.
	8.1b list causes and effects of multinational corporations, rising urbanization, increasing population, exploitation of resources on the environment.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 explain how technology has helped shape a global culture.	9.1a list forms of technology and their impacts on global interdependence.
	9.1b communicate with people around the world on the Internet
	9.1c read international newspapers and reports on the Internet.



Social Studies

Learner Outcomes
and Assessments
Grade 11

DHHS

United States History - Grade 11

Course Titles: Advanced Placement U.S. History - Level 1
 United States History - Level 2
 United States History - Level 3

Advanced Placement U.S. History - Level 1

Description of Course

This course will provide the student with an in-depth study of U.S. History. Emphasis will be placed on the development of writing, critical thinking, and research skills. Original source documents will be examined, and extensive reading in economic, cultural, intellectual, and political history will be assigned. A summer assignment is required.

United States History - Level 2

Description of Course

This course is designed for the college-bound student who does not wish to study U.S. History in the depth required in the Level 1 offering. The course will take a chronological approach and will examine the cause and effect relationships that exist in history. There will be research assignments.

United States History - Level 3

Description of Course

This course will present a chronological overview of U.S. History from the Age of Exploration to modern times. The development of study skills will be emphasized, including reading comprehension, writing, critical thinking, speaking, and doing homework.

Purpose

The purpose of this course is to give students an overview of the history of the United States from pre-colonial times to the recent day.

Product Requirements for Success

Students should be able to:

- Read for comprehension and main ideas
- Work cooperatively
- Respond effectively to questions requiring critical thought
- Express ideas verbally
- Make oral presentations
- Draw connections throughout history and the modern world
- Identify on a map location of areas studied
- Use library media center resources
- Write coherent 5 paragraph essay
- Produce research papers

Level I - Write one 10 - 13 page research paper

Level II - Write two 4 - 6 page research papers

Level III - Write at least one 2 page research paper

Resources

Appropriate textbooks

Video materials

U.S. HISTORY OUTLINE

Colonial Era

Revolutionary Era

American Revolution
The Constitution

Federalist Era

uniqueness of Washington as 1st President
Hamilton's Financial Plan/Bank
establishment of Isolationism
origin of political parties/ contrast Hamilton & Jefferson
election of 1800-peaceful transition

The "Republicans"

Jefferson-strict to loose
Marbury v. Madison
Louisiana Purchase
War of 1812 / sense of nationalism - sectionalism
Monroe Doctrine
Marshall Court & Nationalism
Clay's American System

Jacksonian Era

Increase in Democracy - Spoils System
Indian Policy
Nullification - Tariff
Bank of U.S.
Contrast with Clay
Jacksonian Social Reform movement
antislavery movement
flourishing of American Culture

Westward Expansion

Manifest Destiny
Annexation of Texas
Mexican American War - Mexican Cession
Oregon Acquisition
Reemergence of Slavery Issue
Gold Rush

Sectionalism

Industrialism in North - plight of factory workers
Slavery in the South / King Cotton
Agricultural interests in the West
Issues of tariffs, transportation and federal land prices

Roots of the Civil War

- Compromise of 1820/ Missouri Compromise
- Compromise of 1850
- Kansas & Nebraska Act/ Bleeding Kansas
- Emergence of modern Republican Party/ Lincoln
- Dred Scott Decision
- Lincoln - Douglas Debates
- Catalysts: John Brown, Sumner - Brooks Affair, UncleTom's Cabin
- Election of 1860
- Secession of the South

The Civil War

- Comparison to Revolutionary War
- Contrast of North and South resources
- North's & South's Strategies in the War
- Battles & significance: Bull Run, Antietum, Gettysburg, Vicksburg
- Campaign of Sherman/ March to the Sea
- Life of the Soldiers in the Civil War
- Emancipation Proclamation
- Lincoln as President & Commander in Chief

Reconstruction

- Contrasting views on Reconstruction
- Impeachment of A. Johnson
- Military Reconstruction
- Carpetbaggers, freed slaves & KKK in Southern life
- End of Military Reconstruction return to "Home Rule"
- Jim Crow Laws
- Plessy v. Ferguson
- Response to Segregation: W.E.B. DuBois, Marcus Garvey, & B. T. Washington

Trans-Mississippi Westward Expansion

- Turner's Hypothesis
- Waves of settlement: Gold Rush, Transcontinental RR, Destruction of Plains Indians, Cattle Kingdom, Sod Farmers
- Change in nature & status of farmers

Big Business & Industry

- Causes of industrial growth
- Consolidation of RR
- Growth & advantages of the corporation & monopolies
- Contrast of Carnegie & Rockefeller
- Philanthropy & Social Darwinism

Effects & Response to Industrialization

Growth of cities & corruption / urban reformers (Jane Addams)
"New" Immigration
Workers attempts to organize and government's response
Populist Platform
Roots of Progressivism: Populists, Muckrakers
Democratic reforms: National and state
Progressive Presidents

- trust busting
- regulation of trade
- natural resources conservation
- regulation of economy: tariff reduction , FEA, income tax
- government as an advocate for the people

Progressive Amendments

Emergence of U.S. as a World Power

Causes of Expansion & Spanish American War
(jingoism, yellow press)
Results of Spanish American War
Filipino Insurrection
Hay's Open Door Policy with China (WWII)
T.R.'s Foreign Policy: White Fleet, Roosevelt Corollary, Panama Canal & Russo - Japanese War
Dollar Diplomacy & Moral Diplomacy

WW I

Causes of the War in Europe
Reasons for U. S. involvement
rights of neutrals / Zimmerman Telegram/ Unrestricted Sub Warfare
Nature and strategy of the War
home front
Contrast 14 Points and the Treaty of Versailles
Results of WW I
Rejection of the Treaty by Senate and return of Isolationism

1920's

Nativism: KKK, Red Scare, Immigration Quotas, Sacco & Vanzetti
Election of 1920
Mellon & the Republican Trickle Down Theory
Clash of two cultures: Scopes Trail
Mass Culture
Prohibition and Bootlegging
2nd Industrial Revolution and the Automobile

The Great Depression

- Crash of the Stock Market
- Causes of the Depression
- Hoover's response to the Depression
- Election of 1932 contrast FDR & Hoover
- Keynes Demand side economics
- FDR & the New Deal
 - 100 Days/ Braintrust
 - Relief , Recovery, & Reform
 - FEMA, FDIC, AAA, WPA, TVA, SEC, SSA,
- Critics of the New Deal
- Supreme Court and the New Deal
- Dust Bowl
- Life during the 30's

WWII

- Totalitarian aggression
- U.S. policy at start of War
- Destroyer Deal & Lend Lease Act
- Pearl Harbor Attack
- Atlantic Charter
- home front
- Japanese Internment Camps
- Allied Strategy
 - Europe: "Soft Underbelly", Eastern Front/ Stalingrad , D-Day
 - Pacific: Southern Pacific - MacArthur, Central Pacific- Nimitz
- Atomis Bomb development and use
- Wartime diplomacy: Yalta, Potsdam
- Results of W.W. II - Cold War

Cold War

- Causes of the Cold War
- Truman's Policy of containment: Berlin Air Lift, Marshall Plan, Truman Doctrine, Korean War, NATO
- Eisenhower's Policy: policy on Vietnam Peaceful Coexistence, reaction to U2 & Sputnik
- Kennedy's Policy: Bay of Pigs, Berlin Wall, Cuban Missile Crisis, policy on Vietnam, Space Race
- LBJ's policy :policy on Vietnam- Gulf of Tonkin Resolution, Rolling Thunder
- Nixon's Policy: policy on Vietnam policy on Vietnamization, Peace with Honor, Detente & SALT, China Relations
- Ford's Policy: Fall of Vietnam
- Carter's Policy: SALT 2, Camp David Summit, Iranian Hostages, Afganistan Invasion
- Reagan's policy: Euromissles, Gorbachev, "Starwars"
- Bush's Policy: End of Cold War

Domestic Life since WWII

Major Cultural Changes: Conformity to Protest to Greed.....

Civil Rights

Brown v Bd. of Ed., Little Rock integration, Montgomery Bus Boycott, March on Washington, Civil Rights Acts, the "Great Society", MLK & Black Panthers, Affirmative Action women and other minorities

Cultural influences: TV, Music, Counterculture, Media, Economic issues

Industrialization to a service economy

Energy crisis

Environmental issues

The Federal Deficit

Political issues

Election of 1948, 1960, 1968

Watergate & limits to presidential power

New Federalism

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 understand the reason for European exploration of the new world.	1.1a role play - list reasons as if leaders of European nations.
1.2 articulate how the beliefs of early settlers contributed to the development of a national character.	1.2a compare and contrast list of important values in colonial times to a list of today's values.
1.3 understand the concept of the Puritan ethic in colonial times.	1.3a have a panel discussion on how the Puritan Ethic contributed to the success of the New England colonies.
1.4 understand how the French and Indian War caused a relationship between England and the colonies to deteriorate.	1.4a have a panel discussion of colonial and British expectations.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
3.1 identify reasons why the original 13 colonies were settled.	3.1a list reasons why settlers came to the New World.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to</i>
4.1 state reasons why the colonial rejection of mercantilism led to the American Revolution.	4.1a compare and contrast mercantile theory with the concepts of capitalism.
4.2 analyze the American Revolution in economic terms.	4.2a after consulting several historical interpretations, debate whether the American Revolution was simply an attempt to preserve the economic system.
4.3 consider the Civil War as an economic conflict between the industrial North and the agricultural South.	4.3a present class reports showing economic reasons for the Civil War.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 identify various ways in which the geography of Jamestown and Plymouth colonies affected the development of each.	6.1a compose journal entries as if the students were original settlers.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 illustrate various ways Native Americans had established culture and traditions before the arrival of European settlers.	7.1a chart out achievements and accomplishments of major Native American tribes before the arrival of Europeans.
7.2 understand why religious toleration emerged as an accepted principle in the colonies.	7.2a role play various characters from colonial times and debate the idea of religious toleration.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>1.1 identify the advantages the British and the colonies each possessed in the conduct of the Revolutionary War.</p>	<p>1.1a list advantages of each side.</p>
<p>1.2 understand the importance of the key battles in the Revolutionary War.</p>	<p>1.2a compose reports on the major battles of the Revolution.</p>
<p>1.3 understand how and why the representatives at the Constitutional Convention reached agreement through compromise.</p>	<p>1.3a perform a simulation of the Constitutional Convention.</p>
<p>1.4 understand the Bill of Rights: a. being necessary for the acceptance of the Constitution. b. protecting individual rights.</p>	<p>1.4a have panel discussions reflecting the various views on the Bill of Rights.</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 analyze several different interpretations of the American Revolution.	2.1a read and assess the validity of several historians interpretations of the revolution.
2.2 identify the reasons for the Federalist/Anti-Federalist dispute over ratification.	2.2a debate whether the Constitution should be ratified.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
3.1 define the four principles upon which the Constitution is based.	3.1a chart four principles with provisions from the Constitution illustrating each principle.
3.2 describe how the Constitution addresses the weaknesses of the Articles of Confederation.	3.2a list weaknesses of the Articles - for each one explain how the Constitution solved it.

3.3	define the concept of limited government and tell why the framers of the Constitution were concerned with this concept.	3.3a	have a panel discussion where students represent the various views on limited government from the Constitutional Convention.
3.4	describe the steps necessary in making a law.	3.4a	perform a simulation of Congress where students propose, debate, and vote for laws.
3.5	explain how a President is chosen.	3.5a	hold mock elections.
3.6	differentiate between substantive and procedural rights.	3.6a	in chart form, illustrate all substantive and procedural rights.
3.7	articulate the individuals responsibilities in a democratic society.	3.7a	debate - what are the responsibilities in a democratic society.

Goal 5: The student will analyze and/or compare the political and economic systems of the U.S. with those of other nations.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
5.1	distinguish between England's system of government and that of the United States.	5.1	chart out similarities and differences between the two-party system and the parliamentary system.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 identify reasons why Freedom of Thought and expression are fundamental tenets of the United States Constitution.	7.1a chart out reasons for the Bill of Rights inclusion in the Constitution.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 choose from various explanations of the American Revolution and defend it.	9.1a after consulting various sources, students will debate the various explanations for the American Revolution.
9.2 understand the limits of individual Freedom granted by the Constitution.	9.2a list limits to individual freedom in the United States.
9.3 apply Constitutional concepts to support or refute key Supreme Court decisions.	9.3a hold a mock Supreme Court trial.
9.4 understand how compromise overcame several obstacles at the Constitutional Convention.	9.4a simulate / role play the Constitutional Convention.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 understand George Washington’s presidency.</p> <ul style="list-style-type: none">a. precedents set.b. foreign policy isolation.	<p><i>The student will be able to:</i></p> <p>1.1a list achievements as First President.</p> <p>1.1b role play by writing a speech advocating isolation.</p>

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>2.1 understand Alexander Hamilton’s and Thomas Jefferson’s areas of disagreement and how they led to the establishment of political parties.</p>	<p><i>The student will be able to:</i></p> <p>2.1a simulate a session of Congress where Hamilton’s financial plan is debated.</p>

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 understand the reasons why the War of 1812 created a sense of nationalism.	1.1a hold a panel discussion on different perspectives of the War of 1812.

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 suggest reasons why Jefferson as President appeared to abandon his strict constructionist views.	2.1a compare and contrast Jefferson’s views before taking office with his actions as President.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 make critical judgments concerning a President.	9.1a after consulting various sources students will write critical essays concerning the early Presidents.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 describe why the Jackson Era led to increased democracy.	1.1a in chart form, explain ways in which the United States became more democratic.

1.2 differentiation between the various views of nullification.	1.2a debate Andrew Jackson’s view with John C. Calhoun.
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Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 differentiate between Henry Clay's American system with Andrew Jackson’s views.	2.1a in chart form, compare the actions and beliefs of Clay and Jackson.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 understand manifest destiny: <ul style="list-style-type: none"> a. reasons. b. territorial expansion impact on slavery dispute. 	1.1a map out how the U.S. expanded territory. 1.1b have a panel discussion of the impact of manifest destiny.

Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 understand the reasons for Westward Expansion.	2.1a after reading primary source material and several historians interpretations, students will write speeches concerning westward expansion.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 explain the territorial expansion of the United States.	6.1a create a map detailing the expansion of the United States and routes West. 6.1b create a diary of the life of a Frontier family.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 understand the failed attempts to resolve the slavery issue peacefully.	1.1a compose student reports on the Missouri Compromise, the 1850 Compromise, Kansas-Nebraska Act, and the Dred Scott decision.

Goal 6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
6.1 understand the expansion of internal improvements in the nineteenth century America.	6.1a map out internal improvements (i.e. roads, canals, railroads).

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 differentiate between the perspectives of the North and South of the election of 1860.	1.1a compose newspaper articles reporting on the results of the election reflecting both perspectives.

1.2 explain the importance of the major battles of the Civil War.	1.2a compose student reports on the major battles.
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Goal 2: The student will be able to understand that history is an interpretation open to different perspectives, new information, and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.7 analyze various historical interpretations of the Civil War.	2.7a hold a panel discussion of the various interpretations.

2.8 compare the Revolutionary War to the Civil War.	2.8a list similarities and differences.
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Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

9.1 articulate and defend an explanation for the Civil War.

9.1a compose a speech as if President Lincoln was explaining the need for the Civil War.

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.16 distinguish between the Andrew Johnson’s and the Radical Republican's view of reconstruction.	1.16a simulate the impeachment trial of Johnson.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 define the National Supremacy Amendments and tell how they began the long process of incorporating the former slaves into the larger society.	7.1a report on the effectiveness of the 13 th , 14 th , and 15 th amendments.
7.2 understand response of African American views of Reconstruction.	7.2a after consulting various original source materials, students will report on various African-American writers views of Reconstruction (i.e. W.E.B. DuBois, Marcus Garry, Booker T. Washington).

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.6 assess the effectiveness of reconstruction	9.6a debate various aspects of reconstruction.

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will</i>	<i>The student will be able to:</i>
2.1 understand Turner's hypothesis as a means of explaining the source of American Character.	2.1a draw a cartoon emphasizing the elements of what the American "personality" has historically been. 2.1b write a position paper on the sources of the American character.

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will</i>	<i>The student will be able to:</i>
4.1 understand the change in the status and nature of the American farmer.	4.1 compare the independent Jeffersonian farmer with the post Civil War dependent cash crop farmer on a chart.

Goal 6 The student will understand and apply five themes of geography: location place, human/environmental interaction, movement and region.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will</i>	<i>The student will be able to:</i>
6.1 understand the role of post Civil War westward settlement on the five themes of geography.	6.1a map the waves of westward settlement. 6.2a write a letter or story from a settler's or native's perspective about the trials of their life in the west. 6.3a write an monologue on the effects of settlement and expansion on Native American populations.

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will know how</i></p> <p>1.1 the growth and consolidation of RR in this era effected history.</p>	<p><i>The student will be able to:</i></p> <p>1.1a compare the growth of RR to modern improvements in transportation using a chart or timeline.</p>
<p>2.1 Carnegie & Rockerfeller consolidated the steel & oil dominate their respective industries in an essay.</p>	<p>1.2a contrast the different methods these men used to develop industries.</p> <p>1.2b chart parallels of these models of industrial organization in current society.</p>

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will know :</i></p> <p>2.1 analyze the concepts of philanthropy and Social Darwinism .</p>	<p><i>The student will be able to:</i></p> <p>2.1a evaluate in a panel discussion whether Rockerfeller and Carnegie action's were justified by the concepts of philanthropy and Social Darwinism.</p>

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how :

The student will be able to:

4.1 the nature of business changed with the growth of the corporation and monopolies

4.1a chart the advantages of the corporation over proprietorships.
4.1b identify the dangers of monopolies in an essay.

Goal 5: The student will analyze and or compare the political and economic systems of the United States and those of other nations.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

5.1 analyze the causes for post Civil War industrial growth.

5.1a evaluate whether the causes for industrial growth still exist today in a class discussion.

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will know how :</i></p> <p>1.1 industrialization affected urbanization and political corruption & reformers.</p>	<p><i>The student will be able to:</i></p> <p>1.1a graph the growth of cities & urbanization ion the era. 1.1b analyze the role industrialization played in political corruption and cite attempts to reform it in an essay.</p>
<p>1.2 industrial workers attempted to unionize.</p>	<p>1.2 prepare a chart to contrast & compare the origin of various labor unions.</p>

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will know how to:</i></p> <p>3.1 understand the contributions of the Progressive presidents.</p>	<p><i>The student will be able to:</i></p> <p>3.1a have a panel discussion on the costs and benefits then & today of: a. trust busting b. conservation c. regulation of the economy d. progressive taxation</p>
<p>3.2 understand the Progressive Amendments to the</p>	<p>3.2a evaluate whether the Progressive Amendments "solved the</p>

Constitution.

- 3.2b problems of their day in a class discussion.
propose two new modern amendments to address today's concerns.

Goal 5: The student will analyze and or compare the political and economic systems of the United States and those of other nations.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how :

The student will be able to:

5.1 understand the role of a third political party in the US.

- 5.1a list on the board the beliefs of the Populists and how they influenced the Progressives and the New Deal.
5.1b research modern day third parties and their political beliefs

Goal 6 The student will understand and apply five themes of geography: location place, human/environmental interaction, movement and region.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know:

The student will be able to:

6.1 the changing nature of immigration in the US.

- 6.1a compare/contrast maps of pre Civil war immigration to maps of where post Civil war immigration came from.
6.1b contrast the major differences in the characteristics of the immigrants to the US during this era.
6.1c write a letter as an immigrant to America to a friend or family member back Europe or Asia.

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will know the causes and results of:</i></p> <p>1.1 American Imperialism & the Spanish American War.</p>	<p><i>The student will be able to:</i></p> <p>1.1a write a newspaper article on the causes of the Spanish American War using the ideas of "jingoism" & the "yellow press".</p> <p>1.1b participate in a panel discussion on American Imperialism vs. Isolationism at the turn of the century.</p> <p>1.1c identify American acquisitions of the Spanish American War on a map or globe.</p>
<p>1.2 John Hay's Open Door Policy.</p>	<p>1.2 compare and contrast the "Open Door " with the Monroe Doctrine and project its influence on future events in an essay or class discussion.</p>

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will be able to examine :</i></p> <p>2.1 the Filipino "Insurrection" from both the American and the Filipino side.</p>	<p><i>The student will be able to:</i></p> <p>2.1a identify the reasons for each side fighting this war in an essay and evaluate whether U.S. action are consistent with its beliefs.</p>

2.2 the foreign policies of T. Roosevelt, Taft and Wilson.

2.2b evaluate which foreign policy furthered the interests of the U.S. in a way that was most consistent with its ideals.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will

The student will be able to:

3.1 determine whether the U.S. venture into Imperialism consistent with its established beliefs.

3.1a write a letter to an editor which supports or criticizes the role of the U.S. in Imperialism as it pertains to the established principles of the country

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

4.1 the motivations for and effects of Teddy Roosevelt's major foreign policy actions.

4.1a make a chart that highlights the motivations for and effects of Teddy Roosevelt's :
a. sending the Great White Fleet around the world
b. involvement in the Russo-Japanese War
c. establishing the Roosevelt Corollary
d. building the Panama Canal

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

1.1 the causes for WW I in Europe.

The student will be able to:

1.1a produce a cause and effect chart or web on the significant events which led to WW I.

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how :

4.1 the "homefront "contributed to the war effort

The student will be able to:

4.1a write a letter to a soldier as a factory worker during the war.

Goal 5: The student will analyze and or compare the political and economic systems of the United States and those of other nations.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

5.1 the historical results of WW I.

The student will be able to:

5.1a produce a radio broadcast on the war 's effect on the political systems of Europe and the U.S.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

9.1 why the U.S. entered WW I.

9.1a research the reasons for the U.S's involvement in WW I which should include :

- a. the rights of neutrals
- b. unrestricted u-boat warfare
- c. the Zimmerman Notes

and evaluate whether it should have entered the war in an essay or class discussion.

9.2 the differences between the Fourteen Points and the Treaty of Versailles.

9.2a view the differences between the Fourteen Points and the Treaty of Versailles from the perspective of a German citizen in a class discussion and determine whether Germany would have stopped fighting the war if it knew the terms of the Treaty of Versailles.

9.3 the reasons for the rejection of the Treaty of Versailles.

9.3a give a speech as a senator for or against the Treaty by the U.S. Senate.

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how :

- 1.1** the 1920's represented the clash of two very different cultures.

The student will be able to:

- 1.1a read and report on some literature of the 20's which demonstrated this clash of culture.
1.1b research and report on the Scopes Trial as it represented the clash of cultures in the 20's.

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will :

- 2.1** determine whether the widespread cultural use of the auto is on the whole a detriment or benefit to American society.

The student will be able to:

- 2.1a research the effects, costs, and benefits of the auto in American society in the 1920's and today.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know :</i>	<i>The student will be able to:</i>
<p>3.1 the candidates and the issues in the election of 1920.</p>	<p>3.1a analyze in a class discussion why the Republicans defeated the Democrats in the election of 1920.</p> <p>3.1b role play a political speech by Cox and Harding on the Treaty of Versailles and the issue of neutrality and isolationism.</p>

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know</i>	<i>The student will be able to:</i>
<p>4.1 the "trickle down theory" as presented by Andrew Mellon.</p>	<p>4.1a evaluate in a cooperative groups:</p> <ul style="list-style-type: none"> a. the effect supply side economics had on the economy in the 1920's. b. the similarities and differences between President Reagan's effort to employ supply side economics in the 1980's.
<p>4.2 the effects of "mass production" on American society</p>	<p>4.2a students will abstain from one of the following for a week and keep a journal on how it effected his/her life.</p> <ul style="list-style-type: none"> a. television or radio b. any frozen, prepared or packaged food

4.3 the role the auto had in changing the American economy.

4.3a graph production of autos and related industry in the 1920's.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how :

The student will be able to:

7.1 Nativism or "Compulsive Americanism" divided the U.S. the 20's.

7.1a evaluate in a class discussion how political cartoons of that time contributed to a sense of divisiveness among Americans.

7.1b draw a political cartoon to promote diversity in present day America.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

9.1 contrast and compare the reasons for and effects of Prohibition in the 1920's with the current drug laws.

9.1a use a chart to evaluate whether alcohol and drugs should be dealt with differently by the legal system

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will :

The student will be able to:

2.1 evaluate the effectiveness of the New Deal and determine whether it was a benefit or detriment to the U.S.

2.1a research the New Deal and the subsequent effect of it and determine in a trial atmosphere whether Roosevelt is guilty of destroying America or responsible for saving it.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate an

understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

3.1 the candidates and issues of the election of 1932. 1932 election outlining what direction.

3.1a give a campaign speech as either Hoover or Roosevelt in the the government needs to go in to solve its economic problems.

3.2 critics of the New Deal on the left and right.

3.2a in a class discussion or essay evaluate the political perspective of the critics of the New Deal from the Supreme Court to the far left.

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

4.1 the causes of the Great Depression.

4.1a participate in a panel discussion on the economic factors that led to the Depression and determine which of these factors exist in American society today by producing articles from the internet, newspapers and magazines.

4.2 Keynes' theory of demand side economics.

4.2a contrast in two diagrams the theories of demand and supply side economics and determine which best suits the economic conditions of the 1930's and or today.

Goal 6 The student will understand and apply five themes of geography: location, place, human/environmental interaction, movement and region.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how :

The student will be able to:

6.1 the economic conditions of the New Deal applied to the themes of geography.

6. 1a map the movement of people from the Dust Bowl to the west and determine how climate altered livelihoods & lifestyles.
6.1b write a letter as an "Okie" migrating west, a farmer staying on the Plains, or a hobo traveling around the country emphasizing the conditions of each life.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how to:

The student will be able to:

7.1 interview a person who lived through the depression in the 1930's.

7.1a report to the class on his/her interview focusing on how and various people managed life in America during a difficult time.

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know :</i>	<i>The student will be able to:</i>
1.1 the causes of WW II.	1.1a build a timeline of events that led Europe and eventually America into WW II.
1.2 contrast the leadership of F.D.R. & Hitler.	1.2a write a short biography citing each leader's leadership qualities.
1.3 the role wartime diplomacy played in the decisions and outcome of the war.	1.3a participate in a class discussion of the significant decisions reached at the Atlantic Charter Conference, Yalta & Potsdam.

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will :</i>	<i>The student will be able to:</i>
2.1 study the decision to drop the A-bomb.	2.1a participate in a cooperative group activity to determine if the decision to drop the A-bomb was sound militarily, diplomatically, and politically.

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

4.1 the contributions of the homefront to the war effort.

4.1a chart / graph war production in various industries.

Goal 5: The student will analyze and or compare the political and economic systems of the United States and those of other nations.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know the :

The student will be able to:

5.1 contrast in the political & economic systems of Nazi Germany, the U.S.S.R., & the U.S.A.

5.1a in cooperative groups identify and explain to the rest of the class the way people's lives varied in each society in the late 1930's by creating a daily journal of life in regular citizen of each country.

Goal 6 The student will understand and apply five themes of geography: location place, human/environmental interaction, movement and region.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how:

The student will be able to:

6.1 WW II effected political and military lines and fronts.

6.1a map out both the Axis and Allied the alliances and strategies of the war in the Pacific and European theaters of war.

6.1b fill in maps showing political borders before the war and after the war.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

7.1 various ethnic groups contributed to the war effort.

7.1a research the contributions of at least one of the following:
a. Japanese Americans
b. Native Americans
c. females
d. African Americans
and produce a written or oral report on his/her research.

7.2 interview a participant in some phase of WW II.

7.2a report to class on his/her interview or have that participant speak to the class.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know how :

The student will be able to:

9.1 WW II contributed to the causes of the Cold War.

9.1a write an essay on the role of the Atomic bomb, the delay of an invasion of "Fortress Europe" and the failure to adhere to the provisions arrived at Yalta had on the ensuing Cold War.

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

1.1 Truman's policy of containment

1.1a in cooperative groups prepare a video taped news report re-enactment of one of the following:
a. Berlin Air Lift
b. Truman Doctrine
c. Marshall Plan
d. Korean War
e. NATO's creation

1.2 significant events and leaders of the Cold War.
(this should include key points of the Space Race)

1.2a diagram and label with leaders and dates the high and low points of Soviet -American relations during the Cold War.

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

2.1 the causes of the Cold War.

2.1a cite events in a class discussion that contributed to the Cold War from both a Soviet and American perspective.

2.2 the relationship of the Bay of Pigs to the Cuban Missile Crisis

2.2a write newspaper editorials as citizens of both Cuba and the USA in regard to the actions of each country in the Bay of Pigs and the Cuban Missile Crisis.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will :

The student will be able to:

3.1 determine whether the U.S. role in Vietnam was in line with its principles.

3.1a research and keep a journal on the Vietnam War from the battle of Diem Bien Phu to the fall of Saigon in 1975.

3.2 determine the appropriateness of "McCarthyism".

3.2a write an unfounded accusation of a present popular figure, read to class and discuss whether this practice is in line with the principles of a democratic society.

Goal 5: The student will analyze and or compare the political and economic systems of the United States and those of other nations.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know

The student will be able to:

5.1 the difference in the economic systems of communism and capitalism.

5.1a role play a career in the USA & the USSR and research how the same career would function differently in each society.

Goal 6 The student will understand and apply five themes of geography: location place, human/environmental interaction, movement and region.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will be able to:

The student will be able to:

6.1 identify the enormous scope of the Cold War.

6.1a map the countries aligned with each side in the Cold War as well as those countries which remained neutral.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will :

The student will be able to:

9.1 evaluate which country is predominately responsible for the Arms Race in the Cold War.

9.1 research the introduction of new technologies in the Arms Race, build a timeline of military breakthroughs and determine in a short paper which country is most responsible for the Arms Race.

9.2 determine whether the Cold War was mostly about economic advantage of political ideology.

9.2a write an essay on your view of the main focus of the Cold War support this essay with historical evidence.

9.3 evaluate which country, if any, "won" the Cold War.

9.3a after research at the end of the unit participate in a panel discussion on what brought the Cold War to an end and which side, if any, "won".

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know how:</i>	<i>The student will be able to:</i>
<p>1.1 eras of time and decades often take on historical themes.</p>	<p>1.1a align themes like conformity, greed, and protest to eras of time in American history. This can be done through an examination of the art and literature of the eras.</p>
<p>1.2 much of the political effort after 1968 was an attempt to reduce the scope and power of the Federal government.</p>	<p>1.2a research the major presidential candidates who called for a reduced role on the part of the Federal government and report to class on how they fared in presidential elections.</p>
<p>1.3 the mass media has influenced American culture and life.</p>	<p>1.3a find music, art work, advertising, and other examples of mass culture and present an argument to class on how they influence American life.</p>

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know :</i>	<i>The student will be able to:</i>
<p>2.1 the major hurdles and accomplishments of the Civil Rights struggle in post war America for various groups (Women, African-Americans, gays...).</p>	<p>2.1a construct a timeline from the Brown v. Bd. of Ed. case through the rejection of Affirmative Action and the controversy over same sex marriages.</p>

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will know :</i></p> <p>3.1 the significance of the elections of 1948, 1960, 1968 & 1980.</p>	<p><i>The student will be able to:</i></p> <p>3.1a research the candidates and issues of these elections and in a class presentation highlight their significance.</p>
<p>3.2 the significance of the Watergate affair and its resolution.</p>	<p>3.2a in an essay determine whether Watergate was a national tragedy or a national triumph.</p>

Goal 4: The student will understand and apply basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will :</i></p> <p>4.1 evaluate the significance of each of the following:</p> <ul style="list-style-type: none"> a. transformation of us to a service economy b. energy crises c. the federal deficit 	<p><i>The student will be able to:</i></p> <p>4.1a stage a radio broadcast or in classroom newspaper report on the effect of each of the preceding on the American and perhaps world economy.</p>

Goal 5: The student will analyze and or compare the political and economic systems of the United States and those of other nations.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will :</i></p> <p>5.1 evaluate a post war president's domestic accomplishments.</p>	<p><i>The student will be able to:</i></p> <p>5.1a research a post war president and evaluate his domestic policy this evaluation can then be compared to those of famous historians.</p>

Goal 6 The student will understand and apply five themes of geography: location place, human/environmental interaction, movement and region.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will know :</i></p> <p>6.1 how the population of post war America has changed.</p>	<p><i>The student will be able to:</i></p> <p>6.1a graph population growth and map migration and immigration patterns inside of the USA.</p>
<p>6.2 ways in which the world has been adversely effected by environmental problems.</p>	<p>6.2a draw political cartoons highlighting the detrimental effects on the environment since the end of WW II.</p>

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<p><i>The student will :</i></p> <p>9.1 become familiar with the fairly recent trends in the distribution of wealth & income in the U.S.</p>	<p><i>The student will be able to:</i></p> <p>9.1a graph / chart the changing distribution of wealth in the USA since 1970 to 1990 then write a letter to the editor of a local paper on whether any action should or should not be taken by the U.S. government to alter this pattern in the distribution of wealth and income.</p>



Social Studies

Learner Outcomes
and Assessments
Grade 12

Western Civilization / A.P. European History

Grade 12

Level I

This course places attention upon understandings equivalent to those gained in a college level introductory course. The Renaissance period is studied as a transition from ancient to modern times. Eighteenth century economics, political and scientific revolutions are related to nineteenth and twentieth century problems of expansion, war and peace. The study also includes an examination of the varied cultural, diplomatic, economic, intellectual, political and social history of Europe. Emphasis will be placed on the development of writing, critical thinking and research skills. Original source documents will be examined and a variety of historical interpretations will be evaluated. A summer assignment is required. Western Civilization is an elective course for which college credit may be granted and is also a part of the University of Connecticut Cooperative Program.

Purpose

The purpose of this course is to give students an overview and appreciation of European History from 1450 to the present.

Product Requirement for Success

Students should be able to:

- Read for comprehension and main ideas
 - Work cooperatively
 - Respond effectively to questions requiring critical thought analysis
 - Express ideas verbally
 - Make oral presentations
 - Draw connections throughout history and the modern world
 - Identify on a map location of areas studied
 - Use resources of the library media center
 - Write coherent 5 paragraph essays and position papers
 - Participate in debates and panel discussions
 - Produce a major research project/oral presentation
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Western Civilization / A.P. European History Unit Outline

Unit 1	Renaissance and Reformation
Unit 2	Religious Wars and the Emergence of the Modern State
Unit 3	Age of Absolutism
Unit 4	Scientific Revolution and the Enlightenment
Unit 5	The French Revolution and Napoleon
Unit 6	The Industrial Revolution and a New Social Order
Unit 7	Europe in the Nineteenth Century and Imperialism
Unit 8	World War I and the Russian Revolution
Unit 9	Europe between the Wars and World War II
Unit 10	The Postwar World

Resources

Appropriate textbooks and other historical materials

Video Materials*

*DHHS Visual Resources

Western Civilization	laser disc
National Gallery of Art	laser disc
The Louvre	laser disc
Renaissance - 20 th century	slides
Art and the Western World	video

GOAL #1: The student will recognize and analyze events, personalities, trends, and beliefs across time and space that shape history and culture of Connecticut, the United States, and the world.
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Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

1.1	understand the developments that fashioned the Renaissance and Reformation and directed Europe towards modernity.	1.1a	research and participate in a panel discussion of the character of the Renaissance and its meaning for Western Civilization.
		1.1b	research and report on a specific topic related to the Renaissance and/or Reformation -writers, artists, ruler, a notable place, event.
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1.2	understand why it was the Europeans who engineered the Age of Discovery.	1.2a	after reading a variety of sources, analyze the motives behind European attempts to find new trade routes in small group discussion.
		1.2b	research and write a diary entry of a European explorer and his ideas and motives for exploration.
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1.3	identify and explain the factors necessary to maintain a modern state.	1.3a	using a variety of sources, contrast the successful government policies of Louis XIV, Peter the Great, and Frederick the Great with the disability of the Kingdom of Poland in the 18th century by charting the similarities and differences among several kingdoms of the times.
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1.4	explain how the Scientific Revolution promoted rational approaches that affected the modern world.	1.4a	in small groups, make diagrams or models that illustrate the effect of different scientific developments.

		1.4b	participate in a panel discussion of whether scientific advances in the 20th century have been more or less revolutionary than those of the 17th and 18th centuries.
		1.4c	write an essay about the effects of challenges on long-held beliefs.
1.5	explain how the French Revolution influenced developments in Europe.	1.5a	analyze a series of political cartoons and paintings symbolizing different perspective of Louis VXXI and write a short paper about the changing concept King during the French Revolution.
		1.5b	role play -assume the role of one of the representatives to the Convention that is meeting to decide whether Louis XVI and/or Marie Antoinette should be executed. Research and prepare a speech to be delivered in the Convention.
1.6	describe how inventions and new methods of production brought about the Industrial Revolution.	1.6a	present a short oral report about different inventions and their effect on industry (example: how power loom worked and its effect on the total process of cloth manufacturing).
		1.6b	in small groups, select and justify the most important invention or method of production that was developed during the Industrial Revolution that would be classified as revolutionary .
1.7	describe the role nationalism played in the 19th century.	1.7a	role play the arguments that surfaced at the Frankfurt assembly, appeared in Paris during the 1848 revolution, or accompanied the Chartist movement.
		1.7b	read a variety of historical sources about nationalism and compile a list of ingredients of nationalism and apply their list to the Revolution of 1848 in the Hapsburg Empire in small groups.

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| 1.8 | understand the scope and nature of imperialism. | 1.8a | write an essay in which they compare and contrast European imperialism in the 19th century with European expansion in the 16th century. |
| | | 1.8b | in small groups, analyze the factors that led to European imperialism in the late 19th century and the forms of imperial control they established in other parts of the world. |
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| 1.9 | explain how totalitarian governments came to power in Europe after World War I. | 1.9a | research and participate in a panel discussion of the conditions and patterns that enabled dictators to come to power in Russia, Germany and Italy. |
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| 1.10 | understand why western nations failed to create a stable peace after World War I. | 1.10a | research and debate on the idealism and attitude of Woodrow Wilson as causes for the failure of peace. |
| | | 1.10b | research and participate in a simulation exercise in which students assume the roles of policy advisers to various western countries. They must prepare background summaries and position analyses of critical situation for the information of national leaders. Examples could include a report on the 1931 Manchurian crisis or an interpretation of the Spanish Civil War. |
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| 1.11 | understand the implications of total war. | 1.11a | research and write short reports on a variety of topics (earlier wars, The Spanish Civil War, profiles of countries involved in World War II, statistical profile of World War II, Stalingrad, Dresden, Hiroshima, Holocaust Japanese prisoners of war, genocide of Slavs and gypsies). |
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1.12 recognize and explain the degree to which the world has adopted western traditions.	1.12a in small groups create a visual depicting the degree to which a global culture exists by categorizing terms and values as either mainstream Western or peculiar to a specific part of the world. Examples: democratic ideals, Confucianism, communism, constitution, automobile, industrialization, Swahili, national state. 1.12b write an essay in which students assess the extent to which Western ideals represent reality or a vision of the future for one of several non-Western cultures.
1.13 identify and explain the challenges Europe and the United States have faced from 1945 to the present.	1.13 a research and write position papers and be prepared to defend or attack the following statement: "The maximization of power by the world's superpowers brought them to a position of international impotence" in a class debate. 1.13b research and present oral reports updating the status of nuclear weapons proliferation, expansion of NATO, collapse of the Soviet Union, European Economic Community(EC), and other major challenges.

GOAL #2: The students will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
2.1 identify and evaluate the ideas of Renaissance and Reformation thinkers.	2.1a read a variety of sources and debate Machievelli's concept of power. 2.1b individual reports on a variety of Renaissance and Reformation thinkers such as Mirandola, Machiavelli, Alberti, Luther, Calvin, More.

2.2 understand the impact on Africa, the Americas, and Asia of European administrative policies.	2.2a	in small groups, report on the impact of an important explorer on a settlement in the Americas, an outpost in Asia, or a significant state or city in Africa.
	2.2b	research and participate in a panel discussion on the impact of the slave trade on the Americas.

2.3 describe and evaluate the goals of rulers in the Thirty Years War.	2.3a	in small groups, students assess the ideologies behind the War and the extent to which aims were frustrated or achieved after researching Gustavus Adolphus, the Habsburgs and Richelieu, and other key people who shaped the outcome of the war.
	2.3b	role play the relationship between the monarchs, aristocracy, bourgeoisie and peasants in the following states : Austria, France, Prussia and Sweden.

2.4 identify and explain important beliefs of Enlightenment writers.	2.4a	read selections of writings of Enlightenment philosophies and work in small groups to identify philosophical principles represented in their readings.
	2.4b	debate whether the philosophies were on the whole visionary idealists rather than practical reformers.

2.5 explain what role various people played in the French Revolution.	2.5a	research and participate in a mock debate among students speaking for different groups concerning the issues confronting them at one stage of the French Revolution.
	2.5b	in small groups, compile a list of <u>cahiers</u> representing different elements in French society(peasants, working class, merchants, nobles, clergy) to present to the Estates-General in 1789.

2.6	describe how the Industrial Revolution changed the social system .	2.6a	read parts of a novel of Dickens (David Copperfield, Oliver Twist) or see a video (The Piano or Emma) about 19th century life and compare their descriptions of life with those of historical records.
		2.6b	research and prepare short oral reports investigating some aspect of English mid-Victorian middle class society such as the status of women, sex mores, education of children, recreation or attitudes toward the lower class.

2.7	explain how important theories in science and philosophy challenged middle class thought and institutions in the 19th century.	2.7a	write short research papers about the impact of Darwin's theory on religious thought, George Sorrel and syndicalism, Nietze's challenge to religion, Freud's theory of the unconscious.
		2.7b	participate in a mock debate between students representing the views of Thomas Huxley and Samuel Wilburforce about Darwin's theory of evolution.

2.8	identify the conflicts between the forces of conservatives, liberals and nationalist movements in Europe during the 19th century.	2.8a	research and participate in a panel discussion comparing and contrasting the national unification movements in Germany and Italy.
		2.8b	after reading a variety of historical sources, analyze Bismarck's policies in Germany from a liberal, conservative and nationalist point of view.

2.9	explain why European nations competed in 19th century imperialism.	2.9a	analyze the motives behind imperialism with stress on the interpretations advanced by spokespersons for various special positions(economic determinations of Marx, historian John A. Hobson, poet Rudyard Kipling, explorer Mary Kingsley.
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2.9b short debate arguing the pros and cons of imperialism considering the economic, political, social and religious viewpoints of a variety of people(Kaiser William II, Queen Victoria, Lord Carnavon, Cecil Rhodes, Mary Kingsley, Sun Yat-Sen).

2.10 understand the underlying causes of World War I.

2.10a write reports on one of the significant developments in the pre-1914 world. Suggested topics: Pan-American Conference or one of the Hague Conferences, origins of the Nobel Prizes, Women's Movement in England, Andrew Carnegie's contribution to peace, role of Leo XIII's *Rerurm Novarum*, the Fabian Society, Mohandas Gandhi's early career, Theodore Herzl's organization of Zionism.

2.10b in small groups, students will discuss and analyze a variety of historical views of the causes of World War I(or results of World War I) and compare them to the textbook explanation.

2.11 understand the means modern dictators used to gain and keep control in the 1920s and 1930s in Europe.

2.11a participate in a panel discussion of the situation in Russia after World War I to explain the course of developments. Panelists will be responsible for representing the views and aims of the different factions and leaders.

2.11b read a variety of historical sources and describe the ideas and methods that laid the groundwork for Hitler's takeover and success in Germany between the wars.

2.12 understand how efforts to maintain peace failed to prevent World War II.

2.12a research and participate in a panel discussion of some question open to differing interpretations. For example, the failure of the League of Nations, the morality of appeasement, Pearl Harbor, and the wisdom of nonintervention when aggression occurs.

2.12b participate in a mock reenactment of a scene in which students must argue effectively the views of a specific leader or national representative: the League of Nations meeting considering Haile Selassie's appeal, the Munich Conference.

2.13 understand the political and economic background to the Cold War.

2.13a research and participate in a panel discussion of the origins of the Cold War using recent scholarship since the fall of the Soviet Union.

2.13b research the position of Britain, the United States and the Soviet Union at the Yalta Conference (or Potsdam Conference), and analyze the success of each country in achieving their objectives.

2.14 identify and explain the problems newly independent nations faced since 1945.

2.14a research and write reports on current developments in newly independent countries in different areas of the world.

2.14b in small groups, after reading a variety of sources about the Indochina situation since 1945 students will evaluate the "domino theory" and consider alternative policies that might have worked.

<p>GOAL #3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.</p>

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

3.1 explain how the Glorious Revolution ensured the rule of law.

3.1a chart out the evolution of Parliament from William the Conqueror through James II and assess the impact of each ruler in the development of Parliament in an essay.

3.1b research and participate in a mock trial of Charles I for treason.

3.2	identify and evaluate Enlightenment ideas on human rights and responsibilities.	3.2a	research and participate in a mock debate between Voltaire, Wollstonecraft, and Rousseau in which they explain their ideas about democracy and equality.
		3.2b	participate in an Enlightenment Salon in which they discuss today's important issues in the spirit of the philosophies.

3.3	understand the concepts of liberty, equality and fraternity defined by the French Revolution.	3.3a	research and prepare oral reports comparing the views of representative figures in the French Revolution(a noble, a moderate member of the National Assembly, Robespierre, Olympe de Gouges, Napoleon).
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3.4	identify and explain the factors that made Britain the leader in the Industrial Revolution.	3.4a	using a variety of historical resources, list the political, social, economic and geographic factors that helped to explain why Britain was a leader in the Industrial Revolution.
		3.4b	write short reports about British industry in the 19 th century(James Watt and the steam engine, early revolutionary inventions in coal and steel, George Stephenson and the Stockton-Darlington railway).

3.5	understand the role of democracy in World War I.	3.5a	in small groups, identify and evaluate the steps taken by Britain and the United States to silence critics and censor the press. Using their evaluations, students will develop arguments that can be made for and against a democratic government taking such actions in wartime.
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3.6	recognize and understand the difference between a one party state with that of a democracy.	3.6a	chart the features of a democracy and a one-party state in small groups. Use the chart to contrast the government in Britain or the U.S. with the government in Nazi Germany .
		3.6b	write essays which analyze why the lack of democratic institutions made it easier for dictators to gain power in the Soviet Union, Germany and Italy after World War I.

3.7	recognize and understand the demands for social change in western nations since 1945.	3.7a	research and small group reports on the impact of the women's movement, student demonstrations, anti-war movement, civil rights movement on western nations.
		3.7b	participate in a group discussion of the reasons for the contemporary fragmentation and uncertain direction of culture in the western countries and/or the implications of the loss of standards and norms as cultures enters the "post modern" period.

GOAL #4: The student will understand and apply the basic concepts of economics(production, distribution, consumption), world trade and interdependence.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
4.1	identify and explain the economic changes that took place during the Renaissance and Reformation.	4.1a	research and debate: The Renaissance was an economic turning point in Western Civilization.
		4.1b	prepare short oral reports identifying the economic factors that contributed to the rise of Protestantism.

4.2	to understand why the Dutch took the most successful advantage of the factors that supported the Commercial Revolution in Europe.	4.2a	using a variety of sources, in small groups compare different views of favorable conditions that allowed the Dutch to become economic giants.
		4.2b	write an essay describing the political, economic and social factors that accounted for the success of the Dutch in the 17th century.
4.3	identify and explain the reasons for the failure of the old regime to respond to socioeconomic pressure for reform in the 17th and 18th centuries.	4.3a	after researching the causes and consequences of inflation, rank the factors in order of importance and compare the impact of inflation in the 18th century with inflation today.
		4.3b	write a short research paper on an important individual(an agricultural reformer or enlightened despot) or topic (enclosure movement, aristocratic privileges, taxes, mercantilism).
4.4	identify and explain the economic ideas supported by Enlightenment thinkers.	4.4a	research one of a variety of viewpoints and assess the impact of "new economic ideas" on life in the 18th century(French peasant, urban worker, banker, physiocrat or other laissez-faire thinker) in a panel discussion.
		4.4b	write an essay in which students contrast the economic principles of mercantilism with the ideas of the physiocrats and other laissez-faire thinkers.
4.5	explain why France needed economic reform at the end of the 18th century.	4.5a	in small groups, imagine they are reporters for a French newspaper in 1788 and brainstorm a list of questions for an interview with the following people about the political and economic crisis- Turgot, Archbishop of Paris, a peasant, a noble, a merchant.
		4.5b	assume a role and write a letter to Louis XVI in which they explain why they should not be taxed .

<p>4.6 explain how advances in technology and new methods of production affected industry and society.</p>	<p>4.6a participate in a class debate on whether industrialization was primarily a method of satisfying human needs or of creating them.</p> <p>4.6b write short papers comparing developments in industry and transportation in England with changes in France during the 19th century.</p> <p>4.6c role play in a mock debate of key economic and social issues with small groups representing 19th century mill workers, factory owners, government officials and reform organizations.</p>
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<p>4.7 identify and explain the major economic theories of the 18th and 19th centuries.</p>	<p>4.7a after researching the ideas and influence of Smith, Riccardi, Owens, Blanc and Marx students will create visuals that depict ideas for economic and political change of each of the theorists.</p>
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<p>4.8 explain the basic reasons why Europeans wanted control of specific regions during the Age of Imperialism.</p>	<p>4.8a prepare oral presentations focusing on the major regions in Africa and Asia and the natural resources and economic life in each area.</p> <p>4.8b role play the Berlin Conference(1885-86). Students will research and outline their country's economic objectives at the Berlin Conference and debate their position in a simulation.</p>
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<p>4.9 understand how economic conditions in Europe after World War I contributed to the rise of totalitarian governments.</p>	<p>4.9a chart out economic aspects of the regimes in the Soviet Union , Nazi Germany and Fascist Italy. Information such as industrial production, population statistics, farm output, foreign trade, unemployment, inflation, should be presented between 1920-39.</p> <p>4.9b in small groups, students will compare Lenin's New Economic Policy to Stalin's Five Year Plan.</p>

4.10	understand the worldwide scope of the economy since 1945.	4.10a	research where some of their recent purchase were manufactured (clothes, compact discs, computers, sneakers) and in small groups chart the costs of production and distribution.
		4.10b	write an essay in which they identify the main factors that contribute to interdependence and justify their choices.

GOAL #5: The student will analyze and/or compare the political and economic systems of the U.S with those of other nations..

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
5.1	identify and describe how economic developments during the Commercial Revolution revolutionized economic practices in Europe.	5.1a	in small groups, brainstorm revolutionary economic ideas and practices and choose one that had the most impact on Europe and defend their choice.
		5.1b	write a position paper in which they compare 16-17th entrepreneurs with entrepreneurs today.
5.2	explain how the enlightenment influenced the political and economic ideas of western nations.	5.2.a	role play. After researching the ideas of Locke, Montesquieu, Wollstonecraft, Voltaire and Rousseau, discuss how their beliefs supported basic democratic ideas.
		5.2b	write a position paper about the free market ideas of the Physiocrats.
5.3	describe the major ideologies that emerged in the 19th century and shaped the modern world.	5.3a	debate or participate in a structured discussion in which they represent different sides of an issue: conservatives vs. liberals on suffrage reform, liberal vs. utopian socialists on social problems, conservatives vs. socialists on wage and hour issues in factories, Marxists vs. anarchists on protest strategies.

5.3b participate in a panel discussion of the structural and perceptual flaws in Marx's theory and their effects on subsequent developments in his movement.

5.4 understand the effects of the Great Depression in Europe and the United States

5.4a in small groups, compare the ways in which different leaders reacted to the economic and political pressures of the 30s. Then they should decide which leader was the most successful in dealing with the pressure and explain why.

5.4b debate in which they attack or defend the statement: "The depression of 1929 was more responsible than the Versailles Treaty for the breakdown of world peace."

5.5 understand the world economic situation since 1945.

5.5a in small groups, chart the area, population, GNP, imports and exports of the EEC countries, US., USSR, and Japan between 1950 and 1990 and interpret a series of political cartoons to draw conclusions about the ability of the USSR and U.S. to compete in the arms race.

5.5b research and prepare a position paper for a panel discussion of the issues involved in Japanese-American trade relations.

GOAL #6: The student will understand and apply the five themes of geography: location, place, human/environmental, interaction, movement, and region.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

6.1 understand the way the Renaissance and Reformation spread throughout Europe.

The student will be able to:

6.1a locate the cultural centers of the Renaissance in Europe on a map and indicate the movement of Renaissance ideas from Italy to Northern Europe.

		6.1b	list and discuss the effect of geography on the spread of ideas in the Reformation through small group discussion.
6.2	explain how European nations acquired and ruler their empires in the Americas, Africa, and Asia during the Commercial Revolution.	6.2a	after reading a variety of sources, in small groups create a descriptive profile of European Empires around 1700 in the areas of politics and government, economic life, social policies, culture and religion.
6.3	explain how wars in Europe during the 16th-18th centuries affected the world.	6.3a`	after individual research of specific wars, in small groups students will chart out the effects of the wars of the 16-18th centuries.
		6.3b	complete a map that illustrates the effects of the wars of the 16 th -18 th centuries.
6.4	understand how Napoleon created an empire in Europe.	6.4a	prepare oral reports on the problems Napoleon faced in ruling his empire(invasion of Russia, Spain, Continental System).
		6.4b	complete two maps- one showing Europe in 1789 and the other Europe in 1812 showing Napoleon's allies, and areas under French control.
6.5	describe how industrialization spread and affected urbanization during the 19th century.	6.5a	participate in a panel discussion of Malthus' ideas on population growth and food supply. Stress on early 19th century and/or recent neo-Malthusian views concerning problems of the underdeveloped countries.
		6.5b	complete a map showing the spread of railroads, coal and iron deposits and major industrial cities in Europe during the Industrial Revolution.

		6.5c	chart out comparison of railway miles, steel production, and income from trade for 5 countries during the Industrial Revolution(Britain, France, Germany, Belgium, U.S.)
6.6	explain how physical and geographic factors shaped 19th century imperialism.	6.6a	prepare maps illustrating the natural resources and physical features of Africa and Asia, identifying the areas imperialized by the European powers.
		6.6b	working in small groups, evaluate the geographic obstacles Europeans faced in Africa and Asia and describe the ways they overcame these obstacles.
6.7	describe how World War I became a global conflict.	6.7a	analyze a map of Europe at the outbreak of World War I and list and explain the geographic advantages and disadvantages each side would have in the war.
		6.7b	research and report on an important battle in World War I and include a map that illustrates the battle.
		6.7c	compare maps of Europe in 1914 with Europe in 1918 and analyze the changes that were made during the course of the war.
6.8	understand how Europe, Asia and Africa were liberated by the Allies during World War II	6.8a	complete maps showing the major advances made by the allies on different fronts in World War II.
		6.8b	write reports on various battles and strategies in which they include maps of the battle (Stalingrad, Battle of the Bulge, El Alemein, Midway).

6.9	identify and explain the effects of decolonization since 1945.	6.9a	in small groups, complete outline maps of different areas of the world and locate and identify nations that became independent since 1945. Then they will research the political, economic and social effects of independence and present their findings to the class.
		6.9b	research and present short reports on the droughts that affected Africa in the 1980s, refugee in Cambodia, Vietnam, Afghanistan, the Middle East and include maps showing their movements.

GOAL #7: Demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
7.1	identify and explain the role entrepreneurs and capitalists played in the Commercial Revolution.	7.1a	participate in a mock or structured debate on the significance of the "Protestant ethic explanation of business and commercial enterprise by the middle class."
		7.1b	in small groups, prepare simulated protest petitions summarizing the grievances of a specific group in society (French cloth makers opposed to printed calicoes, English peasants dislocated after Enclosure, American colonists opposed to mercantilist policies).
7.2	understand how European culture bloomed during the Age of Absolutism	7.2a	research and present an oral presentation on important people during the Age of Absolutism (artists, architects, writers rulers or aspects of life among the growing bourgeoisie).

		7.2b	read and discuss one of the social comedies of Moliere or writings of Jonathan Swift.
7.3	explain how women helped shaped the Enlightenment.	7.3a	participate in a mock debate between Mary Wollstonecraft, Bishop Bousset, Catherine the Great, Madame du Geoffin, Maria Theresa about the rights of women and their place in society.
		7.3b	write essays on an individual women who contributed to the Enlightenment.
7.4	understand the human dimension of the Industrial Revolution.	7.4a	read about the perspective of one of the following groups from "Hard Times" by E. Royston Pike(or use other sources) and debate the long term effects of the Industrial Revolution from each perspective(factory workers, factory owners, economists).
7.5	explain the contributions of artists, writers, and composers who influenced life in the 19th century.	7.5a	investigate important artists, writers, musicians of the 19th century and their impact on life (Goya, Bonheur, Courbet, Ibsen, Schiller, Chopin, Debussy) and present their findings to class.
		7.5b	read selections from Shaw and Ibsen play that treat with the life of women and compare them with historical texts in an essay.
7.6	understand the spread of nationalism across Europe in the 19th century.	7.6a	research and write reports on significant leaders of nationalist movements in Europe.
		7.6b	in small groups, analyze Romantic paintings and poetry that reflect nationalism(Hugo, Goya, Rossetti, Shelley, Delacroix, Goethe).

7.7	describe how governments mobilized the home front during World War I.	7.7a	prepare an oral report on some aspect of the home front such as women's role, propaganda, poets, patriotic music, parades.
		7.7b	in small groups, write propaganda aimed at gaining the support of citizens for "total war." Other groups will analyze the propaganda and evaluate its effectiveness.

7.8	understand the rationale of the leadership of totalitarian governments after World War I.	7.8a	read a variety of historical sources (Darwin, Neitzche, Freud and Einstein) and analyze how Hitler and the Nazis twisted their ideas to gain credibility in small group discussions.
		7.8b	research and brief oral reports on various aspects of totalitarian leadership: collective farms, Checka, Storm Troopers, SS, the swastika, fasces, Black Shirts.

7.9	identify and describe condition of the major belligerents on the eve of World War II.	7.9a	in small groups ,create charts comparing and contrasting lifestyles of major nations in the 1930s.(U.S., Britain, France, Italy, Germany, U.S.S.R., Japan).Then they should develop a thesis about the state of major world nations in the period 1933-39 and resultant implications for the future.
		7.9b	write essays in which they discuss the underlying causes of World War II in Europe and Asia as well as the immediate causes.

7.10	recognize and understand the role individual leaders played in world politics since 1945.	7.10a	research and present an interpretive profile of a contemporary leader in which quotations from newspapers and magazines are used to demonstrate personal characteristics or policy stands.(Yeltsin, Gorbachev, Havel, Walesa, Thatcher, Khomeini, Mao, Deng,I.Gandhi,Kenyatta, Mandela, Rabin).
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7.10b role play the position of a variety of world leaders and discuss a current world problem from different perspectives(arms race, overpopulation, global warming, racism, sexism).

GOAL #8: Recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

8.1 explain how the Commercial Revolution changed daily life in Europe.

8.1a after reading and analyzing a variety of sources, in small groups students will describe the changes in their life during the Commercial Revolution from different perspectives(merchants, farm workers, bankers).

8.1b write essays identify and describing which of the changes brought about by the Commercial Revolution have survived to the present.

8.2 to synthesize the social, political and economic factors that created the global economy of the 18th century.

8.2a using a variety of historical sources about the 18th century write a speech to be delivered by a Tory peer in Parliament about Britain's growing trade.

8.2b write an essay in which they describe the alliance between the rising merchant class and the landed aristocracy .

8.3 explain how the Enlightenment affected the arts, religion and government.

8.3a prepare a short presentation about various artists, writers, enlightened

rulers and their contributions to the Enlightenment.

8.3b using slides and handouts,compare neo-classicism and classicism and analyze the way neo-classical architecture reflects changes in government.

8.4	understand how the French Revolution and Napoleon reshaped Europe.	8.4a	prepare an oral report about the impact of various ideas in Europe (Declarations of Rights of Man, Code Napoleon, Confederation of the Rhine, political and social justice, nationalism).
8.5	identify and describe the reforms that led to improvements in the lives of workers during the 19th century.	8.5a	write a speech in which they imagine they are a member of Parliament in 1833 or a speech opposing or supporting the Factory Act of 1833 limiting the working day of children.
		8.5b	in small groups, chart out the reforms that improved the lives of various groups in the areas of safety, health, living conditions, women and child labor.
8.6	understand the emerging political spectrum in the 19th century.	8.6a	after researching the relative political, economic and social and religious views of early 19th century conservatives, republicans and socialists, contrast the political view of 1830 conservatives, liberals, and socialists with their views in 1900 and today.
8.7	understand the benefits and drawbacks of 19th century imperialism for African and Asian societies.	8.7a	participate in simulated diplomatic negotiations between the Chinese and various imperialist powers with individuals assuming the roles of foreign representatives (Britain, France, US., Russia, Japan). Grievances and issues should be clearly identified and debated.

8.7b in small groups, identify and discuss the benefits and drawbacks of European imperialist rule in Africa and Asia and then reach a conclusion about which were greater-the benefits or the drawbacks.

8.8 understand the social, intellectual and cultural influences of Europe in the first half of the 20th century.

8.8a in small groups, interpret cartoons, pictures, posters and poetry of the first half of the 20th century to try to determine what view it presents of human nature and people's place in the universe.

8.8b write essays in which students identify and describe how women's horizons expanded in the postwar years and continue to expand today.

8.9 describe the role of the United Nations in the contemporary world.

8.9a research a variety of crisis that the UN has played a role in and assess its effectiveness (or lack of it) as a supranational watchdog.

8.9b prepare position papers and debate the issue of whether the United Nations has greater practical or symbolic value.

GOAL #9: make informed decision about controversial issues by utilizing technology-and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

9.1 explain how new forms in art, music and printing developed during the Renaissance and Reformation.

9.1a prepare individual demonstrations of Renaissance music using recordings and oral explanations of forms and instrumentation and present it to the class.

The student will be able to:

		9.1b	research and participate in a class debate of a topic such as "modern art techniques and styles devise almost nothing from those of the Renaissance."
		9.1c	write an essay on the impact of the printing press on the spread of ideas during the Renaissance and Reformation.
9.2	explain the value of absolutism.	9.2a	participate in a role play. After individual research, debate the value of absolutism from different perspectives. For example, William Pitt, Charles II, a Leveller, Maria Theresa, Louis XIV.
		9.2b	using a variety of sources, write essays in which they assess the rule of Catherine the Great in Russia.
9.3	understand the importance of social and political thought under the influence of the Enlightenment.	9.3a	after individual research, complete a chart contrasting enlightenment ideas with ideas of pre-enlightenment society in small groups.
9.4	evaluate the role of Napoleon in history.	9.4a	research and write a position paper about Napoleon from one point of view(Child of the Revolution, Continuity with the Old Regime, Enlightened Despot or Military Dictator) and defend that position in a class discussion.
		9.4b	read a variety of historical assessments of Napoleon, and categorize major actions and policies of Napoleon indicating why they judge them to be failures or successes in an essay.
9.5	assess the importance of the Industrial Revolution in western civilization.	9.5a	using a variety of sources, write a position paper in which you agree or disagree with the following statement: "The Industrial Revolution was the greatest transformation in history since the invention of agriculture, writing, the city and the state."

<p>9.6 evaluate the achievements of conservatives, liberals, and socialists in Europe during the 19th century</p>	<p>9.6a use a variety of historical resources and debate the statement: The liberals achieved little or nothing of a positive nature in Europe during the 19th century .</p>
	<p>9.6b research and write essays about the actions and policies of important individuals, groups or events in 19th century politics. For example: Metternich, Alexander I, July Revolution in France(1830), Revolution in 1848 in France, political career of Disraeli, socialist ideas of Robert Owen, Louis Blanc or Karl Marx, the Pankhursts.</p>

<p>9.7 describe the impact of European policies and actions in Asia and Africa during 19th century imperialism.</p>	<p>9.7a participate in a panel discussion of the troubled history of Indochina in the 19th and 20th century in which students will relate recent and current developments to the region's past experiences in order to draw insights from their analyses.</p>
	<p>9.7b using a variety of historical resources, write essays in which they analyze the actions of the Liberal government in Great Britain during the Sudan crisis in 1885.</p>

9.7c prepare oral presentations and analyses of the impact of European and American policies and actions using a pattern in which students focus on the role of each outside power(such as France or Russia) or on the situation in each region or country (such as Persia or China). Example of pattern: identification of imperialist rivals, reasons for conflict, reactions of local people, resolution of situation.

9.8 explain how the Treaty of Versailles changed Europe.

9.8a prepare and display charts and graphs showing comparative economic conditions and changes. Items such as deaths and costs of World War I, reparations and war debts, currency inflation, unemployment figures, stock market highs and lows, and foreign trade statistics should be included.

9.8b participate in a reenactment of a mock session of the Paris Peace Conference in which representatives of various powers attempt to reach acceptable terms on some issue.

9.9 understand the human costs of totalitarian policies in Europe in the 1920s and 1930s.

9.9a prepare a position paper and participate in a class debate: agree or disagree: "The Munich Agreement and appeasement made the Holocaust possible."

9.9b view one of the documentary films dealing with the Nazi regime(for example, [The Twisted Cross](#)) and analyze Hitler's use of modern technology and psychology to manipulate crowds.

9.10

9.10a research the arguments for and against the dropping of the atom bomb on Japan and try to determine the reasons for Truman's decision in a small group discussion.

9.10b participate in a panel discussion of the issues involved in determining treatment of those responsible for starting wars in light of the Holocaust. Issues to be discussed should include questions such as: should whole nations, governments, or individuals be punished? What other kinds of responsibility are there? Why might it sometimes be unwise to punish even obvious aggressors?

9.11 understand the wide variety of developments and events that have molded civilization from 1945 to the present.

9.11a in small groups, analyze the Indochina situation since 1945 from an historical perspective. The "domino theory" and alternative policies should be considered in their analysis.

9.11b write a position paper and debate the statement: "Science and technology, which together caused the problems that threaten our civilization, can also provide the solution to these problems."

9.11c prepare oral and visual presentations of modern art, music, and literature that reflect contemporary civilization (Cage, Joyce, Grass, Pasternak, deBeauvoir, Bertolucci, deKooning, Pollock,

CONTEMPORARY ISSUES

Grade 12

Level II and Level III

This course provides an opportunity to analyze the enduring problems and controversial issues of our society. Emphasis is placed upon the relevance of these problems and issues to present and future students. Classroom discussion, debates and readings from current sources will be of primary importance.

Purpose

The purpose of this course is to give students an appreciation of the complexity of issues facing the United States.

Product Requirements For Success

Students should be able to:

- ♦ read for comprehension and main ideas
- ♦ work cooperatively
- ♦ respond to questions requiring critical thought
- ♦ express ideas verbally
- ♦ make oral presentations
- ♦ use Library Media Center resources
- ♦ write coherent, five-paragraph essays and position papers
- ♦ participate in debates and panel discussions
- ♦ produce a major research project

Topic Outline

1. Censorship and The First Amendment
2. Crime and Punishment
3. Domestic Violence
4. Environmental Issues
5. Medical Ethics
6. Prejudice and Discrimination
7. Terrorism

Resources

Appropriate articles and on-line materials

Video materials*

Guest speakers

*(please note that this is a dynamic course which continuously requires updated materials)

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
3.1 understand the First Amendment.	3.1a evaluate Supreme Court cases and identify the applicable rights. 3.1b debate the extent and limitations of the First Amendment. 3.1c research and report on current cases under consideration.
3.2 analyze the individual rights within the amendment.	3.2a compare and contrast the responsibilities and rights of a free press as it relates to student newspapers. 3.2b write an essay which balances the rights of children to receive medical treatment with the rights of parents to refuse it for their children for religious reasons. 3.2c debate the right for the KKK to assemble and speak on the Madison green.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 access current Internet information regarding First Amendment issues.	9.1a have a panel discussion on a First Amendment issue that has been researched. 9.1 b write a letter to a local, state, or federal government official regarding their informed opinion on an appropriate topic

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>3.1 recognize procedural rights in the U.S. Constitution and amendments.</p>	<p>3.1a apply those procedural rights to specific criminal cases.</p> <p>3.1b debate the rights of the accused against the rights of victims and their families.</p> <p>3.1c write an essay on whether or not the death penalty violates the principles of the Eighth and Fourteenth amendments.</p> <p>3.1d interview a person involved in the criminal justice system (police officer, judge, lawyer).</p>

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>4.1 understand the impact of economics on the criminal justice system.</p>	<p>4.1a research the annual costs of incarceration in state and federal prisons as it relates to the problem of overcrowding.</p> <p>4.1b debate alternatives to traditional imprisonment.</p> <p>4.1c weigh the costs of life imprisonment versus the death penalty.</p>

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>9.1 understand the complexity of criminal justice issues.</p>	<p>9.1a survey the community with regard to increased taxes for more prisons and the location of prisons within the community.</p> <p>9.1b identify the multiple causes of crime.</p> <p>9.1c hold a panel discussion on the issues of deterrence versus punishment.</p> <p>9.1d discuss the components of the pro and con sides of the administration of the death penalty.</p>

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
3.1	the magnitude and severity of the problem locally and nationally.	3.1a	interview professionals who deal with cases on domestic violence.
		3.1b	conduct internet research of domestic violence.
3.2	that domestic violence may affect their own lives and their responsibility to take action as effective citizens.	3.2a	a write a journal entry as a victim of domestic violence.
		3.2b	role play breaking the cycle of domestic violence by seeking treatment for it.

Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
4.1 understand the concept of limited resources.	4.1a research and generate a visual presentation that demonstrates consumption of the world's resources.

Goal 8: The student will recognize and understand that each individual is a member of the interdependent global community.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
8.1 appreciate the interrelationship between individual behavior and global environmental conditions.	8.1a contrast the alternate views of humans' relationship to the earth.
	8.1b investigate the environmental costs and impact of their families' consumption.

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 understand the various points of view about the environment.	9.1a compose a speech about environmental issues from the point of view of one of the following: an American Indian, a corporate executive, a Democratic or Republican senator, or a member of Greenpeace.
	9.1b debate from their chosen perspective solutions to current environmental problems.

GOAL #3: The student will understand the diversity of human beings (living things) as well as their similarities (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know:

The student will be able to:

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| <p>3.1 understand the complex issues involved in citizens and their families making personal decisions about their medical treatment.</p> | <p>3.1a research living wills and decide whether they would sign one of their own.</p> <p>3.1b examine and debate the issues in a "right to die" case from a constitutional point of view.</p> <p>3.1c hold a panel discussion on new medical technology (cloning, gene splicing, gender selection, genetic manipulation).</p> <p>3.1d compose a letter to a congressional representative about legislation in regard to new medical technology</p> |
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Goal 4: The student will understand and apply the basic concepts of economics (production, distribution, consumption), world trade and interdependence.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

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| <p>4.1 appreciate the controversy surrounding the distribution of medical care in the U.S.</p> | <p>4.1a role play a medical ethics panel making decisions with limited resources for various situations.</p> <p>4.1b write a newspaper editorial expressing their opinion about providing medical care for either rich or poor, young or old, healthy or sick.</p> <p>4.1c research the controversy over national health care as opposed to existing systems of delivery.</p> |
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Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
9.1 evaluate the multi-faceted nature of medical ethics issues.	9.1a utilize the Internet to find current information about the issues of medical ethics.
	9.1b interview and report on people affected by medical ethics issues.
	9.1c write a detailed position paper or essay on one side of a medical ethics issue

Goal 1: Recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the U.S. and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 appreciate the fact that diverse personalities and beliefs have shaped the culture and history of the U.S.	1.1a find examples of music, art, and creative expression that demonstrate the contributions of various groups that have experienced discrimination.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
3.1 recognize the constitutional basis for equal treatment of all citizens.	3.1a research cases and determine what legal relief was granted in each one. 3.1b investigate the charges that the government arbitrarily upholds the Constitution. 3.1c survey students about their attitudes toward diverse peoples

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 understand that diverse people contributed to the development of the U.S.	7.1c cite the significant accomplishments of little-known individuals who are members of groups that have experienced discrimination

Goal 9: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills, and concepts from the Social Studies.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
9.1	distinguish the difference between prejudice and discrimination.	9.1a	discuss examples of prejudice and discrimination that they have experienced in their own lives.
		9.1b	cite examples of the correlation between individual experiences and institutional discrimination.
9.2	assess and discuss the human, social, and economic costs of discrimination in society.	9.2a	recognize the effects of discrimination.
		9.2b	propose remedies to counter prejudice and discrimination.
		9.2c	write journal entries as a member of different groups that have suffered discrimination.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the U.S. government and demonstrate an understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
3.1 that there is an inherent conflict between democratic principles and terrorism.	3.1a assess and discuss the human, social, and economic costs of terrorism and propose alternatives to violence.

Goal 7: The student will demonstrate an understanding that the diversity of peoples contributes to the development of the United States and the world.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
7.1 recognize the causes and background issues of terrorism.	7.1a identify a terrorist group and research their beliefs and reasons for turning to violence.

DHHS
American Government
Grade 12, Level II

Description of Course

American Government is a level 2 course surveying the development, structure, and function of the American Government.

Purpose

The purpose of this course is to develop in the student an understanding and appreciation of the philosophical basis of our Constitutional republic and its practical application in the day to day operation of that republic. The course also seeks to acquaint the student with his appropriate role and civic responsibility as the basic unit and source of authority in that government. The student will be motivated to participate fully in the democratic process, to shoulder his fair share of responsibility and to confront the vexing issues and dilemmas that challenge our nation.

Recommended Text

Magruder's American Government by William A. McClenaghan, Dept. of Political Science, Oregon State University, Prentice Hall, Saddle River, NJ 1995

Goal 1: The student will recognize and analyze events, personalities, trends and beliefs across time and space that shape history and culture of Connecticut, the United States and the world.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

1.1 the four theories for the historical development of the state are: 1) force, 2) evolutionary, 3) divine right, and 4) social contract.

1.1a contrast Aquinas (Summa Theologica) and Locke.

1.2 the Articles of Confederation, its weaknesses and failures.

1.2a use Shay's Rebellion as a case study. Contrast it with the Whiskey Rebellion.

Goal 2: The student will understand that history is an interpretation open to different perspectives, new information and critical examination of evidence.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know :

The student will be able to:

2.1 controversy over the power of Federal government - national supremacy vs. state sovereignty.

2.1a contrast Jefferson's and Hamilton's views of federal power. find contemporary examples of this controversy.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know:

The student will be able to:

3.1 the state is a body of people living in a defined area, organized politically, able to make its own laws and subject to no higher authority.

3.1a discuss how, when and where states originated. Discuss, "It Ireland a state?"

3.2 Declaration of Independence and the concepts therein.

3.2a read and discuss Declaration and identify the radical nature of its concepts in the time frame of history.

3.3 the Preamble and concepts therein.

3.3a read the Preamble to the Constitution and discuss the idea of "consent of the government".

3.4 the six basic principles of the Constitution are: 1) consent of the government, 2) limited power, 3) separation of power, 4) checks and balances, 5) judicial review, and 6) Federalism.

3.4a find examples of each in the Constitution. Discuss how each is important in the lives of individuals.

3.5 that there are four formal ways to amend the Constitution.

3.5a identify recent amendments and identify how they were added.

3.6 that there are five informal ways to amend the Constitution: 1) basic legislation, 2) executive action, 3) court decisions, 4) party practices, and 5) custom and tradition.

3.6a find examples of each way of amending the Constitution.

3.7 that there are eight types of powers in the Constitution:
1) expressed (enumerated), 2) implied, 3) inherent, 4)
denied to the Fed., 5) reserved to states, 6) denied to
states, 7) exclusive, and concurrent.

3.7a find examples of each power.

3.8 the elastic clause has allowed the government to stretch
its power.

3.8a read the elastic clause. Discuss "necessary and proper". Find
examples (see Article I, Section 8).

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know:

The student will be able to:

3.1 that parties are "issue oriented" or "election" oriented.

3.1a contrast each party.

3.2 that the two major parties are election oriented coalitions.

3.2a tell why the Republicans and Democrats are election oriented, and research the origin of the Democratic coalition.

3.3 the parties have five functions: 1) nominating, 2) inform and stimulate, 3) seal of approval, 4) governmental, and 5) watchdog.

3.3a discuss the importance of each. Find examples of the functions in the newspaper or magazines.

3.4 that the National Party machinery consists of: 1) the National Convention, 2) the National Committee, 3) the National Chairperson, and 4) congressional campaign committees.

3.4a discuss the function of each. Search the Internet for party websites.

3.5 that nominations of candidates for office may be by: 1) self announcement, 2) caucus, 3) convention, and 4) petition.

3.5a find current and historical examples of each.

3.6 that the Primary elections may be: 1) direct, 2) closed, 3) open, 4) run off, and 5 non-partisan.

3.6a debate the purpose and value of closed vs. open primaries.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know:

The student will be able to:

3.1 an interest group is a private organization of people with common attitudes and goals that seeks to influence the making of public policy.

3.1a discuss interest groups the students know about and those which they and their parents might belong to.

3.2 that interest groups support but do not nominate candidates.

3.2a find Internet web pages and information for various interest groups.

3.3 that interest groups seek to influence policies, not elections.

3.3a contact interest groups and inquire about information and speakers.

3.4 that interest groups focus on narrow range of issues (often only 1).

3.4a contact interest groups and inquire about information and speakers.

3.5 the interest groups: 1) stimulate interest in public affairs, 2) represent members on issues, not geography, 3) provide specialized information to government and their members, and 4) serve as vehicles for effective participation.

3.5a identify examples of each role.

3.6 that interest groups are: 1) business groups, 2) labor groups, 3) agricultural groups, 4) professional groups, 5)

3.6a find examples of each characteristic. Find Internet web pages and information for various interest groups. Contact

groups that promote causes, 6) groups that promote groups (AARP), 7) religious groups and public interest groups.

interest groups and inquire about information and speakers.

3.7 that interest groups: 1) supply the public with the information they want you to have, 2) build a positive image for the group, and 3) promote specific policies.

3.7a research propaganda techniques.

3.8 that lobbying and lobbyists are the primary ways interest groups bring pressure upon officials.

3.8a give examples of lobbying today.

3.9 that interest groups (PAC's) can be fundamentally undemocratic and may foster corruption due to the undue influence their large "war chests" buy them.

3.9a research, discuss and debate groups such as the NRA.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know:

The student will be able to:

3.1 that the Legislative branch makes laws.

3.1a use Article I of the Constitution to understand the process.

3.2 Congress also: 1) impeaches Presidents, 2) declares war, 3) ratifies treaties, 4) approves Presidential appointments, 5) conducts special investigations, 6) provides oversight, 7) chooses the President in special cases, and 8) amends the Constitution.

3.2a find current and/or historical examples of Congress wielding these powers.

3.3 that the U.S. has a bicameral legislature.

3.3a identify and explain the roles of the Senate and the House of Representatives.

3.4 in the House of Representatives size is apportioned according to population (approx. 1 to every 1/2 million people).

3.4a discuss principle of "1 man, 1 vote". Research reapportionment and gerrymandering.

3.5 that a Representative must be 25, 7 years a citizen and live in the state from which she or he is chosen.

3.5a use Article I to further explain qualifications.

3.6 that a Representatives term is 2 years. She or he may serve unlimited terms.

3.6a use Article I to further understand qualifications.

<p>3.7 the House hierarchy consists of : 1) Speaker of the House, 2) Majority and Minority leaders, 3) Majority and Minority Whips, and 4) Committee Chairpersons.</p>	<p>3.7a find out who these people are and what they do.</p>
<p>3.8 the House functions on a committee system.</p>	<p>3.8a find the names of the committees and what they do.</p>
<p>3.9 that in the Senate all states have 2 Senators.</p>	<p>3.9a use Article I to aid in understanding apportionment.</p>
<p>3.10 that a Senator must be 30 years old, a 9 year citizen and live in the state from which he is elected.</p>	<p>3.10a use Article I to help understand qualifications.</p>
<p>3.11 that a Senator's term is 6 years. He may serve unlimited terms. One third of the Senate runs for reelection every 2 years.</p>	<p>3.11a use Article I to further research qualifications and length of service.</p>
<p>3.12 that the Senate hierarchy consists of: 1) President of the Senate, 2) President Pro-Tempore, 3) Majority and Minority leaders, 4) Majority and Minority Whips, and 5) Committee Chairpersons.</p>	<p>3.12a find out who these people are, how they get their jobs, and what they do.</p>
<p>3.13 that the Senate operates on a committee system.</p>	<p>3.13a find the names of the committees and what they do.</p>
<p>3.14 that there are standing, select and joint committees in Congress.</p>	<p>3.14a find examples of each.</p>

3.15 for a bill to become a law it must pass through a complex series of steps.

3.15a learn the steps.

3.16 bills may be; 1) pigeon holed, 2) vetoed, 3) pocket vetoed, and 4) filibustered.

3.16 research the bills to which these happened under various Presidents.

3.17 vetoes can be overridden.

3.17a research the bills to which these happened under various Presidents.

3.18 filibusters can be ended by a cloture vote.

3.18a research the bills to which these happened under various Presidents.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know:</i>	<i>The student will be able to:</i>
<p>3.1 that the President must be 35 years old, a 14 year resident, and a natural born citizen.</p>	<p>3.1a use Article II to help in understanding the presidency.</p>
<p>3.2 the President is "Chief" in eight ways: 1) Chief of State, 2) Executive, 3) Administrator, 4) Diplomat, 5) Commander in Chief, 6) Legislator, 7) Chief of Party, and 8) Citizen.</p>	<p>3.2a describe each role and find examples of the President in current periodicals functioning in each role.</p>
<p>3.3 the line of Presidential succession.</p>	<p>3.3a consult 25th Amendment and research the "Presidential Succession Act" of 1947 in order to better understand the presidency.</p>
<p>3.4 the President exercises powers in nine major areas: 1) Executive powers, 2) Ordinance powers, 3) Appointment powers, 4) Removal powers, 5) Treaty powers, 6) Recognition powers, 7) Military powers, 8) Legislative powers, and 9) Judicial powers.</p>	<p>3.4a identify historical and/or current examples of the presidential exercise of these powers.</p>
<p>3.5 the Executive offices that assist the President are: 1) NSC, 2) OMB, and 3) CEA.</p>	<p>3.5a describe the functions of each office.</p>

- 3.6** the Cabinet consists of the 14 department heads who are the President's expert advisors. The departments are: 10 State, Treasury, Defense, Justice, Interior, Agricultural, Commerce, Labor, HHS, HUD, Transportation, Energy, Education, and Veterans Affairs
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- 3.7** the President is assisted by a number of independent agencies, boards, commissions, and administrations that make up the rest of the bureaucracy. Examples are: CIA, EPA, EEOC, FCC, Federal Reserve, NASA, and the SEC.
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- 3.8** learn the costs of regulation through a) implementation and b) compliance.
- 3.6a describe the functions of each cabinet member,
- 3.7a describe the functions of each agency.
- 3.8a contact local business people and inquire about OSHA regulations.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know:

The student will be able to:

3.1 the primary power of the Supreme Court is judicial review.

3.1a consult Article III for information about the Supreme Court and research Marbury vs. Madison, 1803.

3.2 the 8 associate justices and one Chief Justice are appointed by the President and ratified by the Senate.

3.2a research the most recent appointment to the Court.

3.3 the Justices are appointed for life terms.

3.3a discuss why life terms exist.

3.4 that most cases reach the court by writs of certiorari.

3.4a define the legal term.

3.5 the court hears oral arguments.

3.5a do a simulation of an oral argument.

3.6 the court reads amicus briefs.

3.6a define the legal term.

3.7 the Solicitor General argues the governments point of view.

3.7a name the Solicitor General and relate his or her importance.

3.8 define both liberal and conservative court decisions.

3.8a explain and contrast both type of court decisions, using concrete examples from real cases.

3.9 that judicial activism (legislative function) and original intent are contrasting philosophies.

3.9a explain and contrast both philosophies, using concrete examples from real cases.

3.10 decisions can be broad or narrow

3.10a explain and contrast both types of decisions, using concrete examples from real cases.

** For this unit, each student should choose a specific landmark case, research it, and provide a brief presentation to the class.*

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:	Sample Indicators / Assessments of Learning:
<i>The student will know:</i>	<i>The student will be able to:</i>
3.1 that all 50 state have their own Constitutions.	3.1a find and read Connecticut's Constitution.
3.2 that state legislatures vary in size and structure, qualifications, terms and compensation.	3.2a research Connecticut's legislature and contrast with other states.
3.3 that state legislatures have legislative and non legislative powers (executive, judicial, and constituent).	3.3a give examples of different powers.
3.4 that states exercise "Police Powers".	3.4a define and give examples of police powers and choose a topic of controversy and present both sides. (For example: guarding the "public morality")
3.5 that legislatures have an organization or chain of command.	3.5a describe the chain of command.
3.6 the meaning of direct legislation (initiative, referendum, and recall)	3.6a explain and cite examples of initiative, referendum, and recall (perhaps in Madison).
3.7 that the Governor is the Chief Executive.	3.7a list the qualifications, term, term limits, and compensation for the Governor.

3.8	the Governor has: 1) Appointment, 2) Removal, 3) Supervisory, 4) Financial, 5) Military, 6) Legislative, and 7) Judicial powers.	3.8a	give examples of each power.
3.9	most states have county governments.	3.9a	find which states do not have county governments (hint: Connecticut is one.)
3.10	"County Board" is the ruling body.	3.10a	explain the role of "commissioners" or "supervisors".
3.11	counties have a number of elected officials.	3.11a	describe them and their jobs.
3.12	counties have a number of functions that vary from state to state.	3.12a	choose a state and describe its county government.
3.13	all states have municipal (town/city) governments.	3.13a	explain how municipal governments are organized.
3.14	there are five types of municipal charters: 1) town meetings, 2) representative town meeting, 3) Mayor - Council, 4) Council-Manager, and 5) Commission.	3.14	describe and evaluate each type of charter including Madison's.
3.15	municipal functions include: 1) planning and zoning, 2) police and fire, 3) sanitation, 4) roads, 5) schools, and 6) housing etc.	3.15a	identify departments in Madison and their functions.
		3.15b	invite municipal officers to address the class.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:		Sample Indicators / Assessments of Learning:	
<i>The student will know:</i>		<i>The student will be able to:</i>	
3.1	the 1 st Amendment protects freedom of: 1) religion, 2) speech, 3) press, 4) assembly, and 5) petition.	3.1a	By individual and group research projects and presentations and other technologies, trace the development of these rights.
3.2	the 2 nd Amendment protects the "right to bear arms" has become a controversial one.	3.2a	Students will study individual cases, (at the discretion of the instructor) that have created the "case law" by which these freedoms have evolved.
3.3	the 4 th Amendment protection of our privacy from "unreasonable searches" has generated volumes of case law (see exclusionary rule).	3.3a	The cases chosen will include the landmark cases such as <u>Lemon v Kurtzman</u> , 1971 <u>Tinker v Des Moines</u> , 1969 <u>Miller v California</u> , 1973 <u>NY Times v USA</u> , 1971 <u>Brandenburg v Ohio</u> , 1969
3.4	the 5 th Amendment guarantees "due process of law" (substantive and procedural) see also 14 th Amendment.	3.4a	and many others.
3.5	the 6 th Amendment guarantee of a fair trial has been refined in such great cases as Escobedo, Miranda, and Gideon.	3.5a	Role playing, mock courts and debates are among suggested activities.
3.6	the 8 th Amendment prohibition of "cruel and unusual punishment" has long made capital punishment a controversial topic. (Furmand vs. Georgia, Gregg vs. Georgia).	3.6a	Local Bar Associations will often provide guest speakers. Much of this can be applied to teenagers and to school law, which students find very interesting.

Goal 3: The student will recognize and understand democratic and constitutional principles and practices of the United States government and demonstrate and understanding of the responsibilities of a citizen in a democratic society.

Learner Outcomes:

Sample Indicators / Assessments of Learning:

The student will know:

- 3.1** the historical development of the equal rights movements (for women, blacks, gays, etc.) and the resulting avalanche of case law protecting and defining these rights and preventing discrimination.

The student will be able to:

- 3.1a cite guarantees of equality, liberty and justice found in the Declaration of Independence and the Preamble to the Constitution.
- 3.1b by individual and group research projects and presentations, trace the development of these rights. Students will study individual cases, (at the discretion of the instructor) that have created the "case law" by which these freedoms have evolved. The cases chosen will include the landmark cases such as Plessy v Ferguson, Brown v Board of Ed, Orr v Orr, Swann v Charlotte Mecklenburg, Bakke v California, United Steelworkers v Weber, among others.

** Note: There are many wonderful films / videos available for this unit. ("Eyes on the Prize", for example)*

American Government

Grade 12

Level II

This course is a level 2 course in macro-economics with a policy emphasis.

Purpose

The purpose of this course is to familiarize the student with the economic systems of which he/she is a part, his/her impact upon them and their impact upon him/her. The role of the government will be emphasized. Students will analyze the dilemma of modern capitalism, the tradeoff between unemployment and inflation and the widening gap between “haves” and “have nots”.

The student will learn the types of economic systems and recognize that no one system is always best and understand that all economic systems deal with the fundamental problem of scarcity. All economies attempt to best allocate finite resources to satisfy infinite wants by deciding what shall be produced, how it shall be produced and for whom.

The student will learn that government, through monetary and fiscal policy, has a significant impact on the economy. The student will also learn the major schools of economic thought: Classical, Keynesian, Monetarist and Supply Side, each of which seeks to explain the workings of economic systems.

Finally, international trade will be explained in depth.

Product Requirement for Success

Students should be able to:

- Read for comprehension and main ideas
 - Work cooperatively
 - Respond effectively to questions requiring critical thought analysis
 - Express ideas verbally
 - Make oral presentations
 - Draw connections throughout history and the modern world
 - Identify on a map location of areas studied
 - Use resources of the library media center
 - Write coherent 5 paragraph essays and position papers
 - Participate in debates and panel discussions
 - Produce a major research project/oral presentation
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Economics Unit Outline

Unit 1	What Is Economics And What Do Economists Do?
Unit 2	Scarcity and Choice, the Economic Quandary
Unit 3	Supply and Demand
Unit 4	The Boom and Bust Cycle: Unemployment and Inflation
Unit 5	The Role of Government: Taxation and Expenditures
Unit 6	Fiscal Policy: J.M. Keynes
Unit 7	The Supply Side Experiment of the 80's
Unit 8	Money and the Federal Reserve
Unit 9	Monetary Policy and Monetarism
Unit 10	International Trade and Comparative Advantage
Unit 11	Exchange Rates and Protectionism vs. Free Trade

Resources

Appropriate textbooks and other historical materials

Video Materials*

***DHHS Video Resources**

The Federal Reserve Series:

- a)
- b)
- c)
- d)

The New Economy: Bill Moyers (60 minutes)

GOAL #4: The student will understand and apply the basic concepts of economics, production, distribution, consumption, as well as world trade and interdependence.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

4.1	understand the fundamental economic problem is scarcity.	4.1a	discuss the fact that there is not enough gold for everyone to have some and how that is dealt with.
4.2	understand all economic systems try to best allocate scarce resources to satisfy infinite wants.	4.2a	discuss dollar votes vs. central planning.
4.3	understand that all choices have costs called opportunity costs. Opportunity costs are the cost of doing A in terms of what you could have been doing, B, instead.	4.3a	analyze and debate choices, e.g., we can have oil or pristine wilderness but not both. Laborers can produce food or pet rocks, but not both.
4.4	understand the “factors of production”: land, labor, and capital are limited.	4.4a	analyze the factors that are required to produce specific products.
4.5	understand the degree of efficiency in blending the factors of production is called productivity (output per input) and increasing it is the key to increasing the standard of living.	4.5a	analyze the impact of technology on agricultural output (productivity) after the invention of the internal combustion engine.

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| 4.6 understand what an economist does:
a) observe and collect data
b) analyze data
c) make diagnosis
d) give prescription
e) make prognosis | 4.6a demonstrate 3 types of indicators: lead, coincidental, lag and track them using the Internet.

4.6b draw a label graph of the business (boom and bust) cycle. |
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| 4.7 understand a free market economy decides what is produced and for whom (allocates resources) by the interaction of supply and demand. | 4.7a using a familiar product like one sold in their café, construct supply and demand schedules and graphs. |
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| 4.8 understand that demand, the dollar votes of consumers, is how much people will buy of a product at a range of prices. | 4.8a using a familiar product like one sold in their café, construct supply and demand schedules and graphs. |
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| 4.9 understand that supply is how much of a product producers will produce at a range of prices. | 4.9a using a familiar product like one sold in their café, construct supply and demand schedules and graphs. |
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| 4.10 understand the laws of supply and demand. | 4.10a using a familiar product like one sold in their café, construct supply and demand schedules and graphs. |
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| 4.11 understand that equilibrium, the agreement of supply and demand, is reached over time to determine the market. | 4.11a using a familiar product like one sold in their café, construct supply and demand schedules and graphs. |
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4.12	understand the elasticity of demand, the three types of elasticity, and the 3 determinants, thereof.	4.12a	choose an appropriate example (product) that clearly demonstrates the degree of elasticity.
4.13	understand that the federal government collects revenue from a variety of sources.	4.13a	construct a pie graph and bar graph.
4.14	understand that the federal budget consists of a number of expenditure categories.	4.14a	construct a pie graph and bar graph.
4.15	understand that taxes have four purposes: to pay for things, to redistribute income, to alter taxpayer behavior, to execute counter cyclical fiscal policy.	4.15a	list examples of the purposes of taxes.
4.16	understand that taxes are levied in accordance with two principles: benefits received and ability to pay/equity of sacrifice.	4.16a	discuss the concept of fairness.
4.17	understand the three categories of taxes: progressive, proportional, and regressive.	4.17a	cite examples of the categories of taxes.

4.18	understand that the federal government may be surplus, balanced or deficit.	4.18a	discuss the impact of each on the economy.
4.19	understand the difference between deficit and debt.	4.19a	research current deficit and size of debt and its historical growth.
4.20	understand the three types of deficit: structural, cyclical, and actual.	4.20a	define the three types of deficit.
4.21	understand there are two ways to balance the budget: annually and cyclically.	4.21a	debate which is the best way to balance the budget and why.
4.22	understand the possible effects of debt on interest rates, inflation, and future generations.	4.22a	research a variety of view points on the impact of deficits, “good” and “bad” deficits, crowding out phenomenon.
4.23	understand that government can monetize the debt.	4.23a	debate the pros and cons of government monetizing the debt.
4.24	understand that “multiplier” is the impact on AD of any + or – in government spending or taxes.	4.24a	construct graphs and do the “algebra of the multiplier”.
4.25	understand the macro economy consists of policy and external variables that combine to produce induced variables.	4.25a	give examples of policy and variables in macro economy.

4.26	understand the macro economy is a circular flow between 5 sectors – firms, households, government, financial, and foreign.	4.26a	draw and label the flows.
4.27	understand $GDP=C+I+G+F(n)$	4.27a	define terms and give examples of them.
4.28	understand aggregate demand (AD) and aggregate supply (AS) interact to determine level of GDP.	4.28a	define terms and study J.M. Keynes' theories and graphs.
4.29	understand the economy can and will settle into a recession equilibrium and stay there.	4.29a	study J.M. Keynes' theories and graphs.
4.30	understand the goal of fiscal policy is to produce steady, moderate GDP growth.	4.30a	discuss problems of uncontrolled boom/bust cycle (Great Depression).
4.31	understand those policies that decrease unemployment tend to increase inflation and vice versa.	4.31a	give examples of each (transfer payments, for example).
4.32	understand the three types of inflation.	4.32a	examine historical data and learn causes and cures for each. Emphasize inertial inflation.

4.33	understand the three types of unemployment.	4.33a	list the causes and cures of each type of unemployment.
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4.34	understand the major schools of economic thought: Classical, Keynesian, and Supply Side.	4.34a	evaluate the validity of and efficacy of policy recommendations of each.
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4.35	understand the five types of money – barter, commodity, fiat, specie, modern.	4.35a	give examples, advantages/disadvantages of each type of money.
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4.36	understand the three purposes of money.	4.36a	give examples of the purposes of money.
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4.37	understand the definitions of M ₁ and M ₂ .	4.37a	define the use of each term for economic analysis.
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4.38	understand the structure and purposes of the Fed.	4.38a	research current money supply and interest rates.
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4.39	understand the deposit theory for the creation of money.	4.39a	show how this theory works in the banking system.
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4.40	understand the interaction of supply and demand for money determine interest rates.	4.40a	show impact of Federal control of interest rates.
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4.41	understand the “Crude Quantity Theory” of money (GDP=MV).	4.41a	analyze the concept of v, the velocity of money.
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4.42	understand the three major tools of Federal monetary policy – reserve requirement, discount rate, open market operations.	4.42a	analyze “tight” and “easy” money policies (counter and cyclical policies).
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4.43	understand the long run Phillips curve and NRU (natural rate of unemployment).	4.43a	analyze implications for economic policy decisions.
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4.44	understand the monetarist school (monetarism) of Milton Friedman and the University of Chicago (graphs, assumptions, conclusions, policy recommendations).	4.44a	analyze validity and efficacy of monetarism.
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GOAL #5: Analyze and/or compare the political and economic systems of the United States with those of other nations.

Learner Outcomes

Sample Indicators / Assessments of Learning

<i>The student will know how to:</i>		<i>The student will be able to:</i>	
5.1	understand absolute and comparative advantage and show how trade makes <u>both</u> nations wealthier.	5.1a	read the theories of David Ricardo and construct mathematical charts to prove these theories.
5.2	understand the 6 ways of determining exchange rates: fixed, free float, purchasing power, production cost, standard of living, managed float.	5.2a	discuss the advantages/disadvantages of each way of determining exchange rates.
5.3	understand the impact of changes in exchange rates on trade.	5.3a	discuss impact on prices of imports and exports.
5.4	understand trade deficits and impact thereof.	5.4a	discuss how trade deficits should self correct.
5.5	understand the impact of tariffs and quotas.	5.5a	discuss the pros and cons of tariffs and quotas.
5.6	Understand free trade vs. protectionism.	5.6a	discuss the pros and cons of each free trade and protectionism.
		5.6b	research historical data on Hawley Smoot Tariff.
5.7	Understand NAFTA and GATT	5.7a	describe the impact of NAFTA and GATT and the roles of G7, G12, IMF, etc.

Introduction to Human Behavior

Levels 2 and 3

Grade 12

Description of Course

This course is aimed at the needs of teenagers. It is both an introduction to human behavior as a social science and an attempt to apply some of the principles of the science to the problems of "coming of age" in a society with many inconsistencies. time permitting, the topics covered will include: psychological disorders, personality, the mind and altered states of consciousness, dreams, nonverbal communication & interpersonal attraction, the brain, memory, aging, dying and death

Purpose

The purpose of this course is to give students useful life knowledge and introduce them to material they may encounter in a college psychology class.

Product Requirements for Success

Students should be able to:

- Read for comprehension
- Work cooperatively in groups
- Respond effectively to questions requiring critical thought
- Express ideas verbally and make oral presentations
- Write a persuasive 5 paragraph essay
- Use library media center resources (i.e. Internet)
- Write a research paper or give a Power Point presentation

Level 2: 4 - 5 page , 12 slide PP

Level 3: 2 - 3 page, 8 slide PP

Resources

Appropriate textbooks: Level 2 college text
 Level 3 high school text

Internet

Video Resources

Articles and psychological studies

GOAL #1: The student will understand that human behavior is open to different perspectives, new information and critical examination of evidence. (SS Dept. Goal)
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
1.1	the functions of the nervous system.	1.1a	create a visual aid to show the role the 3 types of neurons & neurotransmitters play in the autonomic & somatic nervous system.
1.2	the functions of major regions of the brain.	1.2a	use case studies of brain abnormalities to determine which areas of the brain are malfunctioning.
1.3	the role of the right & left hemisphere in brain functioning.	1.3a	determine which of his/her hemispheres is dominate & the effect in has on his/her interests & performance.

GOAL #2: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies. (SS Dept. Goal)

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
2.1	the effect of Alzheimer’s disease on the brain and body.	2.1a	research and present a course of action for our country to follow to research, treat and deal with Alzheimer's disease.
2.2	the modern methods of measuring brain activity.	2.2a	distinguish the results from EEG,PET,CAT & MRI testing.

GOAL #3: The student will understand the diversity of human beings (living things) as well as their similarities (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

3.1 the general effects of the endocrine system on all humans and specific effects on males & females.

The student will be able to:

3.1a differentiate the effect that male & female hormones have on each gender (to what extent are those effects nature or nurture).

GOAL #1: The student will understand that human behavior is open to different perspectives, new information and critical examination of evidence. (SS Dept. Goal)
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
1.1	the location and the function of the hippocampus.	1.1a	write an essay on the function of the hippocampus in memory and locate it on a visual of the brain.
1.2	the theories of forgetting motivated forgetting, interference, retrieval failure distortion, decay.	1.2a	debate which theory best explains forgetting in various situations.

GOAL #2: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies. (SS Dept. Goal)

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
2.1	support the Atkinson model of memory.	2.1a	create a chart of the model highlighting sensory, short-term, long-term memory and the duration and quantity of information in each.

GOAL #3: The student will understand the diversity of human beings (living things) as well as their similarities (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know:

The student will be able to:

3.1 the principles of memory:

- encoding specificity/distribution of practice/mnemonics
- depth of processing/ total time hypothesis/metamemory

3.1a

write a five paragraph essay on how applying these principles to their school work can improve their school performance.

3.2 the obstacles information needs to overcome to be recalled.

3.2a

determine where the breakdown in an person's inability to remember something is: acquisition, storage, or retrieval.

3.2b

participate in various memory activities to highlight the principles of memory and forgetting.

GOAL #1: The student will understand that human behavior is open to different perspectives, new information and critical examination of evidence. (SS Dept. Goal)
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
1.1	contrast Freud's view of the mind & consciousness with Marsh's and biological explanations of consciousness.	1.1a	write an essay, produce a visual, &/or a Power Point presentation on the contrast.
1.2	"brainwash" a subject and develop a position on whether it is a necessary & ethical practice.	1.2a	identify techniques of brainwashing.
1.3	meditate.	1.3a	get into a deep state of relaxation as measured by heart beat & respiration.

GOAL #2: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies. (SS Dept. Goal)

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know:</i>		<i>The student will be able to:</i>	
2.1	the following theories of why people dream: Freud/Jung/Faraday/Activation Synthesis Hypothesis	2.1a	defend a theory of dreaming & use it to analyze a dream.
2.2	the theories that defend & undermine hypnosis.	2.2a	debate the existence of hypnosis.

GOAL #3: The student will understand the diversity of human beings (living things) as well as their similarities (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

3.1 contrast and compare individual sleep & dream patterns.

The student will be able to:

3.1a chart a typical night's sleep describe what takes place in each stage of sleep.

GOAL #1: The student will understand that human behavior is open to different perspectives, new information and critical examination of evidence. (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

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|---|------|--|
| 1.1 the difference between illustrators and emblems. | 1.1a | identify & sign illustrators & emblems that have different meanings based on the culture they are used in. |
|---|------|--|

GOAL #2: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies. (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know:

The student will be able to:

- | | | |
|---|------|--|
| 2.1 differentiate between the false liking, true liking & status clusters. | 2.1a | watch a video without the sound and determine the relationships between people by the clusters. |
| 2.2 use the internet to research body language and attractiveness. | 2.2a | log onto a college web site to investigate body language and attractiveness in college course materials. |

GOAL #3: The student will understand the diversity of human beings (living things) as well as their similarities (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

The student will be able to:

3.1 the role body language and attractiveness play in human relations.

3.1a analyze social situations and determine the effects of various forms of body language & attractiveness.

3.2 the 3 principles of attraction regardless of peoples' culture or looks.

3.2a determine through discovery what the principles are and apply them to their own lives.

GOAL #1: The student will understand that human behavior is open to different perspectives, new information and critical examination of evidence. (SS Dept. Goal)
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know:</i>		<i>The student will be able to:</i>	
1.1	the major theories of personality: psychoanalytic/behaviorist/social cognitive/trait/humanist.	1.1a	view the film "Streetwise" and analyze at least 2 characters & explain their behavior in a school of psychology.
		1.1b	compare and contrast the various theories of personality in an essay or class discussion: How do Adler and Maslow explain success completely opposite of one another?

GOAL #2: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies. (SS Dept. Goal)

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know:</i>		<i>The student will be able to:</i>	
2.1	use the internet to take and analyze a personality survey.	2.1a	evaluate his/her own personality and determine which traits are useful in career planning.

GOAL #1: The student will understand that human behavior is open to different perspectives, new information and critical examination of evidence. (SS Dept. Goal)
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know how to:</i>		<i>The student will be able to:</i>	
1.1	explain types of abnormal behavior within schools of psychological thought.	1.1a	infer from the knowledge he/she has learned in the personality chapter to articulate causes for abnormal behavior.
1.2	identify the 2 deterrents of abnormal behavior.	1.2a	compare behavior in various cultures and determine in debate or discussion which normal and which is abnormal.

GOAL #2: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies. (SS Dept. Goal)

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know:</i>		<i>The student will be able to:</i>	
2.1	the dangers & benefits of various treatments for abnormal behavior.	2.1a	argue for or against various treatments in an essay or debate (i.e.) ECT pro/con.
2.2	research a specific abnormal behavior.	2.2a	access the internet to report on a specific abnormality / prep a Power Point presentation on abnormal behavior.

GOAL #3: The student will understand the diversity of human beings (living things) as well as their similarities (SS Dept. Goal)

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will know:</i>		<i>The student will be able to:</i>	
3.1	the major disorders and at least one specific type of each.	3.1a	diagnose and explain specific disorders as seen in case studies, films, and articles (i.e.) anxiety disorder: obsessive compulsive.

GOAL #1: The student will understand that human behavior is open to different perspectives, new information and critical examination of evidence. (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know:

The student will be able to:

1.1 the benefits & problems of "old age".

1.1a interview a senior citizen and report on it to class.

1.2 identify Erickson' stages of development.

1.2a articulate the stages which affect him/her and seniors.

1.3 the physical and psychological effects of humor & laughter.

1.3a describe in a chart or visual the effect of humor & laughter on the mind & body.

GOAL #2: The student will make informed decisions about controversial issues by utilizing technology and knowledge, skills and concepts from the social studies. (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know:

The student will be able to:

2.1 the arguments for and against assisted suicide.

2.1a defend one position in a debate.

2.2 the theories regarding psychoneuroimmunology.

2.2a take a position on psychoneuroimmunology in an essay.

GOAL #3: The student will understand the diversity of human beings (living things) as well as their similarities (SS Dept. Goal)

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know:

The student will be able to:

3.1 the stages of death (E.K.Ross).

3.1a apply Ross' stages of dying to small losses in their own life like the death of a pet, moving, etc. through essay or journal writing.



Social Studies

Program Support/Celebration Statement
Implementation
Time Allotment
Program Evaluation

Program Support / Celebration

The Social Studies program of the Madison Public Schools is additionally supported through the following activities:

- Kindergarten
- Thanksgiving Feast
 - Holidays Around the World
 - Urban / Suburban
- Grade 1
- Pen pals in other locations
 - Holidays Around the World
 - Music concerts
 - Urban / Suburban
- Grade 2
- Urban / Suburban
 - Holidays Around the World
 - Our Country
 - Constitution
 - Music concerts
- Grade 3
- Urban / Suburban
 - International Festival
 - Holidays Around the World
 - Connecticut
 - Presentations dressed as character
 - Internet research
 - Various arts and crafts related projects
 - Use of various computer software resources
- Grade 4
- Sturbridge Village
 - Colonial Night
 - Historical Society and Deacon John Graves House Field Trip
 - Allis-Bushnell House Field Trip
 - Bushy Hill Field Trip
 - Cultural Arts
 - Explorer Convention
 - Thanksgiving Feast
 - Activity Periods
 - In Touch With The Past
- Grade 5
- Invention Expo
 - Boothe Memorial Field Trip
 - Civil War Reenactment Field Trip
 - Cultural Arts Program
 - Magic Lanternist
 - Speakers from the Madison Historical Society
 - Urban / Suburban
 - Plays
 - Multimedia Presentations
 - Use of various computer software resources
-

Grades 6, 7 & 8

- Skits
- Washington D.C. Trip
- Guest Speakers
- King Knows
- National Geographic
- Bowl Programs
- Middle School Debate
- Mock Elections
- Hartford Courant Stock Market Game
- Student Council
- R. J. Julia Essay Contest
- DAR Essay Contest
- United Nations Essay Contest
- RAFT Papers
- Law Day Contest

Grade 9

- Greek and Roman Newspapers
- Greek and Roman Museums
- Medieval Day
- Interpretation of Renaissance Artwork
- Children's book on the French Revolution
- Visit to an Ethnic Restaurant (e.g. Indian)
- Sharing of Inter Cultural Experiences

Grade 10

- Visit to Slater's Mill, Pawtucket, RI *combined with*
- Trip to Smithsonian Museum traveling exhibit, Providence, RI
- Trip to United Nations, tour and briefing from UNHCR
- Presentation of the movie *Schindler's List*

Grade 11

- Trip to Newport, RI mansions
- Trip to Smithsonian Museum traveling exhibit, Providence, RI
- Visit to the Deacon John Grave House, Madison, CT and
- Smithsonian exhibit on display
- Trip to New York City - Ellis Island, China Town and Little Italy
- Immigrant eating experiences
- Presentation of the movie *Glory*
- Seminar presentations of research papers

Grade 12

- Trip to Metropolitan Museum of Art
 - Enlightenment salon
 - Coup d'etat party
 - Seminar presentations of research papers
 - Stock market game
 - Connecticut Geography Olympiad (Grades 9 - 12)
 - African Drumming and Dance celebration (Grades 9 - 12)
 - Urban-Suburban exchanges (Grades 9 - 12)
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Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans which are aligned or illustrative of student learner outcomes previously agreed upon during the curriculum development process. The sample lessons that result from the first year of implementation by the classroom teachers will ensure that the subject area curriculum is enhanced or elaborated upon. The submitted lessons will become part of the school district's curriculum guides as suggested strategies and/or references for Madison Public School teachers. The form to be used is as follows:

Lesson Plan Format for Phase II of the Madison Curriculum Management Cycle

NAME _____

SUBJECT AREA _____

GRADE _____ COURSE _____ LEVEL _____

GOAL _____

OUTCOME _____

MATERIALS USED _____

LESSON PLAN:

Time Allotment

The Social Studies curriculum framework, according to the Connecticut State Department goals is as stated:

A high quality social studies program provides time allocations for social studies for at least 200 minutes per week in Grades 1 – 6 and at least 250 minutes per week in Grades 7 – 12 for formal social studies instructions, and less formally through appropriate interdisciplinary activities and homework.

Time is a critical variable in assuring a high quality program. The time allotment is based on Connecticut's legal requirement that each student have at least 900 instructional hours per year (180) days, or an average five-hour instructional day. The time allotted for grade level clusters includes a range for both formal time in the classroom and homework.

The recommended ranges per week represent only minimum guidelines intended to assure that schools schedule enough time for teachers and students to be reasonably able to meet the goals of the curriculum. It should be understood that the social studies program must be supported by content drawn from other disciplines taught in the school such as the instructional writing prompts that support the Connecticut Academic Performance Test. In allocating time, especially in elementary settings, social studies content is often incorporated in reading that includes nonfiction history. It should be clear however, that when interdisciplinary approaches are used, the content must address essential social studies content and performance standards.

Program Evaluation

The assessment of the Social Studies program includes observation of the student's knowledge, skills and interaction with the concepts of a democratic society. In addition, learning outcomes are assessed in a variety of ways:

Local Assessments

Connecticut Mastery Test, in Grades 4, 6, and 8, Reference Skills

Connecticut Academic Performance Test, in Grade 10, Interdisciplinary Section



Social Studies

Appendices

Components of the Program
State Standards
National Standards

**SOCIAL STUDIES
CURRICULUM FRAMEWORK**

August 7, 1997
SECOND DRAFT

For Review and Comment

***Connecticut State Department of Education
Division of Teaching and Learning***

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.

PROGRAM GOALS

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

- demonstrate knowledge of the structure of 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;
- explain 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 individual, the groups and the institutions which exist in any society and culture;
- explain 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; and
- demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures.

K-12 CONTENT STANDARDS

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 and 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.

CONTENT STANDARD 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing changing 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.

K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:	Educational experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> • gather historical data from multiple sources; • engage in reading challenging primary and secondary historical source materials, some of which is contradictory and requires 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; and • write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials. 	<ul style="list-style-type: none"> • 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; • interpret data in historical maps, photographs, art works and other artifacts; • examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion, propaganda and distinguish fact from opinion; • analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time; • examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and • develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials. 	<ul style="list-style-type: none"> • formulate historical questions and hypotheses from multiple perspectives, using multiple sources; • gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses; • interpret oral traditions and legends as "histories"; • evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias; • describe the multiple intersecting causes of events; and • use primary source documents to analyze multiple perspectives.

CONTENT 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 in **Grades K-12** will assure that students use historical thinking skills to study the following periodization with escalating scale of breadth and depth:

United States, Connecticut and Local History

- first peoples (10,000 BCE to 1500 CE);
- encounters of peoples from the Americas, Western Europe and Western Africa [1440s to 1763];
- European colonization and settlement [1492-1763];
- revolution and the new nation [1754-1820s];
- expansion and reform [1801-1861];
- civil war and reconstruction [1850-1877];
- development of the industrial United States [1870-1900];
- emergence of modern America [1890-1930];
- the Great Depression and World War II [1929-1945];
- Postwar United States [1945 to early 1970s]; and
- contemporary United States [1968 to the present].

World History

- the beginnings of human society;
- early civilizations and the emergence of the pastoral peoples [400 BCE - 1000 BCE];
- classical traditions, major religions and the giant empires [1000 BCE - 300 CE];
- expanding zones of exchange and encounter [300 - 1000];
- intensified hemispheric interactions [1000 - 1500];
- emergence of the first global age [1450- 1770];
- an age of European prominence and revolutions [1750-1914];
- a half of century of crisis and achievement [1900-1945]; and
- the 20th century since 1945 - promises, paradoxes and challenges.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • 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 (e.g., East Asia, Europe, the Americas, Africa, South Asia, West Asia); • 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, national and world history. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • 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); • demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., new centers of agrarian society emerge in the 3rd and 2nd millennia BCE, the Gupta empire, the Black Death, the Colombian voyages, the French Revolution, World War II); • demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of selfgovernment, 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; and • explain the relationships among the events and trends studied in local, national and world history. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • demonstrate an understanding of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world; • 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; and • explain relationships among the events and trends studied in local, national and world history.
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CONTENT STANDARD 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict 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.

K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:	Educational experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> • recognize that people develop traditions that transmit their beliefs and ideas; • 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 ideas which were exchanged as the 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. 	<ul style="list-style-type: none"> • explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and migrants to the new world and give examples of ways those beliefs have changed over time; • explain how roles and 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; • 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; • 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 the significance of the achievements of selected individual scientists and inventors from around the world and from various periods; • explain how economic factors 	<ul style="list-style-type: none"> • describe basic tenets of the world religions that have acted as major forces throughout history including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions; • give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies; • demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life; • identify various parties and analyze their interest in conflicts from selected historical periods; • describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict; • demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past; • analyze the causes and consequences of major technological turning points in history, e. g., their effects on people, societies and economies; • explain how the use and expansion of trade have connected and affected the history of a global economy; evaluate the economic and technological

	<p>influenced historical events in the United States and other regions of the world; and</p> <ul style="list-style-type: none"> describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc. 	<p>impact of the exchange of goods on societies throughout history; and</p> <ul style="list-style-type: none"> explain the multiple forces and developments (cultural, political, economic and scientific) which have helped to connect the peoples of the world.
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CONTENT STANDARD 4: Applying History

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

K-12 PERFORMANCE STANDARDS		
<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> 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 with people who have lived in the past; and recognize relationships between events and people of the past and present circumstances, concerns and developments. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> 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 at cultural institutions such as museums or historical exhibitions; display empathy with people who have lived in the past; and describe relationships between historical subject matter and other subjects they study, current issues or personal concerns. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> initiate questions and hypotheses about historic events they are studying; 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 at cultural institutions such as museums or historical exhibitions; display empathy with people who have lived in the past; and describe relationships between historical subject matter and other subjects they study, current issues or personal concerns.

CONTENT STANDARD 5: United States Constitution and Government

Students will apply knowledge of the U. S. Constitution and 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.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • 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. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • 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; • 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; and • 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. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • apply an understanding of historical and contemporary conflicts over Constitutional principles; • analyze historical and contemporary conflicts through the respective roles of local, state and national governments; • explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government; • analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the laws for all persons; • explain why state and federal court powers of judicial review reflect the United States idea of constitutional government; and • evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics.
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CONTENT STANDARD 6: Rights and Responsibilities of Citizens

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • explain the meaning and important characteristics of citizenship for public responsibilities 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. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • 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 proposing 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. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good; • identify and explain characteristics needed for effective participation in public life; • establish, explain and apply criteria to evaluate rules and laws; • monitor and influence the formation and implementation of policy through various forms of participation; and • take a position on a current policy issue and attempt to influence its formation, development and implementation.
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CONTENT STANDARD 7: Political Systems

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

K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** 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 promotions of the common good;
- identify what governments can and cannot do; and
- explain that it is important to limit government so that individual rights can be protected.

Educational experiences in **Grades 5-8** 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.

Educational experiences in **Grades 9-12** will assure that students:

- evaluate the importance of developing self-government so as to restrict arbitrary power;
- analyze and evaluate the advantages and disadvantages of limited and unlimited government;
- compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government;
- describe how constitutions may limit government in order to protect individual rights and promote the common good;
- explain how purposes served by government have implications for the individual and society; and
- provide examples of legitimate authority and exercise of power without authority.

CONTENT STANDARD 8: International Relations

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none">• explain how nation-states interact with one another; and• describe ways in which nation-states influence each other.	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none">• describe the organization of the world into nation states and describe some ways that nation-states interact with one another;• 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 effect domestic groups and organizations; and• describe how domestic groups and organizations seek to influence foreign policy decisions.	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none">• describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them;• analyze and evaluate the significance of major U. S. foreign policies and major international events and conditions over time;• develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues;• analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy;• identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy; and• describe and analyze the process by which foreign policy decisions are developed and executed.
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CONTENT STANDARD 9: Places and Regions

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none">• define and identify natural and human characteristics of places;• explain how human and natural processes shape places;• provide reasons why and how places and regions change and are connected; and• observe and describe how places and regions are identified, defined and bounded.	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none">• 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; and• explain and assess how culture affects perception of places and regions.	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none">• explain and describe the natural and cultural characteristics of one place to distinguish it from another;• apply the concept of region to organize the study of a complex problem;• explain that regions are interconnected and may also overlap;• explain why places and regions are important to human and cultural identity and stand as symbols for unifying society; and• analyze ways different groups in society view places and regions differently.
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CONTENT STANDARD 10: Physical Systems

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none">• identify the types of physical systems and their characteristics that affect the Earth's surface;• demonstrate how Earth-Sun 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; and• explain ways in which humans use and interact with environments.	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none">• 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;• explain local and world patterns of ecosystem distribution; and• identify the ways ecosystems are transformed through physical and human activities and can predict the consequences of these activities.	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none">• describe regional variations of physical processes;• explain the operation and interaction of different natural systems (such as climate and oceans) to understand global change;• analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life;• evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive; and apply concepts of ecosystems to understand and solve problems regarding environmental problems.
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CONTENT STANDARD 11: Human Systems

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none">• 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;• identify locations of various economic activities and understand how physical and human factors influence them;• explain locations and characteristics of human settlements and how they have changed over time;• describe the characteristics of a physical and a human system; and• describe how and why physical and human systems function and interact and the consequences of these interactions.	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none">• explain the patterns and characteristics of human migrations at various levels;• explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration;• analyze the formation, characteristics and functions of urban, suburban and rural settlements;• demonstrate and explain ways that humans depend on, adapt to and alter the Physical environment; and• identify processes that divide Earth's surface into different political and economic units from local to international levels.	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none">• describe the consequences of human population patterns and growth trends over time;• explain the characteristics, distribution and relationships of economic systems at various levels;• explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement;• explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales; and• analyze how human systems interact, connect and cause changes in physical systems.
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CONTENT STANDARD 12: Human and Environment 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.

K-12 PERFORMANCE STANDARDS		
<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • 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; • utilize maps, globes, graphs, models, computer programs and texts, as appropriate; • draw a simple map of continents and oceans; • locate Earth's major physical and human features (including cities, countries, bodies of water, etc.); • 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. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • explain the essential features and functions of maps, globes, photographs, geographic models and satellite images; 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • use maps, globes, charts and databases to analyze and suggest solutions to real-world problems; • create appropriate maps and other tools to solve, illustrate or answer geographic problems; • using geographic tools to represent and interpret Earth's physical and human systems; • draw a freehand map of the world with continents (appropriate shape and size) located in relation to equator, tropics, circles and prime meridian; • locate at least 50 major countries and physical features on a map or globe; and • draw a freehand map demonstrating political, cultural or economic relationships.
	<ul style="list-style-type: none"> • 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; • use latitude and longitude to locate places and calculate differences between places; • draw a freehand map from memory of increasing and appropriate complexity to display geographic information and answer geographic questions; 	
	<ul style="list-style-type: none"> • locate natural and cultural features in their own and nearby communities, in the United States and in other regions the world, as needed, to answer geographic questions; and • demonstrate how personal knowledge and experiences influence an individual's perception of places. 	

CONTENT STANDARD 13: Limited Resource

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • define scarcity and abundance; • identify goods and services and give an example of each; • identify and give examples of resources: human, natural and capital, and explain how they are used; • identify why some countries are richer than others; and • identify alternative uses of resources found in their home, school or neighborhood. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • 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 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • compare the resources used by various cultures, countries and/or regions throughout the world; • analyze the impact of economic choices on the allocation of scarce resources; • explain that a country's potential Gross Domestic Product depends on the quantity and quality of natural resources, the size and skills of the population, and the amount and quality of its capital stock; • define, defend and predict how the use of specific resources may impact the future; • analyze how technological change can affect long-range productivity; and • analyze how market forces and government regulation impacts the use of resources.
	<ul style="list-style-type: none"> • explain how technological change and innovation improves a society's productivity and economic growth. 	

CONTENT STANDARD 14: Economic Systems

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • 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; • explain that some goods and services are provided by the government; and • explain that government raises money by taxing and borrowing to pay for the goods and services it provides. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • 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; • describe the relationships among demand, supply and price and their roles in a market system; • identify how fundamental characteristics of a market system (private property, profits and competition, e.g., businesses, labor, banks and government) influence decision making; • identify governmental activities that affect the local, state, national or international economy; • describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money); and • analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth; • identify and explain the factors that determine and cause changes in demand, supply and the market-clearing (equilibrium) price; • compare and contrast the characteristics and effects of different market structures, including pure competition, monopolistic competition, oligopoly and monopoly; • interpret important statistics about the national economy: the inflation rate, unemployment rate, Gross Domestic Product and its growth rate; • understand the causes and effects of periods of growth and recession evident in the history of market economies; • analyze the impact of government taxing and spending actions and exchanges in the money supply and interest rates on the national economy; • contrast and compare different types of taxes, including progressive, regressive and proportional taxes; • explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining reasonable rates of economic growth; and • analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses.
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CONTENT STANDARD 15: Economic Interdependence

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

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • 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. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • explain how specialization leads to more efficient use of economic resources and economic growth; • explain why trade encourages specialization; • explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • illustrate the international differences in resources, productivity and prices that are a basis for international trade; • evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments; and • explain that a nation has a comparative advantage when it can produce a product at a lower opportunity cost than its trading partner.
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National Standards

for

- ❖ *Social Studies*
- ❖ *History*
- ❖ *U.S. History*
- ❖ *World History*
- ❖ *Geography*
- ❖ *Civics*

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SOCIAL STUDIES - National Standards

K-4 Standards

Standard 1. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
- Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture
- Compare ways in which people from different cultures think about and deal with their physical environment and social conditions
- Give examples and describe the importance of cultural unity and diversity within and across groups

Standard 2. Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons or the differences in views
- Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships
- Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past
- Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others Demonstrate an understanding that people in different times and places view the world differently
- Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues

Standard 3. People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

- Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape
- Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs
- Use appropriate resources, data sources, and geography tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information
- Estimate distance and calculate scale Locate and distinguish among varying landforms and geography features, such as mountains, plateaus, islands, and oceans
- Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle
- Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms and the like
- Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions
- Explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another
- Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought
- Consider existing uses and propose and evaluate alternatives uses of resources and land in home, school, community, the region, and beyond

Standard 4. Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Describe personal changes over time, such as those related to physical development and personal interest
- Describe personal connections to place—especially place as associated with immediate surroundings
- Describe the unique features of one's nuclear and extended families

- Show how learning and physical development affect behavior
- Identify and describe ways family, groups, and community influence the individual's daily life and personal choices
- Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions
- Analyze a particular event to identify reasons individuals might respond to it in different ways
- Work independently and cooperatively to accomplish goals

Standard 5. Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture
- Identify examples of institutions and describe the interactions of people with institutions
- Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts
- Identify and describe examples of tension between an individual's beliefs and government policies and laws
- Give examples of the role of institutions in furthering both continuity and change
- Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so

Standard 6. Power, Authority, and Governance

Social studies programs should include experiences that provide Or the study of how people create and change structures of power, authority, and government, so that the learner can:

- Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class
- Explain the purpose of government
- Give examples of how government does or does not provide or needs and wants of people, establish order and security, and manage conflict
- Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security
- Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president
- Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations
- Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts
- Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice

Standard 7. Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Give examples that show how scarcity and choice govern our economic decisions
- Distinguish between needs and wants
- Identify examples of private and public goods and services
- Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations
- Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services
- Describe the influence of incentives, values, traditions, and habits on economic decisions
- Explain and demonstrate the role of money in everyday life
- Describe the relationship of price to supply and demand
- Use economic concepts such as supply, demand, and price to help explain events in the community and nation
- Apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill

Standard 8. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

- Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communications

- Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communications
- identify and describe examples of levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses
- Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment
- Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies
- Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good

Standard 9. Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding
- Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations
- Examine the effects of changing technologies on the global community
- Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species
- Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection
- Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war

Standard 10. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application to specific situations
- Identify examples of rights and responsibilities of citizens
- Locate, access, organize, and apply information about an issue of public concern from multiple points of view
- Identify and practice selected forms for civic discussion and participation consistent with the ideals of citizens in a democratic republic
- Explain actions citizens can take to influence public policy decisions
- Recognized that a variety of formal and informal actors influence and shape public policy
- Examine the influence of public opinion on personal decision-making and government policy on public issues
- Explain how public policies and citizens behaviors may or may not reflect the stated ideals of a democratic republican form of government
- Describe how public policies are used to address issues of public concern
- Recognize and interpret how the "common good" can be strengthened through various forms of citizens action

Social Studies - 5 - 8 National Standards

Standard 1. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns Explain how information and experiences may be interpreted by people from diverse cultures and frames of reference
- Explain and give examples of the language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture Explain why individuals and groups respond differently to their physical and social environments and/or change to them on the basis of shared assumptions, values, and beliefs
- Articulate the implications of cultural diversity, as well as cohesion, within and across groups

Standard 2. Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can: Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views

- Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others
- Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts
- Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues

Standard 3. People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

- Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape
- Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs
- Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps
- Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns
- Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem
- Describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them
- Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like
- Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes
- Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings
- Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought
- Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world

Standard 4. Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can: Relate personal changes to social, cultural, and historical contexts

- Describe personal connections to place—as associated with community, nation, and world

- Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity
- Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development
- Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity
- Identify and interpret examples of stereotyping, conformity, and altruism
- Work independently and cooperatively to accomplish goals

Standard 5. Individuals, Groups and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups
- Analyze group and institutional influences on people, events, and elements of culture
- Describe the various terms institutions take and the interactions of people with institutions
- Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity
- Identify and describe examples of tensions between belief systems and government policies and laws
- Describe the role of institutions in furthering both continuity and change
- Apply knowledge of how groups and institutions work to meet individual needs and promote the common good

Standard 6. Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and government, so that the learner can:

- Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- Describe the purpose of government and how its powers are acquired, used, and justified
- Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security
- Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security
- Identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government
- Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- Describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts
- Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems
- Give examples and explain how governments attempt to achieve their stated ideals at home and abroad

Standard 7. Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed
- Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system
- Explain the differences between private and public goods and services
- Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations
- Describe the role of specialization and exchange in the economic process
- Explain and illustrate how values and beliefs influence different economic decisions
- Differentiate among various forms of exchange and money
- Compare basic economic systems according to who determines what is produced, distributed, and consumed
- Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts
- Use economic reasoning to compare different proposals or dealing with a contemporary social issue such as unemployment, acid rain, or high quality education

Standard 8. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

- Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare
- Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security
- Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atoms energy, and genetic discoveries
- Explain the needs for laws and policies to govern scientific and technological knowledge, such as in the safety and well-being of workers and consumers and the regulation of utilizes, radio, and television
- Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict

Standard 9. Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations
- Describe and analyze the effects of changing technologies on the global community
- Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality
- Describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people
- Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights
- Identify and describe the roles of international and multinational organizations

Standard 10. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law
- Identify and interpret sources and examples of the rights and responsibilities of citizens
- Locate, access, analyze, organize, and apply information about selected public issues—recognizing and explaining multiple points of view
- Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic
- Explain and analyze various forms of citizen action that influence public policy decisions
- Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making
- Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making
- Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government
- Explain the relationship between policy statements and action plans used to address issues of public concern
- Examine strategies designed to strengthen the “common good” which consider a range of options for citizen action

Social Studies 9 - 12 National Standards

Standard 1. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can: Analyze and explain the ways groups, societies, and cultures address human needs and concerns
Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference

- Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
- Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change
- Demonstrate the value of cultural diversity, as well as cohesion, within and across groups
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
- Construct reasoned judgments about specific cultural responses to persistent human issues
- Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems

Standard 2. Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use
- Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions
- Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality
- Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment
- Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

Standard 3. People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

- Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape
- Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs
- Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps
- Calculate distance, scale, area, and density, and distinguish spatial distribution patterns
- Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population
- Use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena
- Describe and compare how people adapt places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like
- Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes
- Describe and assess ways that historical events have been influenced by and have influenced physical and human geographic factors in local, regional, national, and global settings
- Analyze and evaluate social and economy effects of environmental changes and arises resulting from phenomena such as floods, storms, and drought
- Propose, compare, and evaluate alternative policies Or the use of land and other resources in communities, regions, nations, and the world

Standard 4. Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learners can:

- Articulate personal connections in time, place, and social/cultural systems
- Identify, describe, and express appreciation or the influences of various historical and contemporary cultures on an individual's daily life
- Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self
- Apply concepts, methods, and theories about the study of human growth and development, such as physical maturation, learning, motivation, behavior, perception, and personality
- Examine the interactions of ethnic, national, or cultural influences in specific situations or events
- Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity
- Compare and evaluate the impact of stereotyping, community, acts of altruism, and other behaviors on individuals and groups
- Work independently and cooperatively within groups and institutions to accomplish goals
- Examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society

Standard 5. Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society
- Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings
- Describe the various forms institutions take, and explain how they develop and change over time
- Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions
- Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements
- Evaluate the role of institutions in furthering both continuity and change
- Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings
- Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems

Standard 6. Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and government, so that the learner can:

- Examine persistent issues in the rights, roles, and status of the individual in relation to the general welfare
- Explain the purpose of government and analyze how its powers are acquired, used, and justified
- Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society
- Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity
- Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts
- Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems
- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad
- Prepare a public policy paper and present and defend it before an appropriate forum in school or community

Standard 7. Production, Distribution, and Consumption

Social studies programs should include experiences provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed
- Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system
- Consider the costs and benefits to society of allocating goods and services through private and public sectors
- Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations
- Analyze the role of specialization and exchange in the economic processes
- Compare how values and beliefs influence economy decisions in different societies
- Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital
- Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues
- Distinguish between the domestic and global economy systems, and explain how the two interact
- Apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue
- Distinguish between economics as a field of inquiry and the economy

Standard 8. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

- Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings
- Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions
- Analyze how science and technology influence the core values, beliefs, and attitudes of society and shape scientific and technological change;
- Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals
- Recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures
- Formulate strategies and develop policies or influencing public discussions associated with technology-society issues, such as the greenhouse effect

Standard 9. Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- Analyze and evaluate the effects of changing technologies on the global community
- Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality
- Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns
- Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights
- Describe and evaluate the role of international and multinational organizations in the global arena Illustrate how individual behaviors and decisions connect with global systems

Standard 10. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Explain the origins and interpret the Imbuing influence of key ideals of the democratic republican term of government, such as individual human dignity, liberty, justice, equality, and the rule of law
- Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities
- Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues describing, and evaluating multiple points of view
- Practice terms of civic discussion and participation consistent with the ideals of citizens in a democratic republic
- Analyze and evaluate the influence of various terms of citizen action on public policy
- Analyze a variety of public policies and issues from the perspective of formal and informal political actors
- Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making
- Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government
- Construct a policy statement and an action plan to add one or more goals related to an issue of public concern
- Participate in activities to strengthen the “common good” based upon careful evaluation of possible options for citizen action

HISTORY - National Standards

K-4 Standards

LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

Standard 1.

Students should understand family life now and in the recent past family life in various places long ago.

Students should be able to:

- Demonstrate understanding of family life now and in the past
- Demonstrate understanding of the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values

Standard 2.

Students should understand the history of their own local community and how communities in North America varied long ago. Students should be able to:

- Demonstrate understanding of the history of their local community
- Demonstrate understanding of how communities in North America varied long ago

THE HISTORY OF THE STUDENTS' OWN STATE OR REGION

Standard 3.

Students should understand the people, events, problems, and ideas that were significant in creating the history of their state. Students should be able to:

- Demonstrate understanding of the history of indigenous peoples who first lived in their state or region
- Demonstrate understanding of the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to their state or region
- Demonstrate understanding of the various other groups from regions throughout the world who came into the students' own state or region over the long-ago and recent past
- Demonstrate understanding of the interactions among all these groups throughout the history of their state
- Demonstrate understanding of the ideas that were significant in the development of the state and that helped to forge its unique identity

THE HISTORY OF THE UNITED STATES

Standard 4.

Students should understand how democratic values came to be and how they have been exemplified by people, events, and symbols. Students should be able to:

- Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution
- Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy
- Demonstrate understanding of historic figures who have exemplified values and principles of American democracy
- Demonstrate understanding of events that celebrate and exemplify fundamental values and principles of American democracy
- Demonstrate understanding of national symbols through which American values and principles are expressed

Standard 5.

Students should understand the causes and nature of various movements of large groups of people into and within the U.S., now and long ago. Students should be able to:

- Demonstrate understanding of the movements of large groups of people into their own and other states in the U.S. now and long ago

Standard 6.

Students should understand folklore and other cultural contributions from various regions of the U.S. and how they help to form a national heritage. Students should be able to:

- Demonstrate understanding of folklore and other cultural contributions from various regions of the U.S. and how they help to form a national heritage

THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD

Standard 7.

Students should understand selected attributes and historical developments of societies in such places as Africa, the Americas, Asia and Europe.

- Demonstrate understanding of the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe
- Demonstrate understanding of great world movements of people now and long ago

Standard 8.

Students should understand major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them. Students should be able to:

- Demonstrate understanding of the development of technological innovations, the major scientists and inventors associated with them, and their social and economic effects
- Demonstrate understanding of changes in transportation and their effects

U.S. History - National Standards

5 - 12 Standards

THREE WORLDS MEET (BEGINNINGS TO 1620)

Standard 1.

Students should understand the characteristics of societies in the Americas, western Europe, and West Africa that increasingly interacted after 1450. Students should be able to:

- Demonstrate understanding of commonalities, diversity, and change in the societies of the Americas from their beginnings to 1620
- Demonstrate understanding of the characteristics of western European societies in the age of exploration
- Demonstrate understanding of the characteristics of West African societies in the era of European contact

Standard 2.

Students should understand early European exploration and colonization and the resulting cultural and ecological interactions. Students should be able to:

- Demonstrate understanding of how the stages of European oceanic and overland exploration from 1492 to 1700 occurred amid international rivalries
- Demonstrate understanding of the Spanish conquest of the Americas

COLONIZATION AND SETTLEMENT (1585-1763)

Standard 1.

Students should understand the early arrival of Europeans and Africans in the Americas and how these people interacted with Native Americans. Students should be able to:

- Demonstrate understanding of how diverse immigrants affected the formation of European colonies
- Demonstrate understanding of family life, gender roles, and women's rights in colonial North America
- Demonstrate understanding of the European struggle for control of North America

Standard 2.

Students should understand how political institutions and religious freedom emerged in the North American colonies. Students should be able to:

- Demonstrate understanding of the rise of individualism, the roots of representative government, and how political rights were defined
- Demonstrate understanding of religious diversity in the colonies and how ideas about religious freedom evolved
- Demonstrate understanding of political conflicts in the colonies

Standard 3.

Students should understand how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas. Students should be able to:

- Demonstrate understanding of colonial economic life and labor systems in the Americas
- Demonstrate understanding of economic life and the development of labor systems in the English colonies
- Demonstrate understanding of African life under slavery

REVOLUTION AND THE NEW NATION (1754-1820s)

Standard 1.

Students should understand causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory. Students should be able to:

- Demonstrate understanding of the causes of the American Revolution
- Demonstrate understanding of the principles articulated in the Declaration of Independence
- Demonstrate understanding of the factors affecting the course of the war and contributing to the American victory
- Demonstrate understanding of how American relations with European powers affected the character and outcomes of the American Revolution

Standard 2.

Students should understand how the American Revolution ironed multiple movements among the new nation's many groups to reform American society. Students should be able to:

- Demonstrate understanding of the revolution's effects on social, political, and economic relations among different social groups

Standard 3.

Students should understand the institutions and practices of government created during the revolution and how they were revised between 1787 and 1815 to create the Inundation of the American political system. Students should be able to:

- Demonstrate understanding of the government-making, at both national and state levels
- Demonstrate understanding of the issues involved in the creation and ratification of the United States Constitution and the new government it established
- Demonstrate understanding of the guarantees of the Bill of Rights and its continuing significance
- Demonstrate understanding of the development of the first American party system
- Demonstrate understanding of the development of the Supreme Court's powers and significance from 1789 to 1820

EXPANSION AND REFORM (1801-1861)

Standard 1.

Students should understand United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans. Students should be able to:

- Demonstrate understanding of the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine
- Demonstrate understanding of federal and state Indian policy and the strategies for survival forged by Native Americans
- Demonstrate understanding of the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War

Standard 2.

Students should understand how the industrial revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tension. Students should be able to:

- Demonstrate understanding of how the factory system and the transportation and market revolutions shaped regional patterns of economic development
- Demonstrate us of the first era of American industrialization
- Demonstrate understanding of the rapid growth of slavery after 1800 and how African Americans coped with the Peculiar institution..
- Demonstrate understanding of the settlement of the West

Standard 3.

Students should understand the extension, restriction, and reorganization of political democracy after 1800. Students should be able to:

- Demonstrate understanding of the changing character of American political life in the age of the common man.
- Demonstrate understanding of has the debates over slavery influenced politics and sectionalism

Standard 4.

Students should understand the sources and character of rearm movements in the antebellum period and what the reforms accomplished or failed to accomplish. Students should be able to:

- Demonstrate understanding of the abolitionist movement
- Demonstrate understanding of how the Second Great Awakening, transcendentalism, and utopianism affected reform
- Demonstrate understanding of changing gender roles and the roles of different groups of women

CIVIL WAR AND RECONSTRUCTION (1850~1877)**Standard 1.**

Students should understand the causes of the Civil War. Students should be able to:

- Demonstrate understanding of how the North and South differed and how politics and ideologies led to the Civil War

Standard 2.

Students should understand the course and character of the Civil War and its effects on the American people. Students should be able to:

- Demonstrate understanding of how the resources of the Union and Confederacy affected the course of the war
- Demonstrate understanding of the social experience of the war on the battlefield and homefront

Standard 3.

Students should understand how various Reconstruction plans succeeded or failed. Students should be able to:

- Demonstrate understanding of the political controversy over Reconstruction
- Demonstrate understanding of the Reconstruction programs to transform social relations in the South
- Demonstrate understanding of the successes and failures of Reconstruction in the South, North, and West

THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)**Standard 1.**

Students should understand how the rise of big business, heavy industry, and mechanized farming transformed the American peoples. Students should be able to:

- Demonstrate understanding of the connections between industrialization, the rise of big business, and the advent of the modern corporation
- Demonstrate understanding of how rapid industrialization affected urban politics, living standards, and opportunity at different social levels
- Demonstrate understanding of how agriculture, mining, and ranching were transformed
- Demonstrate understanding of how industrialism, urbanization, large scale agriculture, and mining affected the ecosystem and initiated an environmental movement

Standard 2.

Students should understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. Students should be able to:

- Demonstrate understanding of the sources and experiences of the new immigrants
- Demonstrate understanding of Social Darwinism, race relations, and the struggle for equal rights and opportunities
- Demonstrate understanding of how new cultural movements at different social levels affected American life

Standard 3.

Students should understand the rise of the American labor movement and how political issues reflected social and economic changes. Students should be able to:

- Demonstrate how the "second industrial revolution. changed the nature and conditions of work

- Demonstrate understanding of the rise of national labor unions and the role of state and federal governments in labor conflicts
- Demonstrate understanding of how Americans grappled with the social, economic, and political problems of the late 19th century

Standard 4.

Students should understand federal Indian policy and United States policy after the Civil War. Students will be able to:

- Demonstrate understanding of various perspectives on federal Indian policy, westward expansion, and the resulting struggles
- Demonstrate understanding of the roots and development of American expansionism and the causes and outcomes of the Spanish-American War

THE EMERGENCE OF MODERN AMERICA (1890-1930)

Standard 1.

Students should understand how Progressives and others addressed problems of industrialism, urbanization, and political corruption. Students should be able to:

- Demonstrate understanding of the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels
- Demonstrate understanding of Progressivism at the national level
- Demonstrate understanding of the limitations of Progressivism and the alternatives offered by various groups

Standard 2.

Students should understand the changing role of the United States in world affairs through World War I

Students should be able to:

- Demonstrate understanding of how the American role in the world changed in the early 20th century
- Demonstrate understanding of the causes of World War I and why the United States intervened
- Demonstrate understanding of the impact at home and abroad of United States involvement

Standard 3.

Students should understand how the United States changed from the end of World War I to the eve of the Great Depression. Students should be able to:

- Demonstrate understanding of the cultural clashes and their consequences in the postwar era
- Demonstrate understanding of how a modern capitalist economy emerged in the 1920s
- Demonstrate understanding of the development of mass culture and how it changed American society
- Demonstrate understanding of politics and international affairs in the 1920s

THE GREAT DEPRESSION AND WORLD WAR II (1929-1945)

Standard 1.

Students should understand the causes of the Great Depression and how it affected American society.

Students should be able to:

- Demonstrate understanding of the causes of the crash of 1929 and the Great Depression
- Demonstrate understanding of how American life changed during the depression years

Standard 2.

Students should understand how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. Students should be able to:

- Demonstrate understanding of the presidency of Franklin D. Roosevelt and the New Deal
- Demonstrate understanding of the impact of the New Deal on workers and the labor movement
- Demonstrate understanding of opposition of the New Deal, the alternative programs of its detractors, and the legacy of the “Roosevelt Revolution”.

Standard 3.

Students should understand the origins and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs. Students should be able to:

- Demonstrate understanding of the international background of World War II
- Demonstrate understanding of world War II and how the Allies prevailed
- Demonstrate understanding of the effects of World War II

POSTWAR UNITED STATES (1945 TO EARLY 1970s)

Standard 1.

Students should understand the economy boom and social transformation of postwar America.

Students should be able to:

- Demonstrate understanding of the extent and impact of economic changes in the postwar period
- Demonstrate understanding of how the social changes of the postwar period affected various Americans

Standard 2.

Students should understand the postwar extension of the New Deal. Students should be able to:

- Demonstrate understanding of the political debate over continuation of the New Deal
- Demonstrate understanding of the New Frontier and Great Society and analyze their domestic accomplishment

Standard 3.

Students should understand the Cold War and the Korean and Vietnam conflicts in domestic and international politics. Students should be able to:

- Demonstrate understanding of the origins and domestic consequences of the Cold War
- Demonstrate understanding of U.S. foreign policy in Africa, Europe, the Middle East, and Latin America
- Demonstrate understanding of the foreign and domestic consequences of U.S. involvement in Vietnam

Standard 4.

Students should understand the struggle for racial and gender equality and for the extension of civil liberties.

Students should be able to:

- Demonstrate understanding of the Second Reconstruction and analyze its advancement of civil rights
- Demonstrate understanding of how Asian Americans, Mexican Americans, and Native Americans advanced the movement for civil rights and equal rights
- Demonstrate understanding of how women advanced the movement for civil rights and equal rights
- Demonstrate understanding of the contributions of the Warren Court in advancing civil liberties and equal rights

CONTEMPORARY UNITED STATES (1968 TO THE PRESENT)**Standard 1.**

Students should understand recent developments in foreign and domestic policies. Students should be able to:

- Demonstrate understanding of Nixon's domestic agenda and the Watergate Affair
- Demonstrate understanding of domestic policy issues in contemporary American society
- Demonstrate understanding of major foreign policy initiatives

Standard 2.

Students should understand major social and economic developments in contemporary America. Students should be able to:

- Demonstrate understanding of continuing reform agendas
- Demonstrate understanding the new immigration and internal migration
- Demonstrate understanding of changing religious diversity and its impact on American institutions and values
- Demonstrate understanding of the modern American economy
- Demonstrate understanding of contemporary American culture

WORLD HISTORY - National Standards

5 - 12 Standards

THE BEGINNINGS OF HUMAN SOCIETY**Standard 1.**

Students should understand the biological and cultural processes that gave rise to the earliest human communities. Students should be able to:

- Demonstrate understanding of early hominid development in Africa
- Demonstrate understanding of how human communities populated the major regions of the world and adapted to a variety of environments

Standard 2.

Students should understand the processes that led to the emergence of agricultural societies around the world.

Students should be able to:

- Demonstrate understanding of how and why humans established sewed communities and experimented with agriculture
- Demonstrate understanding of how agricultural societies developed around the world

EARLY CIVILIZATIONS AND THE EMERGENCE OF PASTORAL PEOPLES (4000-1000 BCE)**Standard 1.**

Students should understand the major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley. Students should be able to:

- Demonstrate understanding of how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE
- Demonstrate understanding of how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions

Standard 2.

Students should understand how agrarian societies spread and new states emerged in the third and second millennia BCE. Students should be able to:

- Demonstrate understanding of how civilization emerged in northern China in the second millennium BCE
- Demonstrate understanding of how new centers of agrarian society arose in the third and second millennia BCE

Standard 3.

Students should understand the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE. Students should be able to:

- Demonstrate understanding of how population movements from western and central Asia affected peoples of India, Southwest Asia, and the Mediterranean region
- Demonstrate understanding of the social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt in the second millennium BCE
- Demonstrate understanding of how urban society expanded in the Aegean region in the era of Mycenaean dominance
- Demonstrate understanding of the development of new cultural patterns in north India in the second millennium BCE

CLASSICAL TRADITIONS, MAJOR RELIGIONS, AND GIANT EMPIRES (1000 BCE-300 CE)

Standard 1.

Students should understand innovation and change from 1000 to 600 BCE: horses, ships, iron, and monotheistic faith. Students should be able to:

- Demonstrate understanding of state-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia
- Demonstrate understanding of the emergence of Judaism and the historical significance of the Hebrew kingdoms
- Demonstrate understanding of how the civilization of Kush developed in the upper Nile valley and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa
- Demonstrate understanding of how pastoral nomadic peoples of Central Asia began to play an important role in world history

Standard 2.

Students should understand how Aegean civilization emerged and how interrelationships developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE. Students should be able to:

- Demonstrate understanding of the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states
- Demonstrate understanding of the major cultural achievements of Greek civilization
- Demonstrate understanding of the development of the Persian (Achaemenid) empire and the consequences of as conflicts with the Greeks
- Demonstrate understanding of Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture

Standard 3.

Students should understand how major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE. Students should be able to:

- Demonstrate understanding of the causes and consequences of the unification of the Mediterranean basin under Roman rule
- Demonstrate understanding of the emergence of Christianity in the context of the Roman Empire
- Demonstrate understanding of how China became unified under the early imperial dynasties
- Demonstrate understanding of religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire

Standard 4.

Students should understand how early agrarian civilizations arose in Mesoamerica. Students should be able to:

- Demonstrate understanding of the achievements of the Olmec civilization

EXPANDING ZONES OF EXCHANGE AND ENCOUNTER (300-1000 CE)

Standard 1.

Students should understand imperial crises and their aftermath, 300-700 CE. Students should be able to:

- Demonstrate understanding of the decline of the Roman and Han empires
- Demonstrate understanding of the expansion of Christianity and Buddhism beyond the lands of their origin
- Demonstrate understanding of the synthesis of Hindu civilization in India in the era of the Gupta Empire
- Demonstrate understanding of the expansion of Hindu and Buddhist traditions in Southeast Asia in the first millennium CE

Standard 2.

Students should understand causes and consequences of the rise of Islamic civilization between the 7th and 10th centuries. Students should be able to:

- Demonstrate understanding of the emergence of Islam and how Islam spread in Southeast Asia, North Africa, and Europe
- Demonstrate understanding of the significance of the Abbasid Caliphate as a center of cultural innovation and hub of interregional trade in the 8th-10th centuries
- Demonstrate understanding of the consolidation of the Byzantine state in the context of expanding Islamic civilization

Standard 3.

Students should understand major developments in East Asia in the era of the Tang dynasty, 600-900 CE.

Students should be able to:

- Demonstrate understanding of China's sustained political and cultural expansion in the Tang period
- Demonstrate understanding of Chinese influence on the peoples of Inner Asia, Korea, Southeast Asia, and Japan

Standard 4.

Students should understand the search for political, social, and cultural redefinition in Europe, 500-1000 CE.

Students should be able to:

- Demonstrate understanding of the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire
- Demonstrate understanding of the coalescence of political and social order in Europe

Standard 5.

Students should understand state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples. Students should be able to:

- Demonstrate understanding of state-building in Northeast and West Africa and the southward migration of Bantu-speaking peoples

Standard 6.

Students should understand the rise of civilization in Mesoamerica and Andean South America in the first millennium CE. Students should be able to:

- Demonstrate understanding of the origins, expansion, and achievements of Mayan civilization
- Demonstrate understanding of the rise of the Teotihuacan, Zapotec/Mixtec, and Moche civilizations

INTENSIFIED HEMISPHERIC INTERACTIONS (1000-1500 CE)**Standard 1.**

Students should understand the maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion. Students should be able to:

- Demonstrate understanding of China's extensive urbanization and commercial expansion between the 10th and 13th centuries
- Demonstrate understanding of the development of Japanese and Southeast Asian civilization between the 11th and 15th centuries
- Demonstrate understanding of how pastoral migrations and Impious reform movements between the 11th and 13th centuries contributed to the rise of new states and the expansion of Islam
- Demonstrate understanding of how interregional communication and trade led to intensified cultural exchanges among diverse peoples of Eurasia and Africa

Standard 2.

Students should understand the redefining of European society and culture, 1000-1300 CE.

Students should be able to:

- Demonstrate understanding of feudalism and the growth of centralized monarchies and city-states in Europe
- Demonstrate understanding of the expansion of Christian Europe after 1000
- Demonstrate understanding of patterns of social change and cultural achievement in Europe's emerging civilization

Standard 3.

Students should understand the rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350.

Students should be able to:

- Demonstrate understanding of the significance of Mongol rule in China, Korea, Russia, and Southwest Asia

Standard 4.

Students should understand the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries. Students should be able to:

- Demonstrate understanding of the growth of imperial states in West Africa and Ethiopia
- Demonstrate understanding of Bantu settlement and Indian Ocean trade in East, Central, and South Africa

Standard 5.

Students should understand patterns of crisis and recovery in Afro-Eurasia, 1300-1450. Students should be able to:

- Demonstrate understanding of the Black Death and recurring plague pandemic in 14th century
- Demonstrate understanding of transformations in Europe following the economic and demographic crises of the 14th century
- Demonstrate understanding of major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic

Standard 6.

Students should understand the expansion of states and civilizations in the Americas, 1000-1500. Students should be able to:

- Demonstrate understanding of the development of complex societies and states in North America and Mesoamerica
- Demonstrate understanding of the development of the Inca empire in Andean South America

THE EMERGENCE OF THE FIRST GLOBAL AGE (1450-1770)

Standard 1.

Students should understand how the transoceanic inter-linking of as major regions of the world from 1450 to 1600 led to global transformations. Students should be able to:

- Demonstrate understanding of the origins and consequences of European overseas expansion in the 15th and 16th centuries
- Demonstrate understanding of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries Demonstrate understanding of the consequences of the worldwide exchange of flora, fauna, and pathogens

Standard 2.

Students should understand how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750. Students should be able to:

- Demonstrate understanding of demographic, economic, and social trends in Europe Demonstrate understanding of the Renaissance, Reformation, and Catholic Reformation
- Demonstrate understanding of the rising military and bureaucratic power of European states between the 16th and 18th centuries
- Demonstrate understanding of the Scientific Revolution and the Enlightenment

Standard 3.

Students should understand how large territorial empires dominated much of Eurasia between the 16th and 18th centuries. Students should be able to:

- Demonstrate understanding of the extent and limits of Chinese regional power under the Ming dynasty
- Demonstrate understanding of how Southeast Europe and Southwest Asia became unified under the Ottoman Empire
- Demonstrate understanding of the rise of the Safavid and Mughal empires

Standard 4.

Students should understand economic, political, and cultural interrelationships among peoples of Africa, Europe, and the Americas, 1500-1750. Students should be able to:

- Demonstrate understanding of how European powers asserted dominance in the Americas between the 16th and 18 centuries
- Demonstrate understanding of the origins and consequences of the trans-Atlantic African slave trade
- Demonstrate understanding of patterns of change in Africa in the era of the slave trade

Standard 5.

Students should understand transformation in Asian societies in the era of European expansion. Students should be able to:

- Demonstrate understanding of the development of European maritime power in Asia
- Demonstrate understanding of transformations in India, China, and Japan in an era of expanding European commercial power
- Demonstrate understanding of major cultural trends in Asia between the 16th and 18th centuries

Standard 6.

Students should understand major global trends from 1450 to 1770. Students should be able to:

- Demonstrate understanding of major global trends from 1450 to 1770

AN AGE OF REVOLUTIONS (1750-1914)

Standard 1.

Students should understand the causes and consequences of political revolutions in the late 18th and early 19th centuries. Students should be able to:

- Demonstrate understanding of how the French Rev. contributed to transformations in Europe and the world
- Demonstrate understanding of how Latin American countries achieved independence in the early 19th century

Standard 2.

Students should understand the causes and consequences of the agricultural and industrial revolutions, 1700-1850. Students should be able to:

- Demonstrate understanding of early industrialization and the importance of developments in England
- Demonstrate understanding of how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin
- Demonstrate understanding of the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas

Standard 3.

Students should understand how Eurasian societies were transformed in an era of global trade and rising European power, 1750-1850. Students should be able to:

- Demonstrate understanding of how the Ottoman Empire attempted to meet the challenge of Western military, political, and economic power
- Demonstrate understanding of Russian imperial expansion in the late 18th and 19th centuries
- Demonstrate understanding of the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia
- Demonstrate understanding of how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries
- Demonstrate understanding of how Japan was transformed from feudal shogunate to modern nation-state in the 19th century

Standard 4.

Students should understand patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914. Students should be able to:

- Demonstrate understanding of how modern nationalism affected European politics and society
- Demonstrate understanding of the impact of new social movements and ideologies on 19th-century Europe
- Demonstrate understanding of how major technological, scientific, and intellectual achievements contributed to social and cultural change in 19th-century Europe
- Demonstrate understanding of political, economic, and social transformations in the Americas in the 19th century

Standard 5.

Students should understand patterns of global change in the era of Western military and economic domination, 1850-1914. Students should be able to:

- Demonstrate understanding of the causes and consequences of European settler colonization in the 19th century
- Demonstrate understanding of the causes of European, American, and Japanese imperial expansion, 1850-1914
- Demonstrate understanding of transformation in South, Southeast, and East Asia in the era of the “new imperialism”
- Demonstrate understanding of the varying responses of African peoples to world economic developments and European imperialism

Standard 6.

Students should understand major global trends from 1750 to 1914. Students should be able to:

- Demonstrate understanding of major global trends from 1750 to 1914

THE 20TH CENTURY

Standard 1.

Students should understand global and economic trends in the high period of Western domination. Students should be able to:

- Demonstrate understanding of how a belt of industrialized states was emerging in the Northern Hemisphere in the early 20th century
- Demonstrate understanding of the causes and consequences of important resistance and revolutionary movements of the early 20th century

Standard 2.

Students should understand the causes and global consequences of World War I. Students should be able to:

- Demonstrate understanding of the multiple causes of World War I
- Demonstrate understanding of the global scope and human costs of the war
- Demonstrate understanding of the causes and consequences of the Russian Revolution of 1917

Standard 3.

Students should understand the search for peace and stability in the 1920s and 1930s. Students should be able to:

- Demonstrate understanding of postwar efforts to achieve lasting peace and social and economic recovery
- Demonstrate understanding of economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s period
- Demonstrate understanding of how new departures in science and the arts altered human views of nature, the cosmos, and the psyche between 1900 and 1940
- Demonstrate understanding of the causes and consequences of the Great Depression

Standard 4.

Students should understand causes and global consequences of World War II. Students should be able to:

- Demonstrate understanding of the multiple causes of World War II
- Demonstrate understanding of the global scope and human costs of the war

Standard 5.

Students should understand how new international power relations took shape in the context of the Cold War and how colonial empires broke up. Students should be able to:

Demonstrate understanding of why global power shifts took place and the Cold War developed in the aftermath of World War II

Demonstrate understanding of how African, Asian, and Caribbean peoples achieved independence from European colonial rule

Standard 6.

Students should understand promises and paradoxes of the second half of the 20th century.

Students should be able to:

- Demonstrate understanding of how population explosion and environmental change altered conditions of life around the world
- Demonstrate understanding of how increasing economic interdependence has transformed human society
- Demonstrate understanding of how liberal democracy, private enterprise, and human rights movements have reshaped political and social life
- Demonstrate understanding of major sources of tension and conflict in the contemporary world and efforts that have been made to address them
- Demonstrate understanding of major worldwide scientific, technological, social, and cultural trends of the late 20th century

Geography - National Standards

K – 4 Standards

THE WORLD IN SPATIAL TERMS

Standard 1.

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from spatial perspective. The student knows and understands:

- The characteristics and purposes of geographic representations such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite produced images.
- The characteristics and purposes of tools and technologies --- such as reference works and computer-based geographic information systems
- How to display spatial information on maps and other geographic representations
- How to use appropriate geographic tools and technologies

Standard 2.

How to use mental maps to organize information about people, places, and environments, in a spatial context

The student knows and understands:

- The locations of places within the local community and in nearby communities The location of Earth's continents and oceans in relation to each other and to principal parallels and meridians

- The location of major physical and human features in the United States and on Earth

Standard 3.

How to analyze the spatial organization of people, places, and environments on Earth's surface. The student knows and understands:

- The spatial elements of point, line, area, and volume
- The spatial concepts of location, distance, direction, scale, movement, and region
- That places and features are distributed spatially across Earth's surface
- The causes and consequences; of spatial interaction on Earth's surface

PLACES AND REGIONS

Standard 4.

The physical and human characteristics of places. The student knows and understands:

- The physical characteristics of places (e.g., landforms, bodies of water, soil, vegetation, and weather and climate)
- The human characteristics of places (e.g., population distributions, settlement patterns, languages, ethnicity, nationality, and religious beliefs)
- How physical and human processes together shape places

Standard 5.

That people create regions to interpret Earth's complexity. The student knows and understands:

- The concept of region as an area of Earth's surface with unifying geographic characteristics
- The similarities and differences among regions
- The ways in which regions change

Standard 6:

How culture and experience influence people's perceptions of places and regions. The student knows and understands:

- How to describe the student's own community and region from different perspectives
- Ways in which different people perceive places and regions

PHYSICAL SYSTEMS

Standard 7.

The physical processes that shape the patterns of Earth's surface. The student knows and understands:

- The components of Earth's physical systems: the atmosphere, lithosphere, and biosphere
- How patterns (location, distribution, and association) of features on the Earth's surface are shaped by physical processes
- How Earth-Sun relations affect conditions on Earth

Standard 8.

The characteristics and spatial distribution of ecosystems on Earth's surface. The student knows and understands:

- The components of ecosystems
- The distribution and patterns of ecosystems
- How humans interact with ecosystem

HUMAN SYSTEMS

Standard 9.

The characteristics, distributions, and migration of human populations on Earth's surface. The student knows and understands:

- The spatial distribution of population
- The characteristics of populations at different scales (local to global)
- The causes and effect of human migration

Standard 10.

The characteristics, distribution, and complexity of Earth's cultural mosaics. The student knows and understands:

- How the characteristics of culture affect the ways in which people live
- How patterns of culture vary across Earth's surface - How cultures change

Standard 11.

The patterns and networks of economic interdependence on Earth's surface. The student knows and understands:

- The location and spatial distribution of economic activities
- The factors that influence the location and spatial distribution of economic activities
- The transportation and communication networks used in daily life

Standard 12.

The processes, patterns, and functions of human settlement. The student knows and understands:

- The types and spatial patterns of settlement

- The factors that affect where people settle
- How spatial patterns of human settlement change
- The spatial characteristics of cities

Standard 13.

How the forces of cooperation and conflict among people influence the division and control of Earth's surface

The student knows and understands:

- The types of territorial units
- The extent and characteristics of political, social, and economic units at different scales (local to global)
- How people divide Earth's surface
- How cooperation and conflict affect places in the local community

ENVIRONMENT AND SOCIETY

Standard 14.

How human actions modify the physical environment. The student knows and understands:

- How people depend on the physical environment
- How people modify the physical environment
- That the physical environment can both accommodate and be endangered by human activities

Standard 15. How physical systems affect human system. The student knows and understands:

- How variations within the physical environment produce spatial patterns that affect human adaptation
- The ways in which the physical environment provides opportunities for people
- The ways in which the physical environment constrains human activities

Standard 16.

The changes that occur in the meaning, use, distribution, and importance in resources. The student knows and understands:

- The characteristics of renewable, nonrenewable, and flow resources
- The spatial distribution of resources
- The role of resources in daily life

THE USES OF GEOGRAPHY

Standard 17.

How to apply geography to interpret the past. The student knows and understands:

- How places and geographic contexts change over time
- That people's perceptions of places and geographic contexts change overtime
- That geographic contexts influence people and events over time

Standard 18.

How to apply geography to interpret the present and plan for the future. The student knows and understands:

- The dynamic character of geographic contexts
- How people's perceptions affect their interpretation of the world
- The spatial dimensions of social and environmental problems

Geography - 5-8 National Standards

THE WORLD IN SPATIAL TERMS

Standard 1.

How to use maps mid other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. The student knows and understands:

- The characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models
- How to make and use maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns
- The relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems

Standard 2.

How to use mental maps to organize information about people, places, and environments in a spatial context. The student knows and understands:

- The distribution of major physical and human features at different scales (local to global)

- How to translate mental maps into appropriate graphics to display geographic information and answer geographic questions
- How perception influences people's mental maps and attitudes about places

Standard 3.

How to analyze the spatial organization of people, places, and environments on Earth's surface. The student knows and understands:

- How to use the elements of space to describe spatial patterns
- How to use spatial concepts to explain spatial structure
- How spatial processes shape patterns of spatial organization
- How to model spatial organization

PLACES AND REGIONS

Standard 4.

The physical and human characteristics of places. The student knows and understands:

- How different physical processes shape places
- How different human groups affect places in distinctive ways
- The role of technology in shaping the characteristics of places

Standard 5. That people create regions to interpret Earth's complexity. The student knows and understands:

- The elements and types of regions
- How and why regions change
- The connections among regions
- The influences and effects of regional labels and images

Standard 6. How culture and experience influence people's perceptions of places and regions. The student knows and understands:

- How personal characteristics affect our perception of places and regions
- How culture and technology affect perception of places and regions
- How places and regions serve as cultural symbols

PHYSICAL SYSTEMS

Standard 7.

The physical processes that shape the patterns of Earth's surface. The student knows and understands:

- How physical processes shape patterns in the physical environment
- How Earth-Sun relationships affect physical processes and patterns on Earth
- How physical processes influence the formation and distribution of resources
- How to predict the consequences of physical processes on Earth's surface

Standard 8.

The characteristics and spatial distribution of ecosystems on Earth's surface. The student knows and understands:

- The local and global patterns of ecosystems
- How ecosystems work
- How physical processes produce changes in ecosystems
- How human activities influence changes in ecosystems

HUMAN SYSTEMS

Standard 9.

The characteristics, distributions, and migration of human populations on Earth's surface. The student knows and understands:

- The demographic structure of a population
- The reasons for spatial variations in population distribution
- The types and historical patterns of human migration
- The effects of migration on the characteristics of places

Standard 10.

The characteristics, distribution, and complexity of Earth's cultural mosaics. The student knows and understands:

- The spatial distribution of culture at different scales (local to global)
- How to read elements of the landscape as a mirror of culture
- The processes of cultural diffusion

Standard 11.

The patterns and networks of economic interdependence on Earth's surface. The student knows and understands:

- Ways to classify economic activity
- The basis for global interdependence
- Reasons for the spatial patterns of economic activities

- How changes in technology, transportation, and communication affect the location of economic activities

Standard 12.

The processes, patterns, and functions of human settlement. The student knows and understands:

- The spatial patterns of settlement in different regions of the world
- What human events led to the development of cities
- The causes and consequences of urbanization
- The internal spatial structure of urban settlements

Standard 13.

How the forces of cooperation and conflict among people influence the division and control of Earth's surface. The student knows and understands:

- The multiple territorial divisions of the student's own world
- how cooperation and conflict among people contribute to political divisions of Earth's surface
- How cooperation and conflict among people contribute to economic and social divisions of Earth's surface

ENVIRONMENT AND SOCIETY

Standard 14.

How human actions modify the physical environment. The student knows and understands:

- The influences of human modification of the physical environment
- How human modifications of the physical environment in one place often lead to changes in other places
- The role of technology in the human modification of the physical environment

Standard 15.

How physical systems affect human systems. The student knows and understands:

- Human responses to variations in physical systems
- How the characteristics of different physical environments provide opportunities for or place constraints on human activities
- How natural hazards affect human activities

Standard 16.

The changes that occur in the meaning, use, distribution, and importance in resources. The student knows and understands:

- The worldwide distribution and use of resources
- Why people have different viewpoints regarding resource use
- How technology affects the definition of, access to, and use of resources
- The fundamental role of energy resources in society

THE USES OF GEOGRAPHY

Standard 17.

How to apply geography to interpret the past. The student knows and understands:

- How the spatial organization of a society changes over time
- How people's differing perceptions of places, peoples, and resources have affected events and conditions in the past
- How geographic contexts have influenced events and conditions in the past

Standard 18.

How to apply geography to interpret the present and plan for the future. The student knows and understands:

- How the interaction of physical and human system may shape present and future conditions on Earth
- How varying points of view on geographic context influence plans for change
- How to apply the geographic point of view to solve social and environmental problems by making geographically informed decisions

Geography - 9-12 National Standards

THE WORLD IN SPATIAL TERMS

Standard 1.

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. The student knows and understands:

- How to use maps and other graphic representations to depict geographic problems
- How to use technologies to represent and interpret Earth's physical and human systems
- How to use geographic representations and tools to analyze, explain, and solve geographic problems

Standard 2.

How to use mental maps to organize information about people, places, and environments in a spatial context. The student knows and understands:

- How to use mental maps of physical and human features of the world to answer complex geographic questions
- How mental maps reflect the human perception of places
- How mental maps influence spatial and environmental decision making

Standard 3.

How to analyze the spatial organization of people, places, and environments on Earth's surface. The student knows and understands:

- The generalizations that describe and explain spatial interaction
- The spatial behavior of people
- How to apply concepts and models of spatial organization to make decisions

PLACES AND REGIONS

Standard 4.

The physical and human characteristics of places. The student knows and understands:

- The meaning and significance and place
- The changing physical and human characteristics of places
- How relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity

Standard 5.

That people create regions to interpret Earth's complexity. The student knows and understands:

- How multiple criteria can be used to define a region
- The structure of regional systems
- The ways in which physical and human regional systems are interconnected
- How to use regions to analyze geographic issues

Standard 6. How culture and experience influence peoples perceptions of places and regions. The student knows and understands:

- Why places and regions serve as symbols for individuals and society
- Why different groups of people within a society view places and regions differently
- How changing perceptions of places and regions reflect cultural change

PHYSICAL SYSTEMS

Standard 7.

The physical processes that shape the patterns of Earth's surface. The student knows and understands:

- The dynamics of the four basic components of Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere
- The interaction of Earth's physical systems
- The spatial variation in the consequences of physical processes across Earth's surface

Standard 8.

The characteristics and spatial distribution of ecosystems on Earth's surface. The student knows and understands:

- The distribution and characteristics of ecosystems
- The biodiversity and productivity of ecosystems
- The importance of ecosystems in people's understanding of environmental issues

HUMAN SYSTEMS

Standard 9.

The characteristics, distributions, and migration of human populations on Earth's surface. The student knows and understands:

- Trends in world population numbers and patterns
- The impact of human migration on physical and human systems

Standard 10.

The characteristics, distribution, and complexity of Earth's cultural mosaics. The student knows and understands:

- The impact of culture on ways of life in different regions
- How cultures shape the character of a region
- The spatial characteristics of the processes of cultural convergence and divergence

Standard 11.

The patterns and networks of economic interdependence on Earth's surface. The student knows and understands:

- The classification, characteristics, and spatial distribution of economic systems
- How places of various size function as centers of economic activity
- The increasing economic interdependence of the world's countries

Standard 12.

The processes, patterns, and functions of human settlement. The student knows and understands:

- The functions, sizes, and spatial arrangements of urban areas
- The differing characteristics of settlement in developing and developed countries
- The processes that change the internal structure of urban areas
- The evolving forms of present-day urban areas

Standard 13.

How the forces of cooperation and conflict among people influence the division and control of Earth's surface. The student knows and understands:

- Why and how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales
- The impact of multiple spatial divisions on people's daily lives
- How differing points of view and self-interests play a role in conflict over territory and resources

ENVIRONMENT AND SOCIETY

Standard 14. How human actions modify the physical environment. The student knows and understands:

- The role of technology in the capacity of the physical environment to accommodate human modification
- The significance of the global impacts of human modification of the physical environment
- How to apply appropriate models and information to understand environmental problems

Standard 15.

How physical systems affect human systems. The student knows and understands:

- How changes in the physical environment can diminish its capacity to support human activity
- Strategies to respond to constraints placed on human systems by the physical environment
- How humans perceive and react to natural hazards

Standard 16.

The changes that occur in the meaning, use, distribution, and importance in resources. The student knows and understands:

- How the spatial distribution of resources affects patterns of human settlement
- How resource development and use change over time
- The geographic results of policies and programs for resource use and management

THE USES OF GEOGRAPHY**Standard 17.**

How to apply geography to interpret the past. The student knows and understands:

- How processes of spatial change affect events and conditions
- How changing perceptions of places and environments affect the spatial behavior of people
- The fundamental role that geographical context has played in affecting events in history

Standard 18.

How to apply geography to interpret the present and plan for the future. The student knows and understands:

- How different points of view influence the development of policies designed to use and manage Earth's resources
- Contemporary issues in the context of spatial and environmental perspectives
- How to use geographic knowledge, skills, and perspectives to analyze problems and make decisions

Note: In addition to the standards above, the document outlines skills that all students need to develop by the 4th, 8th, and 12th grades.

CIVICS - National Standards

K-4 Standards

WHAT IS GOVERNMENT AND WHAT SHOULD IT DO?

What is government?

Standard 1.

Defining government. Students should be able to provide a basic description of government.

Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?

Standard 1.

Defining power and authority. Students should be able to explain the difference between authority and power without authority, and that authority comes from custom, law, and the consent of the governed.

Why is government necessary?

Standard 1.

Necessity and purposes of government. Students should be able to explain why government is necessary in their classroom, school, community, state, and nation, and the basic purposes of government in the United States.

What are some of the most important things governments do?

Standard 1.

Functions of government. Students should be able to explain some of the major things governments do in their school, community, state, and nation.

What are the purposes of rules and laws?

Standard 1 .

Purposes of rules and laws. Students should be able to explain the purposes of rules and laws and why they are important in their classroom, school, community, state, and nation.

How can you evaluate rules and laws?

Standard 1.

Evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws.

What are the differences between limited and unlimited governments?

Standard 1.

Limited and unlimited governments. Students should be able to explain the basic differences between limited and unlimited governments.

Why is it important to limit the power of government?

Standard 1.

Importance of limited government. Students should be able to explain why limiting the powers of government is important to their own lives.

WHAT ARE THE BASIC VALUES ANU PRINCIPLES OF AMERICAN DEMOCRACY?

What are the most important values and principles of American democracy?

Standard 1.

Fundamental values and principles. Students should be able to explain the importance of the fundamental values and principles of American democracy.

What are some important beliefs Americans have about themselves and their government?

Standard 1.

Distinctive characteristics of American society. Students should be able to identify some important beliefs commonly held by Americans about themselves and their government.

Why is it important for Americans to share certain values, principles, and beliefs?

Standard 1.

American identity. Students should be able to explain the importance of Americans sharing and supporting certain values, principles, and beliefs.

What are the benefits of diversity in the United States?

Standard 1.

Diversity in American society. Students should be able to describe diversity in the United States and identify its benefits.

How should conflicts about diversity be prevented or managed?

Standard 1.

Prevention and management of conflicts. Students should be able to identify and evaluate ways conflicts about diversity can be prevented and managed.

How can people work together to promote the values and principles of American democracy?

Standard 1.

Promoting ideals. Students should be able to identify ways people can work together to promote the values and principles of American democracy.

HOW DOES THE GOVERNMENT ... EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

What is the United States Constitution and why is it important?

Standard 1.

The meaning and importance of the United States Constitution. Students should be able to describe what the United States Constitution is and why it is important.

What does the national government do and how does it protect individual rights and promote the common good?

Standard 1.

Organization and major responsibilities of the national government. Students should be able to give examples of ways the national government protects individual rights and promotes the common good.

What are the major responsibilities of state governments?

Standard 1.

Organization and major responsibilities of state governments. Students should be able to explain the most important responsibilities of their state government.

What are the major responsibilities of local governments?

Standard 1.

Organization and major responsibilities of local governments. Students should be able to explain the most important responsibilities of their local government.

Who represents you in the legislative and executive branches of your local, state, and national governments?

Standard 1.

Identifying members of government. Students should be able to identify the members of the legislative branches and the heads of the executive branches of their local, state, and national governments.

WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?

How is the world divided into nations?

Standard 1.

Nations. Students should be able to explain that the world is divided into different nations which interact with one another.

How do nations interact with one another?

Standard 1.

Interaction among nations. Students should be able to explain the major ways nations interact with one another.

WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?

What does it mean to be a citizen of the United States?

Standard 1.

The meaning of citizenship. Students should be able to explain the meaning of citizenship in the United States.

How does a person become a citizen?

Standard 1.

Becoming a citizen. Students should be able to explain how one becomes a citizen of the United States.

What are important rights in the United States?

Standard 1.

Rights of individuals. Students should be able to explain why certain rights are important to the individual and to a democratic society.

What are important responsibilities of Americans?

Standard 1.

Responsibilities of individuals. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation.

What dispositions or traits of character are important to the preservation and improvement of American democracy?

Standard 1.

Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy. Students should be able to explain the importance of certain dispositions to themselves and American democracy.

How can Americans participate in their government?

Standard 1.

Forms of participation. Students should be able to describe the means by which citizens can influence the decisions and actions of their government.

What is the importance of political leadership and public service?

Standard 1. Political leadership and public service. Students should be able to explain the importance of political leadership and public service in their school, community, state, and nation.

How should Americans select leaders?

Standard 1. Selecting leaders. Students should be able to explain and apply criteria useful in selecting leaders in their school, community, state, and nation.

CIVICS 5-8 Standards

WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

Standard 1.

Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government.

Standard 2.

Necessity and purposes of government. Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

What are the essential characteristics of limited and unlimited government?

Standard 1.

Limited and unlimited governments. Students should be able to describe the essential characteristics of limited and unlimited governments.

Standard 2.

The rule of law. Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.

What are the nature and purposes of constitutions?**Standard 1.**

Concepts of "constitution." Students should be able to explain alternative uses of the term "constitution" and to distinguish between governments with a constitution and a constitutional government.

Standard 2.

Purposes and uses of constitutions. Students should be able to explain the various purposes constitutions serve.

Standard 3.

Conditions under which constitutional government flourishes. Students should be able to explain those conditions that are essential for the flourishing of constitutional government.

What are alternative ways of organizing constitutional governments?**Standard 1.**

Shared powers and parliamentary systems. Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.

Standard 2.

Confederal, federal, and unitary systems. Students should be able to explain the advantages and disadvantages of confederal, federal, and unitary systems of government.

WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?**What is the American idea of constitutional government?****Standard 1.**

The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government.

What are the distinctive characteristics of American society?**Standard 1.**

Distinctive characteristics of American society. Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.

Standard 2.

The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.

Standard 3.

Diversity in American society. Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life.

What is American political culture?**Standard 1.**

American identity. Students should be able to explain the importance of shared political values and principles to American society.

Standard 2.

The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity.

What values and principles are basic to American constitutional democracy?**Standard 1.**

Fundamental values and principles. Students should be able to explain the meaning and importance of the fundamental values and principles of American constitutional democracy

Standard 2.

Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict.

Standard 3.

Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities.

HOW DOES THE GOVERNMENT ... EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

Standard 1.

Distributing, sharing, and limiting powers of the national government. Students should be able to explain how the powers of the national government are distributed, shared, and limited.

Standard 2.

Sharing of powers between the national and state governments. Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system.

What does the national government do?

Standard 1.

Major responsibilities for domestic and foreign policy. Students should be able to explain the major responsibilities of the national government for domestic and foreign policy.

Standard 2.

Financing government through taxation. Students should be able to explain the necessity of taxes and the purposes for which taxes are used.

How are state and local governments organized and what do they do?

Standard 1.

State governments. Students should be able to explain why states have constitutions, their purposes, and the relationship of state constitutions to the federal constitution.

Standard 2.

Organization and responsibilities of state and local governments. Students should be able to describe the organization and major responsibilities of state and local governments.

Who represents you in local, state, and national governments?

Standard 1.

Who represents you in legislative and executive branches of your local, state, and national governments? Students should be able to identify their representatives in the legislative branches as well as the heads of the executive branches of their local, state, and national governments.

What is the place of law in the American constitutional system?

Standard 1.

The place of law in American society. Students should be able to explain the importance of law in the American constitutional system.

Standard 2. Criteria for evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws.

Standard 3. Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on current issues regarding judicial protection of individual rights.

How does the American political system provide for choice and opportunities for participation?

Standard 1.

The public agenda. Students should be able to explain what is meant by the public agenda and how it is set.

Standard 2.

Political communication. Students should be able to evaluate, take, and defend positions on the influence of the media on American political life.

Standard 3.

Political parties, campaigns, and elections. Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.

Standard 4.

Associations and groups. Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process.

Standard 5.

Forming and carrying out public policy. Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.

WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?

How is the world organized politically?

Standard 1.

Nation-states. Students should be able to explain how the world is organized politically.

Standard 2.

Interaction among nation-states. Students should be able to explain how nation-states interact with each other.

Standard 3.

United States relations with other nation-states. Students should be able to explain how United States foreign policy is made and the means by which it is carried out.

Standard 4.

International organizations. Students should be able to explain the role of major international organizations in the world today.

How has the United States influenced other nations and how have other nations influenced American politics and society?

Standard 1. Impact of the American concept of democracy and individual rights on the world. Students should be able to describe the influence of American political ideas on other nations.

Standard 2. Political, demographic, and environmental developments. Students should be able to explain the effects of significant political, demographic, and environmental trends in the world.

WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?

What is citizenship?

Standard 1.

The meaning of citizenship. Students should be able to explain the meaning of American citizenship.

Standard 2.

Becoming a citizen. Students should be able to explain how one becomes a citizen of the United States.

What are the rights of citizens?

Standard 1.

Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights.

Standard 2.

Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights.

Standard 3.

Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights.

What are the responsibilities of citizens?

Standard 1.

Personal responsibilities. Students should be able to "evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

Standard 2.

Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.

What dispositions or traits of character are important to the preservation and Improvement of American constitutional democracy?

Standard 1.

Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. Students should be able to evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy.

How can citizens take part in civic life?

Standard 1.

Participation in civic and political life and the attainment of individual and public goals. Students should be able to explain the relationship between participating in civic and political life and the attainment of individual and public goals.

Standard 2.

The difference between political and social participation. Students should be able to explain the difference between political and social participation.

Standard 3.

Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government.

Standard 4.

Political leadership and public service. Students should be able to explain the importance of political leadership and public service in a constitutional democracy.

Standard 5.

Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.

CIVICS - 9-12 Standards

WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?

What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

Standard 1.

Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government.

Standard 2.

Necessity of politics and government. Students should be able to explain the major arguments advanced for the necessity of politics and government.

Standard 3.

The purposes of politics and government. Students should be able to evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.

What are the essential characteristics of limited and unlimited government?

Standard 1.

Limited and unlimited governments. Students should be able to explain the essential characteristics of limited and unlimited governments.

Standard 2.

The rule of law. Students should be able to evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.

Standard 3.

Civil society and government. Students should be able to explain and evaluate the argument that civil society is a prerequisite of limited government.

Standard 4.

The relationship of limited government to political and economic freedom. Students should be able to explain and evaluate competing ideas regarding the relationship between political and economic freedom.

What are the nature and purposes of constitutions?

Standard 1.

Concepts of "constitution." Students should be able to explain different uses of the term "constitution" and to distinguish between governments with a constitution and a constitutional government.

Standard 2.

Purposes and uses of constitutions. Students should be able to explain the various purposes served by constitutions.

Standard 3.

Conditions under which constitutional government flourishes. Students should be able to evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.

What are alternative ways of organizing constitutional governments?

Standard 1.

Shared powers and parliamentary systems. Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.

Standard 2.

Confederal, federal, and unitary systems. Students should be able to explain the advantages and disadvantages of federal, confederal, and unitary systems of government.

Standard 3.

Nature of representation. Students should be able to evaluate, take, and defend positions on how well alternative forms of representation serve the purposes of constitutional government.

WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

What is the American idea of constitutional government?

Standard 1.

The American idea of constitutional government. Students should be able to explain the central ideas of American constitutional government and their history.

Standard 2.

How American constitutional government has shaped the character of American society. Students should be able to explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities.

What are the distinctive characteristics of American society?

Standard 1.

Distinctive characteristics of American society. Students should be able to explain how specific characteristics tend to distinguish American society from most other societies.

Standard 2.

The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.

Standard 3.

The role of organized groups in political life. Students should be able to evaluate, take, and defend positions on the contemporary role of organized groups in American society.

Standard 4.

Diversity in American society. Students should be able to evaluate, take, and defend positions on issues regarding diversity in American life.

What is American political culture?

Standard 1.

American national identity and political culture. Students should be able to explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society.

Standard 2.

Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity.

What values and principles are basic to American constitutional democracy?**Standard 1.**

Liberalism and American constitutional democracy. Students should be able to explain the meaning of the terms "liberal" and "democracy" in the phrase "liberal democracy"

Standard 2.

Republicanism and American constitutional democracy. Students should be able to explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy.

Standard 3.

Fundamental values and principles. Students should be able to evaluate, take, -and defend positions on what the fundamental -values and principles of American political life are and their importance to the maintenance of constitutional democracy.

Standard 4.

Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict.

Standard 5.

Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.

HOW DOES THE GOVERNMENT ... EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY?

How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? .

Standard 1.

Distributing governmental power and preventing its abuse. Students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.

Standard 2.

The American federal system. Students should be able to evaluate, take-, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.

How is the national government organized and what does it do?**Standard 1.**

The institutions of the national government. Students should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government.

Standard 2.

Major responsibilities of the national government in domestic and foreign policy Students should be able to evaluate, take, and defend positions on issues regarding the major responsibilities of the national government for domestic and foreign policy

Standard 3.

Financing government through taxation. Students should be able to evaluate, take, and defend positions on issues regarding how government should raise money to pay for its operations and services.

How are state and local governments organized and what do they do?**Standard 1.**

The constitutional status of state and local governments. Students should be able to evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.

Standard 2.

Organization of state and local governments. Students should be able to evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments.

Standard 3.

Major responsibilities of state and local governments. Students should be able to identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled.

What is the place of law in the American constitutional system?

Standard 1.

The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system.

Standard 2.

Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on current issues regarding the judicial protection of individual rights.

How does the American political system provide for choice and opportunities for participation?

Standard 1.

The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set.

Standard 2.

Public opinion and behavior of the electorate. Students should be able to evaluate, take, and defend positions about the role of public opinion in American politics.

Standard 3.

Political communication: television, radio, the press, and political persuasion. Students should be able to evaluate, take, and defend positions on the influence of the media on American political life.

Standard 4.

Political parties, campaigns, and elections. Students should be able to evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics.

Standard 5.

Associations and groups. Students should be able to evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.

Standard 6.

Forming and carrying out public policy. Students should be able to evaluate, take, and defend positions about the formation and implementation of public policy.

WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?

How is the world organized politically?

Standard 1.

Nation-states. Students should be able to explain how the world is organized politically.

Standard 2.

Interactions among nation-states. Students should be able to explain how nation-states interact with each other.

Standard 3.

International organizations. Students should be able to evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.

How do the domestic politics and constitutional principles of the United States affect its relations with the world?

Standard 1.

The historical context of United States foreign policy. Students should be able to explain the principal foreign policy positions of the United States and evaluate their consequences.

Standard 2.

Making and implementing United States foreign policy. Students should be able to evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out.

Standard 3.

The ends and means of United States foreign policy. Students should be able to evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

How has the United States Influenced other nations, and how have other nations Influenced American politics and society?

Standard 1.

Impact of the American concept of democracy and individual rights on the world. Students should be able to evaluate, take, and defend positions about the impact of American political ideas on the world.

Standard 2.

Political developments. Students should be able to evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations.

Standard 3.

Economic, technological, and cultural developments. Students should be able to evaluate, take, and defend positions about the effects of significant economic, technological, agricultural developments in the United States and other nations.

Standard 4.

Demographic and environmental developments. Students should be able to evaluate, take, and defend positions about what the response of American governments at all levels should be to world demographic and environmental developments.

Standard 5.

United States and international organizations. Students should be able to evaluate, take, and defend positions about what the relationship of the United States should be to international organizations.

WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?

What is citizenship?

Standard 1.

The meaning of citizenship in the United States. Students should be able to explain the meaning of citizenship in the United States.

Standard 2.

Becoming a citizen. Students should be able to evaluate, take, and defend positions on issues regarding the criteria used for naturalization.

What are the rights of citizens?

Standard 1.

Personal rights. Students should be able to evaluate, take, and defend positions on issues regarding personal rights.

Standard 2.

Political rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights.

Standard 3.

Economic rights. Students should be able to evaluate, take, and defend positions on issues regarding economic rights.

Standard 4.

Relationships among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights.

Standard 5.

Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.

What are the responsibilities of citizens?**Standard 1.**

Personal responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

Standard 2.

Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.

What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?**Standard 1.**

Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.

Standard 2.

Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.

Standard 3.

Dispositions that incline the citizen to public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that incline citizens to public affairs.

Standard 4.

Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.

How can citizens take part in civic life?**Standard 1.**

The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take, and defend positions on the relationship between politics and the attainment of individual and public goal.

Standard 2.

The difference between political and social participation. Students should be able to explain the difference between political and social participation.

Standard 3.

Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public

Standard 4.

Political leadership and careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy.

Standard 5.

Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.
