

Wallingford Public Schools
Social Studies Scope and Sequence

Approved by The Board of Education on May 18, 2009, Revisions approved by Board of Education on October 19, 2009

Area: Content	K Me/My Family	1 Our Families and Families In Other Cultures	2 Our Neighborhood and Neighborhoods In Other Communities	3 Wallingford and Surrounding Regions
History	<ul style="list-style-type: none"> • Tell about changes <ul style="list-style-type: none"> - Yourself - Your family 	<ul style="list-style-type: none"> • Compare lives of past generations and families today 	<ul style="list-style-type: none"> • Explain how neighborhood communities grow, develop, and change 	2.2/5.1 Analyze why communities change and grow 4.1 Trace the historical development of Wallingford through maps. <ul style="list-style-type: none"> - Expansion - Similarities and differences over time 4.2 Identify when and how Wallingford became a town 4.3 Analyze how and why people settled in various areas in their community (i.e., religion, ethnicity, socio-economic level) 4.4 Identify the significance of events surrounding prominent historical figures in Wallingford's history 4.5 Explore major historical sites and landmarks in Wallingford 4.6 Evaluate the accuracy of different sides/points of view of one event 4.7 Compare and contrast events of the past with the present
Civics and Government	<ul style="list-style-type: none"> • Give reasons why rules are important <ul style="list-style-type: none"> - Home - School 	<ul style="list-style-type: none"> • Generate rules and tell why they are important <ul style="list-style-type: none"> - Home - School • Participate in democratic decision-making 	<ul style="list-style-type: none"> • Identify the need for rules in each setting: <ul style="list-style-type: none"> - Classroom - School - Neighborhood - Community • Create appropriate rules for each setting • Follow set rules • Identify roles and responsibilities of all members of the community 	2.1 Explain what a community is 2.7/5.2 Describe the rights and responsibilities of people in a community 5.3 Explain Wallingford's government and ways to effectively participate in it 5.4 Describe functions of local government <ul style="list-style-type: none"> - Provide services - Solve problems

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Economics	<ul style="list-style-type: none"> • Explain that people work to satisfy their needs and wants 	<ul style="list-style-type: none"> • Distinguish between needs and wants • Identify various uses of money • Describe the jobs of family members 	<ul style="list-style-type: none"> • Identify the uses and purposes of money • Differentiate between needs and wants • Describe ways people make a living • Compare and contrast a product and a service • Describe the effect natural resources have on communities and people 	<p>6.1 Describe how location and natural resources affect the jobs people have</p> <p>6.2 Explain how people use resources to make goods and services</p> <p>6.3 Explain why all types of occupations contribute to a market place (jobs that produce goods vs. jobs that provide services)</p> <p>6.4 Trace the economic development of Wallingford from a farming community to present day</p> <p>6.5 Explain the importance of how tax money is used in Wallingford</p>
Culture	<ul style="list-style-type: none"> • Compare similarities and differences in families 	<ul style="list-style-type: none"> • Describe own family life and compare to family life in other cultures <ul style="list-style-type: none"> - Holidays - Traditions - Jobs 	<ul style="list-style-type: none"> • Explore the cultures of our neighborhood and neighborhoods in other communities: • Describe Native American communities past and present <ul style="list-style-type: none"> - Language - Arts and architecture - Music and dance - Beliefs, values and behaviors - Tools - Foods • Describe the effect natural resources have on communities and people • <i>Describe ways different cultural groups influence each other and the community</i> • <i>Recognize qualities about themselves and others that make them unique</i> 	<p>2.4 Explain characteristics that help define an ethnic group (language, religion, clothing)</p> <p>2.5 Explore customs and beliefs of cultural groups represented in Wallingford</p> <p>2.6 Compare and contrast individual identity (i.e., beliefs, values, abilities) with that of peers and other ethnic/cultural groups</p>

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Geography	<ul style="list-style-type: none"> • Locate and describe familiar places in home, classroom, and school settings 	<ul style="list-style-type: none"> • Create a map of the classroom • Identify town, state, and country on a map • Describe uses of maps and globes 	<ul style="list-style-type: none"> • Read a map of the community • Identify prominent features on a map using geographic terms such as lake, river, island, etc. • Explore continents and oceans on a map • Identify town, state and country on a map • Locate map titles, compass roses and keys/legends on a map • Compare and contrast maps and globes 	<ul style="list-style-type: none"> 2.2 Identify characteristics of rural, urban, and suburban communities 3.1 Use symbols to locate prominent features on a map of Wallingford 3.2 Use a compass rose 3.3 Locate places using a map grid. 3.4 Compare and contrast the major physical and man-made features of Wallingford with other communities 3.5 Identify relative location (town, state, country, continent, planet) 3.6 Explain how weather and climate impact people and their lives 3.7 Locate on a world map continents and bodies of water using proper names 3.8 Identify various regions that Wallingford is located in (i.e., New England, the Northeast, New Haven county, North America)

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Acquiring Information	<ul style="list-style-type: none"> • Share personal experiences • Participate in class discussions/ brainstorm • <i>Begin to ask appropriate questions (LA)</i> • <i>Distinguish between questioning and telling (LA)</i> • <i>Tell what they know about a topic (LA)</i> • <i>Tell what they learned about a topic (LA)</i> • Ask questions • Observe and describe • Use community resources 	<ul style="list-style-type: none"> • Use the library • Conduct interviews • <i>Generate questions about a topic (LA)</i> • <i>Tell what they knew about a topic & what they learned (LA)</i> • <i>Begin to research information from multiple sources for a specific purpose (LA)</i> • <i>Write the title & author of a book (LA)</i> • <i>Alphabetize by first letter (LA)</i> • Use reference materials <ul style="list-style-type: none"> — Newspaper — Textbook • Use parts of a book <ul style="list-style-type: none"> - Table of contents 	<ul style="list-style-type: none"> • Read for information • <i>Find books related to areas of study (LA)</i> • <i>Find information on a topic from more than one source (LA)</i> • <i>Restate text to answer a question (LA)</i> • <i>Identify the title, author, & source of information (LA)</i> • <i>Use alphabetical order to the second letter (LA)</i> • Use reference materials such as dictionaries, newspapers, websites and non-fiction texts • Identify parts of a book (Table of contents, index, glossary, diagrams, captions) 	<p>1.1 Locate and use a variety of sources such as encyclopedias, newspapers, telephone directory, atlases, maps, Internet, websites, non-fiction texts, tables and charts to gather information</p> <p>1.2 Use parts of a book (index, copyright page, table of contents, glossary, chapter headings, captions, charts, graphs, diagrams, maps)</p> <p>1.3 Develop research questions</p> <p>1.8 Cite sources used for research and arrange alphabetically by author's last name (or title if there is no author)</p>	<p>1.1 Identify the difference between a primary and secondary source.</p> <p>1.2 Locate and use a variety of sources including almanacs and atlases.</p> <p>1.3 Use parts of a book including the appendix.</p> <p>1.4 Develop research questions.</p> <p>1.5 Identify key research terms to broaden and narrow topics.</p> <p>1.6 Use at least two sources arranged alphabetically by author's last name (or title if there is no author.)</p>
Organizing and Interpreting Information	<ul style="list-style-type: none"> • Describe what they know, want to know, and what they learned (KWL) 	<ul style="list-style-type: none"> • Make charts or graphs using real objects or pictures • Place information in chronological order • Use a teacher-made graphic organizer (e.g., Venn diagram, Web etc.) 	<ul style="list-style-type: none"> • Develop charts, tables, and graphs • Use graphic organizers such as Venn diagrams, webs, KWL charts and timelines • <i>Organize information into related categories (Lib)</i> 	<p>1.4 Identify main ideas</p> <p>1.5 Compare and summarize information from charts and graphs</p> <p>1.6 Begin to use note taking strategies (bulleting, highlighting, and using graphic organizers)</p> <p>1.7 Use a graphic organizer such as Venn diagrams, webs, KWL charts, timelines</p> <p>1.10 Explain grade-level content area vocabulary</p>	<p>1.7 Use a variety of note taking strategies (bulleting, highlighting, categorizing, outlining, using graphic organizers.)</p> <p>1.8 Distinguish between useful and irrelevant information.</p> <p>1.9 Interpret text structure distinguishing cause & effect, fact & opinion, and main idea & supporting details.</p> <p>1.10 Summarize information from research using organizational strategies.</p> <p>1.11 Determine the purpose or message of the writing.</p>

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Applying Information	<ul style="list-style-type: none"> • Draw pictures and give verbal description • Make booklets with format provided by teacher • Experience and describe special days and holidays • Compare and contrast information • <i>Draw a picture to depict a historical event (new frameworks)</i> • <i>Use oral language to communicate their message (LA)</i> • <i>Use pictures to communicate their ideas (LA)</i> • <i>Write and tell stories using beginning, middle and end (LA)</i> 	<ul style="list-style-type: none"> • Write group or individual stories • Participate in cultural activities • Plan and describe events related to special days and holidays • <i>Write one sentence descriptions of historical scenes (new frameworks)</i> • <i>Use pictures to communicate their ideas (LA)</i> • <i>Write and tell stories using beginning, middle and end (LA)</i> • <i>Explore the purpose or message of a piece of writing (LA)</i> • <i>Use developmentally appropriate spelling and punctuation to communicate ideas through sentences (LA)</i> 	<ul style="list-style-type: none"> • Demonstrate understanding through <ul style="list-style-type: none"> - Pictures or charts - Posters - Oral and/or written reports • <i>Write one to two sentence descriptions of historical events, people, and/or places (new frameworks)</i> • <i>Write in different genres including narrative, expository, persuasive and poetry (LA)</i> • <i>Use appropriate writing elements including characters, setting, events, problem, solution, main idea, and supporting details (LA)</i> • <i>Determine the purpose or message of the writing (LA)</i> • <i>Use developmentally appropriate spelling and punctuation to communicate ideas through sentences (LA)</i> 	<p>1.9 Develop written and/or oral reports</p> <p>5.5 Predict various points of view people might have on a contemporary issue effecting Wallingford</p> <p>1.11 Explain different points of view expressed in texts</p> <p>1.16 Write one to two paragraph descriptions of historical events, people, and/or places using relevant social studies vocabulary</p> <p>1.17 Write in different genres including narrative, expository, persuasive and poetry</p> <p>1.18 Use appropriate writing elements including characters, setting, events, problem, solution, main idea, and supporting details</p> <p>1.19 Determine the purpose or message of the writing</p> <p>1.20 Use developmentally appropriate spelling, grammar, and punctuation to communicate ideas through sentences</p>	<p>1.12 Write a three or more paragraph essay using evidence to describe historical events, people, and/or places.</p> <p>1.16 Orally present information and answer questions about a social studies topic.</p>

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Developing Social and Political Participation	<ul style="list-style-type: none"> • Talk about class rules • Role-play a variety of occupations • Work cooperatively with peers <ul style="list-style-type: none"> - Ask for and give help - Help develop and follow rules - Communicate opinions • Describe appropriate behavior in various environments • Solve problems in social situations • Use words to describe a problem 	<ul style="list-style-type: none"> • Assume classroom jobs and/or responsibilities • Collect and analyze information about the class • Work cooperatively with peers <ul style="list-style-type: none"> - Have a group reporter • Use appropriate behavior in various environments • Solve problems in social situations <ul style="list-style-type: none"> - Listen to another child's problem 	<ul style="list-style-type: none"> • Identify problems or issues within the neighborhood • Generate solutions to resolve problems within the neighborhood • Work cooperatively with peers <ul style="list-style-type: none"> - Have a group reporter - Have a materials person - Have a group recorder • Recognize consequences of behavior • Solve problems in social situations <ul style="list-style-type: none"> - Identify a problem - Propose possible solutions 	1.17 Work cooperatively with peers 1.18 Change behavior in response to rules, laws and consequences 1.19 Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts 1.20 Identify, plan and carry out a small civic project and connect the importance to taking an active role in their school and community	1.13 Develop strategies and respond appropriately with relevant information and/or questions to resolve state issues. 1.14 Work cooperatively with peers. 1.15 Change behavior in response to rules, laws, and consequences.

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History	3.1 Identify significant groups that have impacted the history of Connecticut (Native Americans, explorers, colonists, immigrants, and industrialists.) 3.2 Compare and contrast the impact of exploration and colonization on both native peoples and the colonists from Connecticut. 3.3 Explain the relationship between the environment and the way of life of various groups of people in Connecticut such as Native Americans, colonists, and industrialists. 3.4 Identify events, people, and historical sites important in Connecticut history. 3.5 Trace and explain immigration patterns of settlement in Connecticut over time.	2.1 Trace the nomadic migration and settlement into Native American cultures 2.2 Examine the scientific and technological developments that lead to exploration 2.3 Identify how certain explorers made a significant impact in history 2.4 Determine how conflict developed between the explorers and the Native Americans 3.1 Examine the origins of the American colonies, demonstrating knowledge of some of the beliefs brought to the new world and how they evolved over time 3.2 Describe and analyze using historical data the options available to parties involved in decision-making 4.2 Trace the escalating conflicts and events that led up to the Revolution 4.3 Evaluate each side's strengths and objectives in the war 4.4 Identify the consequences of the war
Civics and Government	5.1 Analyze historical events that impacted the organization of a new state government. (e.g., Fundamental Orders, Revolutionary War, Constitution) 5.2 Compare and contrast national and Connecticut governments. 5.3 Explain the structure, functions, and services of state government. 5.4 Explain the process for making and implementing laws in Connecticut. 5.5 Evaluate the impact of specific Connecticut laws on its citizens. 5.6 Identify significant characteristics of an effective and responsible citizen (e.g., voting, participating in government.)	3.2 Describe and analyze using historical data the options available to parties involved in decision-making 3.3 Establish, explain, and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people 5.1 Analyze how the Revolutionary War impacted the organization of a new government 5.2 Examine how the government operates and how laws are created and implemented under the U.S. Constitution 5.3 Compare and contrast the three branches of government and the system of checks and balances 5.4 Learn about the branches of government in a participatory manner (mandated through Public Act No. 07-138) 5.5 Identify the rights and responsibilities of citizens as stated in the U.S. Constitution

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Economics	<p>6.1 Analyze the impact of economic interdependence on various groups throughout Connecticut's history (i.e., trade, barter, money.)</p> <p>6.2 Trace the economic development of Connecticut.</p> <p>6.3 Explain that when we buy something we also give up something.</p> <p>6.4 Compare and contrast how money is utilized (buy, save, invest) both personally and at the state level.</p>	<p>3.5 Compare and contrast northern and southern economies, cultures, and societies</p> <p>3.7 Explain how specialization leads to more efficient use of economic resources and economic growth</p> <p>3.8 Consider why trade encourages specialization</p>
Geography	<p>2.1 Utilize map/globe skills such as legend/keys, axis, and compass rose to determine directions.</p> <p>2.2 Identify major reference points and coordinates on maps and/or globes such as the Equator, North & South poles, Tropics of Cancer & Capricorn, Arctic & Antarctic Circles, and hemispheres.</p> <p>2.3 Compare and contrast map types (e.g., political, physical, population, climate.)</p> <p>2.4 Locate world climate regions on a map.</p> <p>2.5 Locate man-made and physical characteristics of Connecticut.</p> <p>2.6 Compare and contrast world climate regions to those in Connecticut.</p> <p>2.7 Describe how physical systems (weather and climate) have affected the lives of people in Connecticut (e.g., economy, recreation, transportation.)</p> <p>2.8 Explain how the people of Connecticut have affected their environment.</p>	<p>2.1 Trace the nomadic migration and settlement into Native American cultures</p> <p>2.2 Examine the scientific and technological developments that lead to exploration</p> <p>3.4 Evaluate various perspectives associated with places and regions</p> <p>3.6 Utilize maps, globes, models, graphs, charts, and databases to analyze distributions and patterns</p> <p>4.1 Analyze how the organization of the colonies resulted in conflict leading to the American Revolution</p> <p>6.1 Locate major physical features in the United States</p> <p>6.2 Evaluate various perspectives associated with places and regions</p> <p>6.3 Examine ways in which places are interconnected</p> <p>6.4 Utilize map skills such as latitude and longitude, scale, direction, and legend/key</p> <p>6.5 Identify major reference points on maps and globes including Prime Meridian, the equator, and hemispheres</p> <p>6.6 Examine time zones in the United States</p>
Culture	<p>4.1 Compare and contrast contributions of different ethnic groups to the community and the state (e.g., festivals, restaurants, casinos, museums.)</p> <p>4.2 Explore the culture of contemporary Connecticut.</p>	<p>2.4 Determine how conflict developed between the explorers and the Native Americans</p> <p>3.1 Examine the origins of the American colonies, demonstrating knowledge of some of the beliefs brought to the new world and how they evolved over time</p> <p>3.5 Compare and contrast the northern and southern economies, cultures, and societies</p>

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Acquiring Information	1.1 Use media center resources 1.6 Develop investigative questions about topics being studied 1.2 Gather information from multiple print, non-print, and electronic resources in order to appreciate the need for multiple perspectives 1.3 Interpret data from a variety of sources such as graphs, charts, maps, artifacts, photographs, and timelines <i>Identify key research terms to broaden & narrow topics (Lib)</i> 1.4 Utilize sources of information in the community (e.g., museums, presentations, speakers) 1.5 Distinguish between primary and secondary sources <ul style="list-style-type: none"> • <i>Choose resources for a research question that are relevant, sufficient, & current (LA)</i> • <i>Create a written list of sources arranged alphabetically by author's last name (or by title if there is no author), including author, title, publisher, and copyright date (LA)</i> 	<ul style="list-style-type: none"> • Use media center resources • Develop investigative questions about topics being studied • Gather information from multiple print, non-print, and electronic resources in order to appreciate the need for multiple perspectives • Interpret data from maps, artifacts, photographs, graphs, charts and other visual tools for reference and information • <i>Identify key research terms to broaden & narrow topics (Lib)</i> • Assess the validity of researched information • Be active learners through cultural experiences such as museums, historical exhibitions, cultural performances, guest speakers etc. • <i>Utilize sources of information in the community (e.g., museums, presentations, speakers)</i> • <i>Choose resources for a research question that are relevant, sufficient, & current</i> • <i>Identify, evaluate & use primary and secondary sources (LA)</i> • <i>Create an alphabetical list of sources using MLA "Works Cited" format (LA)</i>
Organizing & Interpreting Information	1.7 Organize a notebook with information from a variety of sources <ul style="list-style-type: none"> • <i>Summarize information through note taking from research materials</i> • <i>Use a variety of note taking strategies (bulleting, highlighting, categorizing, outlining, using graphic organizers) (Lib)</i> 1.7 Extract the main idea and supporting details from source materials 1.8 Organize data extracted from resource materials (e.g., graphic organizers, outlines, note-taking, charts, graphs, timelines) 3 <i>Use relevant social studies information to describe an author's point of view (editorials) – new frameworks</i> 4 <i>Compare and contrast information provided by both primary and secondary sources (new frameworks)</i>	<ul style="list-style-type: none"> • Listen for important information and follow teacher directions • Compile an organized notebook with information from a variety of sources: textbook, teacher, A.V. materials, other reference materials • <i>Summarize information through note taking from research materials</i> • <i>Use a variety of note taking strategies (bulleting, highlighting, categorizing, outlining, using graphic organizers)</i> • Organize data extracted from resource materials (e.g., graphic organizers, outlines, note-taking, charts, graphs, timelines) • Extract the main idea and supporting details from written and visual materials • Prepare summaries in response to readings on various topics • <i>Make inferences from both primary and secondary sources (new frameworks)</i> • <i>Use critical reading skills to assess an author's purpose and point of view (new frameworks)</i>

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Applying Information	1.10 Prepare summaries on various topics 1.11 Identify cause and effect relationships within a historical perspective 1.12 Explain courses of action from a historical perspective 1.13 Present information in a formal manner 1.14 Identify situations in which decisions are required within a historical perspective (e.g., patriot vs. loyalist) <ul style="list-style-type: none"> • <i>Write a report based on information found through research citing sources by author, title, publisher, and copyright date (LA)</i> 1.15 Develop narrative and expository writings in response to enduring understandings and/or essential questions 1.16 Examine researched data to distinguish fact from opinion 1.17 Compare and contrast information from a variety of perspectives <ul style="list-style-type: none"> • <i>Create an expository piece using evidence to describe a historical event or issue (e.g., newspaper, form, poetry, play) – new frameworks</i> • <i>Write in different genres including narrative, expository, persuasive and poetry (LA)</i> • <i>Use appropriate writing elements including characters, setting, events, problem, solution, main idea, and supporting details (LA)</i> • <i>Determine the purpose or message of the writing (LA)</i> • <i>Use developmentally appropriate spelling, grammar, and punctuation to communicate ideas through sentences (LA)</i> 	<ul style="list-style-type: none"> • Identify cause and effect relationships • Compare and contrast information from a geographic perspective • Connect events, people, and places studied to their own location • Recognize bias in researched information • Recognize courses of action within a historical perspective • Use researched information to analyze multiple perspectives • Examine researched data to distinguish fact from opinion • Form conclusions based on the data obtained • Present investigated information in a formal manner with visual aids • <i>Write a report based on information found through research citing sources by author, title, publisher, and copyright date</i> • <i>Compose an expository essay using evidence to describe a social studies event or issue (new frameworks)</i> • <i>Identify the purpose for writing (LA)</i> • <i>Use appropriate organizational structure for writing pieces (LA)</i> • <i>Use appropriate features of expository, narrative, and persuasive writing including stating a position, supporting details, thesis, characters, setting, events, problem and solution (LA)</i> • <i>Use developmentally appropriate spelling, grammar, punctuation and paragraphing to communicate ideas clearly (LA)</i>
Developing Social & Political Participation Developing Personal and Group Interaction	1.18 Work individually or with others to determine and implement an appropriate course of action 1.19 Connect historical events to contemporary society	<ul style="list-style-type: none"> • Work individually and with others to decide on and implement appropriate courses of action. • Adjust own behavior to fit the group and situational dynamics • Communicate own beliefs, feelings, and convictions as they relate to historical, geographical, and cultural concepts • Explore current events and their effects on society • Relate current events to historical and geographical studies

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History	<ul style="list-style-type: none"> • Examine major concepts, issues, events, and influences from the following regions: <ul style="list-style-type: none"> - Africa - Middle East - Asia (with a focus on China & India) - Eastern Europe (with a focus on Russia) - Southern Europe • Identify key people and their contributions • Describe how the origins and growth of civilizations are influenced by the physical features of the land • Describe the relationships between historical subject matter and other academic subjects, current issues, and personal concerns 	<ul style="list-style-type: none"> • Examine major concepts, issues, events, and influences from the following regions: <ul style="list-style-type: none"> - Western Europe - Latin America (Mexico, Central America, Caribbean, South America) - Canada - Australia & Oceania • Identify key people and their contributions • Analyze how geography has shaped and changed cultures throughout history • Analyze the relationships between historical subject matter and other academic subjects, current issues, and personal concerns
Civics and Government	<ul style="list-style-type: none"> • Compare and contrast the structure of governments • Explain how the roles and status of people have differed based on gender, age, class, race, and ethnicity • Explore the options available to parties involved in conflicts or decision making 	<ul style="list-style-type: none"> • Examine changes and instability in governments and how they have impacted global relationships • Explain how the roles and status of people have differed based on gender, age, class, race, and ethnicity • Explore the options available to parties involved in conflicts or decision making • Compare and contrast the structure of governments found in the regions to that of the United States
Economics	<ul style="list-style-type: none"> • Differentiate among forms of currency and exchange • Explore how trade affects economic activities • Identify the resources used by various cultures, countries and/or regions throughout the world • Examine historical and current controversies about the use of resources 	<ul style="list-style-type: none"> • Analyze economic issues of global interdependence • Examine historical and current controversies about the use of resources

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Geography	<ul style="list-style-type: none"> • Explore the essential features and functions of maps, globes, and other geographic tools • Analyze a variety of maps (e.g. political, physical, specialty) to increase understanding of geographic concepts • Create maps, graphs, and charts applying geographic data • Understand how geographers classify information using the theme of region • Utilize concepts of relative & absolute location • Describe the human and natural characteristics of places and how they impact an area and its people • Explain ways that humans depend on, adapt to, and alter the physical environment • Analyze the causes and effects of movement among groups of people • Evaluate the impact of significant international events on various nations of the world 	<ul style="list-style-type: none"> • Examine the regions of Western Europe, Latin America, Canada and Australia/Oceania using the Five Themes of Geography as well as the essential features and functions of maps, globes and other geographic tools • Examine the connections that exist between the Five Themes of Geography • Interpret a variety of maps, globes, charts, and graphs to increase understanding of geographic concepts • Identify map insets • Identify locations on a map or globe utilizing latitude and longitude • Analyze the influence of key factors on climate • Determine the influence of longitude on world time zones • Determine the distance between locations using map scales • Create maps, graphs and charts applying geographic data • Apply geographic concepts to real life situations • Utilize the Five Themes of Geography to interpret different maps
Culture	<ul style="list-style-type: none"> • Describe the elements that contribute to the development and transmission of culture (e.g. language, architecture, arts, traditions, beliefs, values, behaviors) • Explore the achievements of selected individuals from around the world • Understand that culture and experience influence people's perceptions of other regions around the world • Explain why individuals and groups respond differently to their environments 	<ul style="list-style-type: none"> • Apply key cultural concepts to real life situations • Explore current events and achievements of selected individuals from around the world • Examine the elements that contribute to the development and transmission of culture (e.g. language, architecture, arts, traditions, beliefs, values, behaviors) • Compare and contrast cohesive and divisive cultural influences • Understand that culture and experience influence people's perceptions of other regions around the world • Analyze cultural influences on human relationships

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Area: Skills	7 Regions and Cultures Of the World II	8 19 th Century United States History
Acquiring Information	<ul style="list-style-type: none"> • Use media center resources appropriately • Develop investigative questions about topics being studied • Gather information from multiple print, non-print, and electronic resources in order to appreciate the need for multiple perspectives • <i>Identify key research terms to broaden & narrow topics (Lib)</i> • <i>Identify, evaluate and use</i> primary and secondary sources (LA) • Interpret data from maps, artifacts, photographs, graphs, charts and other visual tools for reference and information • Be active learners through cultural experiences such as museums, historical exhibitions, cultural performances, guest speakers etc. • <i>Utilize sources of information in the community (e.g., museums, presentations, speakers) (grade 6 curr)</i> • Assess the validity of researched information • <i>Use MLA guidelines to create a works cited page when completing any research project (LA)</i> 	<ul style="list-style-type: none"> 1.1 Develop a variety of research strategies <ul style="list-style-type: none"> • <i>Develop investigative questions about topics being studied (7th/Lib)</i> • <i>Gather information from multiple print, non-print, and electronic resources in order to appreciate the need for multiple perspectives (7th)</i> • <i>Identify key research terms to broaden & narrow topics (Lib)</i> 1.2 Compare and contrast sources, points of view, time periods, and ideas 1.3 <i>Identify, evaluate and use</i> primary and secondary sources (LA) 1.4 Assess the validity of researched information <ul style="list-style-type: none"> • <i>Use MLA guidelines to create a works cited page when completing any research project (LA)</i>
Organizing & Interpreting Information	<ul style="list-style-type: none"> • Listen for important information and follow teacher directions • Compile an organized notebook with information from a variety of sources: textbook, teacher, A.V. materials, other reference materials • Organize data extracted from resource materials (e.g., graphic organizers, outlines, note-taking, charts, graphs, timelines) • <i>Summarize information through note taking from research materials</i> • <i>Use a variety of note taking strategies (Lib)</i> • Extract the main idea and supporting details from written and visual materials • Examine researched data to distinguish fact from opinion • Prepare summaries in response to readings • <i>Use critical reading skills to assess an author's purpose & point of view (new frameworks)</i> • <i>Defend using a specific primary or secondary source in a specific context (new frameworks)</i> 	<ul style="list-style-type: none"> 1.2 Compare and contrast sources, points of view, time periods, and ideas 1.5 Examine cause and effect relationships <ul style="list-style-type: none"> • <i>Summarize information through note taking from research materials</i> • <i>Use a variety of note taking strategies (Lib)</i> • <i>Compare information about the same event by using a variety of primary sources (new frameworks)</i> • <i>Interpret primary and secondary sources to determine accuracy and validity (new frameworks – overlap with 1.4?)</i>

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Area: Skills	7 Regions and Cultures Of the World II	8 19 th Century United States History
Applying Information	<ul style="list-style-type: none"> • Demonstrate cause and effect relationships and make a generalization • Compare and contrast information from a geographic perspective • Recognize courses of action within a historical perspective • Connect events, people, and places studied to their own location • Prepare an oral report and/or research paper • <i>Write an essay that takes a point of view on a social studies topic and properly cite evidence (new frameworks)</i> • Recognize bias in researched information • Generate conclusions based on the data obtained in a formal manner with visuals • <i>Identify the purpose for writing (LA)</i> • <i>Use appropriate organizational structure for writing pieces (LA)</i> • <i>Use appropriate features of expository, narrative, and persuasive writing including stating a position, supporting details, thesis, characters, setting, events, problem, solution and theme (LA)</i> • <i>Use developmentally appropriate spelling, grammar, punctuation and paragraphing to communicate ideas clearly (LA)</i> 	<ul style="list-style-type: none"> 1.6 Defend a topic or position with documented evidence 1.7 Demonstrate critical thinking through persuasive writing 1.8 Synthesize information through categorization, summarization, and evaluation <ul style="list-style-type: none"> • <i>Compose an essay stating a personal opinion on a historical event or social studies issue and support it with relevant evidence (new frameworks)</i> • <i>Organize and cite evidence from primary and secondary sources to support conclusions in an essay (new frameworks)</i> • <i>Identify the purpose for writing (LA)</i> • <i>Use appropriate organizational structure for writing pieces (LA)</i> • <i>Use appropriate features of expository, narrative, and persuasive writing including stating a position, supporting details, thesis, characters, setting, events, problem, solution and theme (LA)</i> • <i>Use developmentally appropriate spelling, grammar, punctuation and paragraphing to communicate ideas clearly (LA)</i>
Developing Social and Political Participation Developing Personal and Group Interaction	<ul style="list-style-type: none"> • Work individually or in collaboration with others to decide on and implement appropriate courses of action • Communicate beliefs, feelings, and convictions as they relate to historical, geographical and cultural concepts • Participate in a group to resolve conflicts and differences • Relate current events to historical and geographical studies • Define social responsibilities associated with citizenship and describe how they may be carried out both at home and around the world 	<ul style="list-style-type: none"> 1.9 Work individually or in collaboration with others to decide on and implement appropriate courses of action 1.10 Examine the personal responsibilities of citizens in a democracy 1.11 Connect historical events to contemporary society

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Area: Content	8 19th Century United States History	9 World History
History	2.1 Analyze how the Revolutionary War impacted the organization of a new government 2.4 Analyze how foreign affairs shaped American identity 2.5 Evaluate American and British involvement in the War of 1812 2.6 Examine how the Monroe Doctrine represented a turning point in American history 3.1 Evaluate the need for and impact of the Louisiana Purchase 3.2 Analyze Manifest Destiny from different points of view 3.3 Identify the movement (forced and voluntary) of Native Americans and the conflicts it created 4.2 Examine the components of slavery 4.3 Investigate the lives of slaves 4.4 Determine how the slavery debate and the newly acquired western territories raised tension 4.5 Analyze each side's strengths and objectives in the war 4.6 Identify the physical, social, and psychological consequences of the war 4.7 Examine the Emancipation Proclamation and its results 4.8 Evaluate the efforts to reincorporate the south into the United States 5.1 Identify people who moved west, reasons they moved, and how it affected the development of the country 5.2 Trace major events that impacted further development of the country such as The Mexican-American War and The Spanish-American War 5.3 Determine the areas of industrial growth after the Civil War 5.4 Evaluate the effectiveness of the labor movement in curbing abuses of industrialization 6.1 Identify reasons for immigrating 6.2 Recognize the living and working conditions of immigrants 6.3 Examine the growth of industry and its impact on immigration 6.4 Analyze the positive and negative repercussions of immigration 6.5 Evaluate the reforms of the Progressive Movement	<ul style="list-style-type: none"> • Analyze the impact the agricultural revolution had on the development of society • Compare and contrast the political and social structures of at least three ancient civilizations • Analyze the common reasons why Central Asian peoples migrated into the Roman Empire, Han China and India • Compare and contrast the similar effects these migrations had on each society • Determine the impact of Germanic institutions on feudal Europe • Analyze the reason for the start and the end of Viking conquest and exploration • Examine the impact that the Viking invasions had on European political, military and economic institutions • Examine the impact that the Norman invasions had on the political and cultural institutions of England, Italy and France • Analyze the reasons that the Mongols were able to expand their influence throughout Asia and Eastern Europe • Identify the different theories regarding the origins of Polynesian migration • Determine the reasons why the Bantus migrated throughout Sub-Saharan Africa • Analyze the cultural, political and social customs that shaped Sub-Saharan Africa • Analyze the significance of the beginning and end of the great sea voyages of the Ming Dynasty of China • Identify the role trans-Continental trade played in the spread of plague in the 14th century • Analyze the social, economic, political and cultural effects the Black Death had on European society • Compare the positives and negatives of free labor, slavery and serfdom • Compare the positives and negatives of the European guild system and putting-out system • Evaluate Spain and Portugal's motivations for exploration • Analyze the role Christian churches played in the colonization of America • Compare and contrast the political, economic, and social institutions of Spanish and English America • Examine why the slave trade and the plantation system developed in America • Analyze the legacy that the slave trade had on Europe, Africa and Asia • Determine the positive and negative effects of European interaction with the Americas • Evaluate how the concept of race changed as a result of the American assimilation of European, African, Asian and American peoples • Examine how the colonial experience changed European views on human nature, economics and international relations

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History		<ul style="list-style-type: none"> • Evaluate how toleration in the Mughal Empire led to social stability in India • Examine the role technology played in the advancement of European intellectual and economic movements • Analyze why Eastern Civilization rejected Western technologies and the impact that had their relationship • Examine the major discoveries of the Scientific Revolution and how it fostered the idea of Natural Law in the physical world • Analyze the concept of human rights as expressed in the Enlightenment • Examine how Latin American revolutions connected to those in Europe • Analyze the causes of the English and French Revolutions • Evaluate how the English Revolution was the foundation for the ideals of individual rights • Explain the political and social outcomes of the English and French Revolutions • Compare and contrast the social and political elements of Middle Eastern empires with those of Europe at the time • Examine the reasons for the decline of the Ottoman Empire • Evaluate the resistance in Indian society to promote individual liberty and to question the caste system • Determine the effects Confucianism in China had on maintaining the welfare of the community over individual rights • Critique Asian resistance or acceptance of Western society (e.g., Meiji Japan, China - Opium Wars, nationalist revolution, Boxer Rebellion) • Evaluate the reasons for the fall of the Soviet Bloc • Examine the various challenges faced by the globalized world
Geography	<p>3.1 Evaluate the need for and impact of the Louisiana Purchase</p> <p>3.2 Analyze Manifest Destiny from different points of view</p> <p>3.3 Identify the movement (forced and voluntary) of Native Americans and the conflicts it created</p> <p>5.1 Identify people who moved west, reasons they moved, and how it effected the development of the country</p> <p>5.2 Trace major events that impacted further development of the country such as The Mexican-American War and The Spanish-American War</p> <p>6.3 Analyze the positive and negative repercussions of immigration</p>	<ul style="list-style-type: none"> • Connect the success of trans-Saharan trade with the development of civilizations such as those in Mali, Shanghai, Mausa Musa, and Timbuktu • Examine the products, modes of exchange and geography of the trans-Continental exchange • Analyze the different patterns of European conquest in America, Africa & Asia • Determine how the global movement of nationalism initiated global conflict (e.g., World War I, World War II) • Illustrate the polarization of the globe due to the Cold War

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Area: Content	8 19 th Century United States History	9 World History
Civics and Government	2.1 Analyze how the Revolutionary War impacted the organization of a new government 2.2 Examine the development and components of the U.S. Constitution 2.3 Identify the reasons for the development and impact of political parties such as Federalist and Democratic-Republican 4.1 Compare and contrast northern and southern economics, politics, society, and religion 4.9 Explain how Constitutional amendments attempted to give equal rights for all citizens	<ul style="list-style-type: none"> • Evaluate the success of city-state government in Classical Greece • Examine the multiple factors required to build an empire such as military strength, economic systems and social/political organization • Compare and contrast the way at least three empires maintained power amongst multi-national groups • Analyze the common reasons for the fall of empires • Analyze how the feudal system developed due to the lack of central governance • Determine the effect the English Revolution had on the relationship between the monarchy and Parliament • Analyze the effects of nationalism on European monarchies such as those in Germany, Italy and Russia • Analyze the effects of imperialism and nationalism on Europe and Africa during the Imperial age • Appraise the effectiveness of African resistance to European dominance (e.g., Malinke vs. French, Ashanti/Zulu vs. British) • Evaluate the struggles that Latin American countries encountered in forming a national identity • Analyze European imperialism in the Middle East and the quest for national identity
Economics	3.1 Evaluate the need for and impact of the Louisiana Purchase 4.1 Compare and contrast northern and southern economics, politics, society, and religion 4.5 Analyze each side's strengths and objectives in the war 5.4 Evaluate the effectiveness of the labor movement in curbing abuses of industrialization 5.5 Analyze the positive and negative repercussions of industrial growth 6.1 Identify reasons for immigrating 6.2 Recognize the living and working conditions of immigrants 6.3 Examine the growth of industry and its impact on immigration 6.4 Analyze the positive and negative repercussions of immigration	<ul style="list-style-type: none"> • Connect the agricultural innovations of China and Western Europe to expanding trade, specialization and urbanization • Compare and contrast the role that the tribute system played in the Aztec and Inca empires • Identify the routes and products involved in Triangular Trade • Evaluate what technological advances and economic advantages led to the first Industrial Revolution • Compare and contrast the competing economic models of market based and centrally planned economies • Defend the value of free trade in the global market economy
Culture	4.1 Compare and contrast northern and southern economics, politics, society, and religion 5.5 Analyze the positive and negative repercussions of industrial growth 6.1 Identify reasons for immigrating 6.2 Recognize the living and working conditions of immigrants 6.4 Analyze the positive and negative repercussions of immigration	<ul style="list-style-type: none"> • Examine the common values that polytheistic mythology had on at least 2 groups • Compare the motivations for and impact of Magyar and Slavic migrations on the culture of Eastern Europe • Compare and contrast the development of Polynesian society on diverse islands • Analyze the role that contact with China had on Classical Japanese culture & religion • Examine intellectual and technological concepts that define the modern era

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Area: Content	8 19th Century United States History	9 World History
Religion	<p>4.2 Compare and contrast northern and southern economics, politics, society, and religion</p> <p>4.4 Determine how the slavery debate and the newly acquired western territories raised tension</p> <p>5.1 Identify people who moved west, reasons they moved, and how it affected the development of the country</p>	<ul style="list-style-type: none"> • Distinguish between Animism, Polytheism, Henotheism, Monotheism & Pantheism • Evaluate the common values of at least 2 societies believing in Animism • Compare and contrast how Judaism, Hinduism, Buddhism, Taoism, Christianity, Confucianism & Islam view the following concepts: <ul style="list-style-type: none"> - The role of God(s) - Belief in an afterlife/salvation - Proper ritual & worship - Morality - Social classes/social relationships • Illustrate how at least 2 of the following areas demonstrate the Greek belief of a man-centered world: <ul style="list-style-type: none"> - Natural Philosophy of Thales, Heraclitus & Democritus - Philosophical works of Socrates, Plato & Aristotle - Dramatic works of Aeschylus, Sophocles & Euripides - The historical works of Herodotus & Thucydides - Greek vases & sculptures • Examine how Buddhism branched from Hinduism • Identify the core beliefs of Confucianism • Compare and contrast the values of Christians with the values of the Roman Empire • Analyze why Christianity became a separate religion from Judaism • Evaluate how the context of the Roman Empire lead to the spread of Christianity • Analyze the differences between Catholics and Orthodox Christians • Examine the reasons why Islam spread so far and so fast across North Africa and Southwest Asia • Examine the relationship between Classical, Pagan, Christian and Islamic ideas during the Middle Ages • Identify the positive and negative effects that occurred as a result of Christian Crusades and Islamic Jihads • Evaluate the relationship between religion and war • Analyze how Italian Humanism was a reflection of the shift from a god-centered to a more man-centered perspective • Identify the key elements of Protestantism • Compare and contrast the beliefs of Lutheranism, Calvinism and Anglicanism • Analyze how South American Catholicism is a mixture of European, African and Native American beliefs • Evaluate how various branches of Islam effected the building of such empires as the Persian, Ottoman, and Safavid

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Area: Skills	9 World History	10 United States History
Acquiring Information	<ul style="list-style-type: none"> • Formulate historical questions and hypotheses from multiple perspectives using a variety of sources • <i>Find relevant information to answer a history/social studies question (new frameworks)</i> • <i>Identify key research terms to broaden & narrow topics (Lib)</i> • <i>Identify, evaluate and use primary & secondary sources (LA 8th)</i> • Use primary source documents to analyze multiple perspectives • <i>Use MLA guidelines to create a works cited page when completing any research project (LA 8th)</i> 	<ul style="list-style-type: none"> • Develop search strategies • <i>Develop investigative questions about topics being studied (8th) OR Formulate historical questions and hypotheses from multiple perspectives using a variety of sources (9th)</i> • Select information from a variety of sources • <i>Identify key research terms to broaden & narrow topics (Lib)</i> • <i>Find relevant information to answer a history/social studies question (new frameworks)</i> • Analyze primary and secondary sources • <i>Use MLA guidelines to create a works cited page when completing any research project (LA 8th)</i>
Organizing & Interpreting Information	<ul style="list-style-type: none"> • Evaluate information for its credibility and bias • <i>Summarize information through note taking from research materials</i> • <i>Use a variety of note taking strategies (Lib)</i> • <i>Use relevant evidence to justify using a source to answer a history/social studies question (new frameworks)</i> • <i>Cite evidence from a source to determine an author's purpose and intended audience (new frameworks)</i> 	<ul style="list-style-type: none"> • Compare and contrast sources, points of view, time periods and ideas • Categorize different types of information • <i>Summarize information through note taking from research materials</i> • <i>Use a variety of note taking strategies (Lib)</i> • <i>Evaluate information for its credibility and bias (9th)</i> • <i>Use relevant evidence to justify using a source to answer a history/social studies question (new frameworks)</i> • <i>Cite evidence from a source to determine an author's purpose and intended audience (new frameworks)</i>

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Area: Skills	9 World History	10 United States History
Applying Information	<ul style="list-style-type: none"> • Compose writing pieces for different audiences that are focused, organized, elaborated and supported using standard forms of English grammar and mechanics • Support positions with accurate and relevant information • Utilize technology as a tool for writing • Debate divergent points of view • Analyze conflicts using historical data, belief systems, customs, and societal values • Analyze change over time • Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias (repeat from org & int. info) • Describe the multiple intersecting causes of events • Use maps, globes, charts and databases to analyze historical development • <i>Compose a thesis statement using primary & secondary sources (new frameworks)</i> • <i>Research using primary & secondary sources and properly cite evidence (based on new frameworks)</i> • <i>Identify the purpose for writing (K-8 LA)</i> • <i>Use appropriate organizational structure when writing (K-8 LA)</i> • <i>Use appropriate spelling, grammar, punctuation and paragraphing to communicate ideas clearly (K-8 LA)</i> 	<ul style="list-style-type: none"> • Employ the skills of inquiry including examining a variety of sources, determining bias and credibility, and writing an effective thesis • Analyze cause and effect • Defend or refute a topic or position • Synthesize information through categorization, summarization and evaluation • <i>Compose a thesis statement using primary & secondary sources (new frameworks)</i> • <i>Research using primary & secondary sources and properly cite evidence (based on new frameworks)</i> • <i>Identify the purpose for writing (K-8 LA)</i> • <i>Use appropriate organizational structure when writing (K-8 LA)</i> • <i>Use appropriate spelling, grammar, punctuation and paragraphing to communicate ideas clearly (K-8 LA)</i>
Developing Social and Political Participation Developing Personal and Group Interaction	<ul style="list-style-type: none"> • Generate debate and critique solutions for conflict situations • Connect historical and current events to contemporary society and personal experiences • Analyze the various political, economic, social, and cultural interests that affect the development of human interaction • Examine interdisciplinary relationships among the arts, literature, science and history 	

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Area: Content	10 United States History	10-12 Civics
History	<ul style="list-style-type: none"> • Determine the factors that prompted the colonists to separate from Great Britain • Examine the social, economic, and political conflicts that led to the Civil War • Determine how the Civil War fundamentally changed American society • Trace the exploitation of workers and their responses to industrialization. • Explain how cities dealt with problems of mass urbanization • Analyze factors motivating various waves of immigration • Identify the causes and effects of discrimination toward immigrants • Justify whether or not urbanization can be considered progress • Evaluate the reforms of the Progressive Movement • Compare and contrast the Roosevelt, Taft and Wilson foreign policies with regards to Imperialism • Analyze the causes and effects of the Spanish-American War • Defend or refute America’s reasons for entering the “Great War” • Analyze the political, social, and economic ramifications of the war on the home front • Analyze the international and domestic reaction to the Treaty of Versailles • Examine American neutrality prior to entering World War I • Evaluate President Wilson’s Fourteen Points and the effects of the League of Nations • Compare and contrast technological advances of 20th century warfare to those utilized in previous wars • Analyze the many social and cultural changes affecting African-Americans, immigrants, consumers, women, literature, music and architecture during this time period • Examine the controversies surrounding both the <i>Scopes</i> and <i>Sacco and Vanzetti</i> trials • Analyze the effectiveness of the Great Experiment • Evaluate the criticisms of the New Deal • Analyze the effectiveness of New Deal legislation • Compare and contrast the causes and effects of World War II in Europe and the Pacific • Identify the strategies of the U.S. military in Europe and the Pacific and explain the turning points of the war 	<ul style="list-style-type: none"> 2.1 Analyze the principles and origins of American democracy 3.1 Analyze strengths and weaknesses of the Articles of Confederation 3.2 Examine the issues and controversies surrounding the Constitutional Convention 3.3 Analyze the significance of compromise in developing the U.S. Constitution 3.4 Assess the importance of compromise in the resolution of conflicts 4.4 Compare and contrast methods of amending the Constitution 6.2 Examine how federal policies affect state and local governments 6.3 Identify the role Federalism play in setting government policy and law at the state and national levels 6.6 Determine how the interpretation of the <i>necessary and proper clause</i> has affected the United States government. 6.8 Analyze the importance of judicial review. 7.3 Evaluate the function of political parties in American government. 7.4 Investigate the role of third parties in campaigns.

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History	<ul style="list-style-type: none">• Critique the decision to drop the atomic bomb• Evaluate how the results of World War I were directly correlated with the outbreak of World War II• Compare and contrast Japanese Internment with the Holocaust• Describe the key events in the development of the Cold War• Determine the causes and effects of the Cold War in Europe• Evaluate the U.S. responses to the Korean War, Cuban Missile Crisis, the Vietnam War and other Cold War conflicts• Examine the U.S. involvement in Vietnam• Explain the increase of the nuclear arms race during the Cold War• Analyze U.S. methods for combating the spread of Communism during the Cold War• Compare the economic, social, ideological and political systems of the United States and the Soviet Union during the Cold War• Analyze the reasons for the collapse of the Soviet Union• Explain the importance of Nixon's visits to China and the Soviet Union• Determine factors that lead to the end of the Cold War• Evaluate the role of the United Nations during the Cold War• Critique how effective détente was in helping America achieve its foreign policy objectives• Distinguish between the myth and reality of the 1950s• Analyze the strategies and accomplishments of the Civil Rights movement• Compare and contrast the philosophies of Malcolm X and Martin Luther King, Jr.• Trace the growth of American suburbanization after World War II• Explain how "white flight" created an urban crisis in many American cities• Evaluate the impact of the Great Society programs• Rank order Presidents Kennedy, Johnson, Nixon, Carter, and Reagan's ability to instill confidence in the American people• Explain the impact of the Vietnam War on American society and politics• Analyze the long and short term responses to the energy crises of the 1970s• Compare and contrast the foreign policy philosophies of Presidents George H. Bush, Clinton and George W. Bush• Analyze the responsibilities associated with being the "last remaining superpower"	
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Area: Content	10 United States History	10-12 Civics
Civics and Government	<ul style="list-style-type: none"> • Evaluate the challenges facing the colonists in developing a democratic government • Analyze the effectiveness of the Constitution in protecting rights and resolving conflicts during this time period • Examine the role individual leadership played in shaping America during this period of American birth and development • Examine the role of political machines and political bosses in American society • Explain how Roosevelt's leadership style impacted the country during the Great Depression • Compare the characteristics of authoritarian governments to democracies • Evaluate the policies of appeasement, isolationism and American Neutrality • Compare and contrast the leaders of World War II • Analyze President Carter's foreign policy and its impact on US foreign relations • Compare Presidents Nixon, Carter, and Reagan's leadership styles in response to foreign crisis • Evaluate the role played by each branch of government in the Civil Rights Movement • Analyze the impact scandals such as Watergate and Iran-Contra have had on Americans' faith in government • Examine the reasons for the country's shift in political ideologies from the 1950s to the 1980s • Analyze the factors that have lead to an increase in political polarization since the early 1990s • Analyze the impact terrorist attacks have had on foreign and domestic policies 	<ol style="list-style-type: none"> 2.1 Analyze the principles and origins of American democracy 2.2 Differentiate between a direct and an indirect democracy 2.3 Evaluate different forms of government 3.1 Analyze strengths and weaknesses of the Articles of Confederation 4.1 Analyze the following Constitutional principles: Federalism, Popular Sovereignty, Limited Government, Judicial Review, Checks and Balances, and Separation of Powers 4.2 Examine the goals of the Constitution 4.3 Evaluate the liberties and protections contained within the Constitution 4.4 Compare and contrast methods of amending the Constitution 5.1 Analyze the importance of due process and the rights of the accused 5.2 Compare and contrast the legal standards of the civil justice system to the criminal justice system 5.3 Investigate the types of punishment imposed on convicted criminals 6.1 Assess the powers of each branch and level of government 6.2 Examine how federal policies affect state and local governments 6.3 Identify the role Federalism play in setting government policy and law at the state and national levels 6.4 Evaluate how the Constitutional principles restrain and empower each branch of government 6.5 Trace the process of how a bill becomes a law 6.6 Determine how the interpretation of the <i>necessary and proper clause</i> has affected the United States government 6.7 Compare and contrast the roles of state and federal courts 6.8 Analyze the importance of judicial review 6.9 Examine the criteria necessary for a case to reach the Supreme Court 6.10 Evaluate the powers and roles of the president 6.11 Investigate the operations of the executive branch 7.1 Analyze the steps in the election process 7.2 Identify the strengths and weaknesses of the election process 7.3 Evaluate the function of political parties in American government 7.4 Investigate the role of third parties in campaigns 7.5 Evaluate campaign financing 7.6 Assess the importance of public opinion in shaping a candidate's platform 7.7 Evaluate the Electoral College 7.8 Evaluate the factors that affect public opinion 7.9 Assess the influence of public opinion on campaigns, elections, and public policy 7.10 Evaluate the effects of lobbyists and special interest groups on election campaigns and legislation 7.11 Determine the demographic factors that affect public opinion

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Economics	<ul style="list-style-type: none"> • Analyze the development of industrialization and its impact on America • Explain how the country's economic prosperity was superficial during this decade • Examine the causes of the stock market crash and its impact on America • Explore the causes and effects of the Great Depression • Compare and contrast Roosevelt's and Hoover's approaches to the solutions of the Great Depression • Review the economic policies of Presidents Nixon, Carter and Reagan • Trace the evolution of the American worker in the American workplace 	7.5 Evaluate campaign financing
Geography	<ul style="list-style-type: none"> • Compare and contrast geographical differences on pre-1939 world maps to ones dating post-1945 	7.11 Determine the demographic factors that affect public opinion.
Culture	<ul style="list-style-type: none"> • Analyze the economic and cultural factors that shaped American foreign policy at the turn of the 20th century • Evaluate the impact of the Harlem Renaissance on American culture • Compare and contrast the 1920's to American society today • Examine how American society was transformed by World War II, both positively and negatively • Explain how science fiction in the 1950's reflected the anxieties of the age • Explain how the teenager's new social and economic significance helped shape American popular culture • Analyze how the Vietnam experience influenced music and culture • Examine the changes brought about by technological developments • Examine the effects of the Cold War on American society • Examine the changes brought about by technological developments 	7.8 Evaluate the factors that affect public opinion. 7.9 Assess the influence of public opinion on campaigns, elections, and public policy.
Religion		7.6 Assess the importance of public opinion in shaping a candidate's platform. 7.8 Evaluate the factors that affect public opinion. 7.9 Assess the influence of public opinion on campaigns, elections, and public policy. 7.10 Evaluate the effects of lobbyists and special interest groups on election campaigns and legislation.

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Area: Skills	10-12 Civics
Acquiring Information	1.1 Evaluate information from a variety of resources 1.2 Interpret information from primary and secondary source documents
Organizing & Interpreting Information	1.3 Evaluate the validity of information, testing its credibility, and identifying bias
Applying Information	1.4 Analyze various points of view
Developing Social and Political Participation Developing Personal and Group Interaction	1.5 Develop proposals regarding solutions to significant political issues. 1.6 Examine the personal responsibilities of citizens in a democracy. 3.4 Assess the importance of compromise in the resolution of conflicts