

C O N N E C T I C U T  
**Elementary and Secondary  
Social Studies Standards**

---



**CONNECTICUT**  
Department of Education

## State of Connecticut

Ned Lamont, Governor  
Susan Bysiewicz, Lt. Governor

## Connecticut State Department of Education

Charlene M. Russell-Tucker, Commissioner  
Charles Hewes, Deputy Commissioner

### Academic Office

Irene Parisi, Chief Academic Officer  
Stephen Armstrong, Education Consultant

## Connecticut State Board of Education

Erin D. Benham, Vice Chairperson  
Terrence Cheng, Ex Officio  
Connor Cowan Student Member  
Yasmeen M. Galal, Student Member  
Donald F. Harris  
Patricia Keavney-Maruca  
Allan B. Taylor  
Kellie-Marie Vallieres, Ex Officio  
Seth D. Zimmerman  
Charlene Russell-Tucker, Secretary

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems, gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion, intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; victims of domestic violence; or criminal record in state employment, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Attorney Louis Todisco, Connecticut State Department of Education, by mail at 450 Columbus Boulevard, Hartford, CT 06103-1841; by telephone at 860-713-6594; or by email [louis.todisco@ct.gov](mailto:louis.todisco@ct.gov).

## Contents

Acknowledgments .....	2
Introduction .....	4
Connecticut Elementary and Secondary Social Studies Inquiry Arc .....	6
Organization of Connecticut Elementary and Secondary Social Studies Standards .....	9
Kindergarten: Understanding My Communities .....	13
Grade 1: Society and Ourselves .....	17
Grade 2: Contributing to Society .....	21
Grade 3: Connecticut and Local History .....	25
Grade 4: United States Geography .....	29
Grade 5: United States History I .....	33
Grade 6: World Regional Studies I .....	38
Grade 7: World Regional Studies II .....	42
Grade 8: United States History II .....	48
High School: Modern World History .....	53
High School: United States History III .....	60
High School: Civics and Government .....	68

## Acknowledgments

A very special thank you to all Connecticut residents and the dedicated educators who contributed to the standards project. The steering committee, writing and revision teams, and focus groups were instrumental in creating the first social studies standards in Connecticut history. Social studies educators, advocates, and partners also contributed to the survey and public review with helpful insights. These social studies standards reflect a vibrant social studies community committed to high-quality social studies education throughout the state.

---

### Project Directors

**Stephen Armstrong**, CT State Department of Education

**Anthony Roy**, Bloomfield Public Schools

### Project Leaders

**Randa Elbih**, University of Saint Joseph

**Lauren K. Francese**, Westport Public Schools

**Mary Hanna**, New Canaan Public Schools

**Alan Marcus**, University of Connecticut

**Allison Norrie**, Fairfield Public Schools

**Jennifer Vienneau**, Hamden Public Schools

### Project Consultants

**Michael Bartone**, Central CT State University

**Jessica Blitzer**, West Hartford Public Schools

**Kimberly Bodnar**, Consolidated School District of New Britain

**Thomas Broderick**, Ridgefield Public Schools

**Sarah Harris Beuer**, Milford Public Schools

**Caroline Calhoun**, EdAdvance

**Ronall Cannada**, Capital Region Educational Council

**Jim Clifford**, Regional School District 5

**Jason Chang**, University of Connecticut

**Karen Cook**, Norwich Free Academy

**Stacey Cormier**, New Haven Public Schools

**Juan Coronado**, Central Connecticut State University

**Kasey Dunn**, Cooperative Educational Services

**Kelly Falvey**, Southern Connecticut State University

**Jessica Gailbraith**, Bethel Public Schools

**Joseph Goldman**, Mansfield Public Schools

**Katherine Griffith**, University of Connecticut

**Sara Harvel**, University of Connecticut

**Jennifer Heikkila Diaz**, CT Council for the Social Studies

**Carmita Hodge**, Groton Public Schools

**Hasan Jeffries**, The Ohio State University

**Thomas Levine**, University of Connecticut

**Kristen Levithan**, *Connecticut Explored*

**Gregg Mangan**, CT Humanities

**Ian M. McGregor**, University of Connecticut

**Melanie Meehan**, Simsbury Public Schools

**Tamara Michel**, Connecticut Council for the Social Studies

**Jennifer Murrphy**, East Haven Public Schools

**Christopher Newell**, Akomawt Educational Initiative

**Joel Senez**, Enfield Public Schools

**Jonathan Simmons**, University of Connecticut

**Harman Singh**, Sikh Coalition

**Jeremy Stern**, History education consultant

**Kathleen Swan**, University of Kentucky

**Ilene Viner**, Glastonbury Public Schools

**Stefanie Wager**, National Council for the Social Studies

**Maryam Wassil-Wardak**, Capital Region Education Council

**Sally Whipple**, Connecticut Democracy Center

**Brittney Yancy**, Goodwin University

## Project Contributors

**Heather Allenback**, Southington Public Schools

**Maxwell Amoh**, Connecticut Council for the Social Studies

**John Bengston**, Staples High School

**David Bosso**, Berlin Public Schools

**Daisha Brabham**, Windsor Public Schools

**Walton Brown-Foster**, Central Connecticut State University

**LeAnn Cassidy**, Regional School District 15

**Paul Castiglione**, Connecticut State Department of Education

**Dennis Culliton**, Witness Stones Project

**Ashley Daley**, Hartford Public Schools

**Andria DeAngelis**, Capital Region Education Council

**Teresa DeBrito**, Regional School District 12

**Edward Dorgan**, Regional School District 10

**Aelen English**, Student, Fairfield Warde High School

**Sean Flaherty**, Hartford Public Schools

**Khary Fletcher**, Hartford Public Schools

**Lisa Forbes**, Stamford Public Schools

**Gregory Frank**, South Windsor Public Schools

**Rebecca Furer**, CT Humanities

**Shannon Goetze**, West Haven Public Schools

**Daniela Gomez**, Student, Global Experience Magnet School

**Veda Harris**, Waterbury Public Schools

**Melissa Hickey**, Connecticut State Department of Education

**Ashley Holland**, Winchester Public Schools

**Alison Huntington**, Norwalk Public Schools

**Mark Jackson**, Norwalk Public Schools

**Bethany Jay**, Salem State University

**Waltrina Kirkland-Mullins**, New Haven Public Schools

**Robert Kravecs**, Milford Public Schools

**Stephanie Lockhart**, Windsor Public Schools

**Ian Lowell**, Monroe Public Schools

**Elizabeth Mancini**, Middletown Public Schools

**Erica Mangs**, Glastonbury Public Schools

**Bethany A. Mauro**, Milford Public Schools

**Amanda McAndrew**, Norwalk Public Schools

**Colin McDermott**, Avon Public Schools

**Val McVey**, National Archives Foundation

**Glenn Mitoma**, University of Connecticut

**Nora Mocarski**, Canton Public Schools

**Jean Molloy**, Farmington Public Schools

**Lisa Monroe**, Columbia University

**Robert Nave**, Plymouth Public Schools

**Ryan Parker**, Manchester Public Schools

**Irene Parisi**, Connecticut State Department of Education

**Melissa Potamianos**, South Windsor Public Schools

**Matthew Prukalski**, Danbury Public Schools

**Michael Reynolds**, Hartford Public Schools

**Rachel Riendeau**, Connecticut Technical High Schools

**Kim Roy**, Winchester Public Schools

**Thomas Rubino**, Bloomfield Public Schools

**Jennifer Russell**, Bridgeport Public Schools

**Carrie Sabetta**, North Branford Public Schools

**Daniel Savo**, New Milford Public Schools

**Jake Skrzyplec**, Manchester Public Schools

**Sara Slogesky**, South Windsor Public Schools

**Kevin Staton**, Fairfield Public Schools

**Liberty Swift**, Regional School District 14

**Annie Tucci**, Ridgefield Public Schools

## Introduction

The *Connecticut Elementary and Secondary Social Studies Standards* were created by a team of dedicated social studies educators with input from advocates, partners, and other constituents from throughout the state. The standards project was co-directed by the Connecticut State Department of Education and the Connecticut Council for the Social Studies with the support from CT Humanities and the Connecticut Democracy Center. The standards steering committee, writing teams, and reviewers consisted of elementary school, middle school, high school, and college/university faculty from across Connecticut and represented rural, suburban, and urban communities. The team was deeply committed, hardworking, and collaborative as they navigated the challenges of creating the first social studies standards document in Connecticut history. All contributors are listed in the acknowledgments on pages 2-3.

Developing Connecticut’s first set of social studies standards was initiated by Public Act 21-2ss, which called for a K-8 model curriculum; the legislation required the model curriculum to include and integrate the subject matter prescribed in section 10-16b of the general statutes for (B) Native American studies, (C) Asian American and Pacific Islander studies, (D) lesbian, gay, bisexual, transgender, queer and other sexual orientations and gender identities studies, (E) climate change, (F) personal financial management and financial literacy, (G) the military service and experience of American veterans, (H) civics and citizenship, including instruction in digital citizenship and media literacy that provides students with the knowledge and skills necessary to safely, ethically, responsibly and effectively use digital technologies to create and consume digital content, communicate with others and participate in social and civic activities, (I) the principles of social-emotional learning, and (J) racism. The standards reflect this requirement.

Meeting on a continuous basis during the 2021-22 school year, the steering committee, content consultants, and project leaders, a team consisting of 45 educators, collaboratively developed a set of guiding principles for standards development aligned with best practice in the field and recent legislation. This initial phase was informed by a national review of exemplary state standards, a comprehensive survey open to the public, and a series of focus group sessions that included both educators and residents. As a result, the steering committee established a set of fifteen guiding principles for standards development. [The Guiding Principles](#), a summary of which will also be available in the Companion Document, are divided into four categories: (1) structure, (2) diversity & representation, (3) content & knowledge, and (4) skills. These principles provided a shared direction and focus for writers and reviewers. In preparation for the writing phase, the project leaders, with support from the content consultants, distilled the principles into six content themes to orient standards writers as illustrated in the graphic below.

**Social Studies Content Themes**

These six themes illustrate the steering committee’s content guidance as outlined in the Guiding Principles. The themes helped orient educators as they developed standards in grade-band cohorts.



**Justice**



**Representation**



**Inclusivity**



**Global Context**



**Agency**



**Local Connections**

The standards writing teams were assembled at the end of the 2021-22 school year and worked throughout the summer and fall of 2022 to both draft and review the new standards. Formal review of an early draft of the standards included both Connecticut and national experts. The use of digital conferencing software during the planning, writing, and review sessions allowed for more frequent meetings and representation of educators from across all geographic regions of the state. The five standards writing teams, composed of over 50 Connecticut educators, were managed by project leaders who used cloud-based computing to facilitate collaborative and efficient writing and revision sessions over several months.

During the standards writing phase, Connecticut residents were invited to participate in two rounds of public comment to contribute suggestions and comments. This feedback was invaluable as the standards writers refined the standards. The *Connecticut Elementary and Secondary Social Studies Standards* are designed to assist curriculum writers at the district level as they write, revise, and reimagine social studies curriculum for their districts. **While the standards have certainly been shaped by both educators and residents in Connecticut, it is not intended to be operationalized as a state curriculum. In Connecticut, each district has local autonomy to use the standards to develop a social studies curriculum that is relevant and accessible to their school, local, or regional community.** There are existing state mandates requiring instruction on specific topics within the K-12 curriculum in local districts. A full description of these requirements can be found in Conn. Gen. Stat. § 10-16b and Conn. Gen. Stat. § 10-25b. These social studies standards are aligned with and support the implementation of the current statutes within each local school district's curriculum. Further development of model curriculum K-8 and other curriculum projects throughout the state will expand on curricular and instructional components related to the state statutes that are applicable to social studies education.

Most importantly, this document establishes the critical importance of social studies not simply within Connecticut's schools, but in society as a whole. It is in social studies classrooms that students develop the knowledge, skills and dispositions needed for college, career, and civic life.

The *Connecticut Elementary and Secondary Social Studies Standards* provides a solid foundation for school systems and municipalities as they evaluate their social studies curriculum and presents a blueprint for future social studies curriculum design and development, and expected student learning outcomes.

# Connecticut Elementary and Secondary Social Studies Inquiry Arc

## Background

The development of *Connecticut Elementary and Secondary Social Studies Standards* was guided by the *Connecticut Elementary and Secondary Social Studies Frameworks* and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* also outline vital literacy skills that can consistently and comprehensively be found in social studies and history classrooms at all grade levels across the state. The standards for each grade level include links to the applicable Connecticut Core Standards.

## The C3 Framework and CT Framework

The C3 Framework was created by social studies educators from across the United States and was published by the National Council for the Social Studies (NCSS). Central to the C3 Framework is the Inquiry Arc, which frames the ways students learn social studies content. The Inquiry Arc established four dimensions of inquiry: (1) developing questions and planning inquiry, (2) applying disciplinary concepts and tools, (3) evaluating sources and using evidence, and (4) communicating conclusions and taking informed action. The C3 Framework also established four major disciplines in social studies—civics, economics, geography, and history—that form the basis of the second dimension of the Inquiry Arc and that all four major disciplines should be represented within social studies courses. These critical components of the C3 Framework were embedded in the 2015 *Connecticut Elementary and Secondary Social Studies Frameworks* and are sustained in this standards document. The Connecticut Elementary and Secondary Social Studies Inquiry Arc is illustrated on page 7.

The C3 Framework also notes the importance of psychology, anthropology, religion, and sociology as high school elective courses and includes supplemental materials and resources for the development of those courses. A full copy of the C3 Framework can be accessed at <http://www.socialstudies.org/C3>.

## An Integrated Inquiry Approach

Inquiry guides the teaching of social studies at all grade levels and emphasizes the importance of instructional design that incorporates opportunities for students to develop questions and plan inquiries with support from classroom teachers. Since social studies instruction should consist of more than direct instruction about content, the development of compelling questions within units of study and inquiry tasks should center students' curiosity and interests through both independent and collaborative tasks. This is the most critical and foundational component of inquiry design, which consists of four dimensions: (1) developing questions and planning inquiry, (2) applying disciplinary concepts and tools, (3) evaluating sources and using evidence, and (4) communicating conclusions and taking informed action.

An integrated inquiry approach begins with using compelling questions to drive the inquiry process. Compelling questions:

- are questions a specialist studying the era or subject would ask,
- are written in student-friendly language, and
- authentically engage students with the topic or subject being studied.

Compelling questions require students to engage with texts and other representations of meaning to gather evidence that supports arguments and explanations. Inquiry may not be the sole instructional method that a teacher uses in a social studies classroom, but it should be implemented consistently and with fidelity to the dimensions of the Inquiry Arc illustrated on page 7.

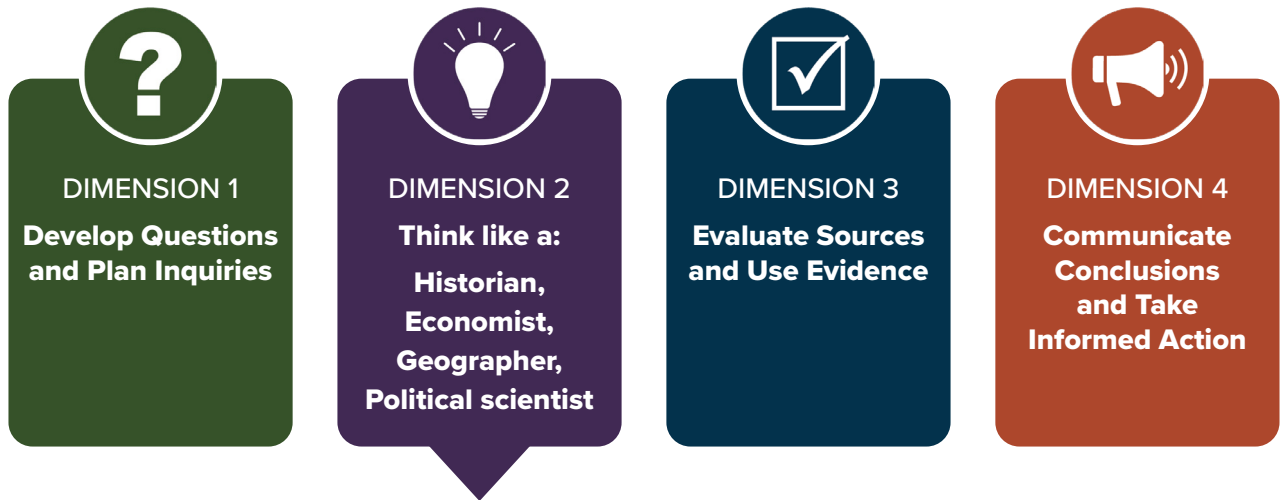


The inquiry process is critical for framing the way students learn about history, geography, civics, and economics, and is emphasized throughout this standards document. Each course includes course questions intended to guide districts as they create curriculum and serve as overarching questions for a course and its related topics. To successfully engage in inquiry, students and teachers will employ a balance of content and skills. This document integrates inquiry standards for each grade level to provide curriculum developers with a resource to support rich, relevant, and engaging social studies instruction by building the dimensions of inquiry directly into units of study and lesson plans.

## Connecticut Elementary and Secondary Social Studies Inquiry Arc

The Connecticut Elementary and Secondary Social Studies Standards are grounded in the inquiry arc outlined in the College, Career, and Civic Life (C3) Framework. Comprised of four dimensions, the inquiry arc defines both what students can do and understand. Students inquire, source, and demonstrate their understanding of the content, both in- and out-of-school contexts.

### Connecticut's Social Studies Students can:



### Connecticut's Social Studies Students understand:

#### History

- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

#### Economics

- Economic Decision Making
- Exchange and Markets
- The Natural Economy
- The Global Economy

#### Geography

- Geographic Representation
- Human-Environment Interaction
- Human Population Trends
- Global Interconnections

#### Civics

- Civic and Political Institutions
- Participation and Deliberation
- Processes, Rules, and Laws

## Instructional Priorities

*The Connecticut Elementary and Secondary Social Studies Frameworks (2015)* represented a substantial shift in the way that social studies was most commonly taught in the past. The *Connecticut Elementary and Secondary Social Studies Standards (2023)* builds upon this shift by adding practical content guidance for Dimension 2 of the Inquiry Arc alongside integrated inquiry standards for each course. This will help curriculum developers and teachers decide how to meet the dynamic needs of students and to prepare them for the complex challenges of the future. To that end, inquiry must be the primary method of instruction in social studies classrooms.

Many social studies educators have indicated Dimension 4, communicating conclusions and taking informed action, as the most exciting and empowering for their students. Civic engagement is one of the most essential aspects of social studies education and it is critically important that all students, Kindergarten through Grade 12, engage with democratic and deliberative processes in the classroom with support from educators in preparation for college, career, and civic life. Practicing civic engagement within and beyond school contexts, challenges students to apply knowledge and skills as they prepare to engage with individuals, groups, and government systems at the local, regional, national, and international level.

As students learn to communicate conclusions and take informed action through instruction in social studies, teachers help them engage in civics in authentic ways. Not all communicating conclusions and informed action happens outside of the classroom, but authentic spaces and audiences should be part of this dimension of inquiry in order to reinforce the importance of these skills in a democratic society.

## Conclusion

The *Connecticut Elementary and Secondary Social Studies Standards* represent a comprehensive framework for social studies curriculum and instruction. Although the instructional priorities and the integrated inquiry approach described above are central to the social studies standards, there are many curricular decisions that will take place at the district level. Even within the suggested courses in this document, there may be elective options and other unique courses developed to meet students' needs and interests within different schools and local communities. For instance, the state graduation requirement for civics may be fulfilled by a course in United States government, legal studies, or political science. Programmatic decision-making about the scope and sequence of social studies curricula remains the purview of district-level curriculum developers and teachers.

The representation of local, state, national, and global topics in social studies curriculum provides students with windows into the broader themes within the disciplines of history, civics, geography, and economics. Curriculum developers and teachers should use the vast resources found at local historical societies, museums, and other historic sites as they write, revise, and reimagine social studies lessons and units of study to align with the standards. The inclusion of local context provides students with rich, authentic learning experiences about the roles of people, events, and issues in Connecticut. Local connections also reinforce the importance of learning about the past, making contemporary connections, and understanding the necessity of public memory. Professional learning opportunities throughout the state will continue to provide local districts with critical resources and the Connecticut Elementary and Secondary Social Studies Standards provide enhanced clarity, focus, and vision for social studies education in the years to come.

## Organization of Connecticut Elementary and Secondary Social Studies Standards

The *Connecticut Elementary and Secondary Social Studies Standards* are organized by grade level. High school courses are grouped together, without distinguishing grade levels, since high school courses are offered in the local district's preferred sequence. The content of each course is articulated through an overview, course questions, and topics. Within each course, there are clearly defined inquiry and content standards.

### K-12 Sequence

The *Connecticut Elementary and Secondary Social Studies Standards* suggest a K-12 sequence to support the progression of both content knowledge and skills in social studies curricula from kindergarten through Grade 12.

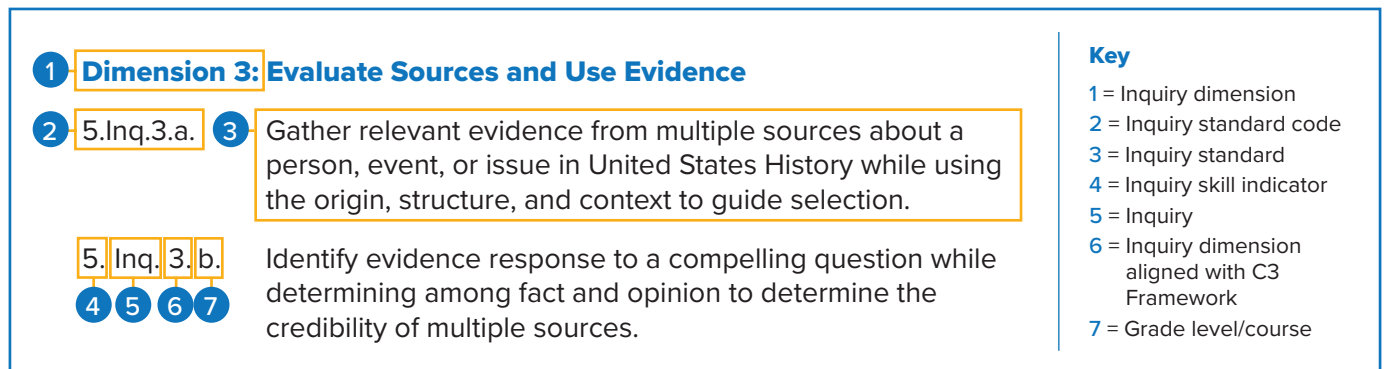
Course	Topics
<b>Kindergarten</b> Understanding My Communities	<ol style="list-style-type: none"> <li>1. Roles and Responsibilities in a Community</li> <li>2. Familiar Places and Communities</li> <li>3. Communities Past and Present</li> </ol>
<b>Grade 1</b> Society and Ourselves	<ol style="list-style-type: none"> <li>1. Contributing in a Democratic Society</li> <li>2. Honoring the Past and Present</li> <li>3. Global Communities</li> </ol>
<b>Grade 2</b> Contributing to Society	<ol style="list-style-type: none"> <li>1. Working Together as a Community</li> <li>2. Leadership Past and Present</li> <li>3. Decision-Making in our World</li> </ol>
<b>Grade 3</b> Connecticut and Local History	<ol style="list-style-type: none"> <li>1. State Constitution and Government</li> <li>2. Cultural Communities in Connecticut Present and Past</li> <li>3. Innovation, Industry, and Economic Growth</li> </ol>
<b>Grade 4</b> United States Geography	<ol style="list-style-type: none"> <li>1. Understanding Regions</li> <li>2. Location, Place, and Movement</li> <li>3. Regional Interdependence</li> </ol>
<b>Grade 5</b> United States History I: Migration–American Revolution	<ol style="list-style-type: none"> <li>1. Migration and Settlement</li> <li>2. The Colonial Era</li> <li>3. The American Revolution</li> <li>4. The United States Constitution and Civic Participation</li> </ol>

Course	Topics
<b>Grade 6</b> World Regional Studies I	<ol style="list-style-type: none"> <li>1. World Geographic Regions</li> <li>2. Systems of Governance</li> <li>3. Economic Decision-Making and Exchanges</li> </ol>
<b>Grade 7</b> World Regional Studies II	<ol style="list-style-type: none"> <li>1. Movement and Cultural Diffusion</li> <li>2. Governance and Human Rights</li> <li>3. Regional and Global Economics</li> </ol>
<b>Grade 8</b> United States History II: Colonial America–Reconstruction	<ol style="list-style-type: none"> <li>1. Origins of United States Democracy and National Identity</li> <li>2. Expansion, Influence, and Economic Growth</li> <li>3. Civil Unrest, Civil War, and Reconstruction</li> </ol>
<b>High School</b> Modern World History	<ol style="list-style-type: none"> <li>1. Exchange and Interconnections</li> <li>2. Enlightenment and Revolutions</li> <li>3. Industry and Progress</li> <li>4. Global Imperialism</li> <li>5. Global Conflicts and Decolonization</li> <li>6. Economic Globalization and Global Governance</li> </ol>
<b>High School</b> United States History III: Reconstruction–The Digital Age	<ol style="list-style-type: none"> <li>1. Reconstruction</li> <li>2. Immigration, Industrialization, and Progressivism</li> <li>3. Imperialism and WWI</li> <li>4. The 1920s, Great Depression, and New Deal</li> <li>5. World War II</li> <li>6. Cold War and Civil Rights</li> <li>7. Foreign Policy, Global Conflicts, and Cultural Shifts</li> <li>8. National Identity in a Digital Age</li> </ol>
<b>High School</b> Civics and Government	<ol style="list-style-type: none"> <li>1. Foundations of American Democracy</li> <li>2. Structure and Function of Government</li> <li>3. Political Participation and Engagement</li> </ol>

## Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Each grade level has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics. The Connecticut Core standards and associated academic vocabulary are referenced below the inquiry standard, where applicable. The organization of the inquiry standards follows the same format throughout the document. Inquiry standards are organized by the grade level or course, dimension of inquiry, and skill. For inquiry standards, the inquiry dimension and corresponding skill are vertically aligned Kindergarten through Grade 12. The coding structure for inquiry standards is illustrated in *Figure 1*.

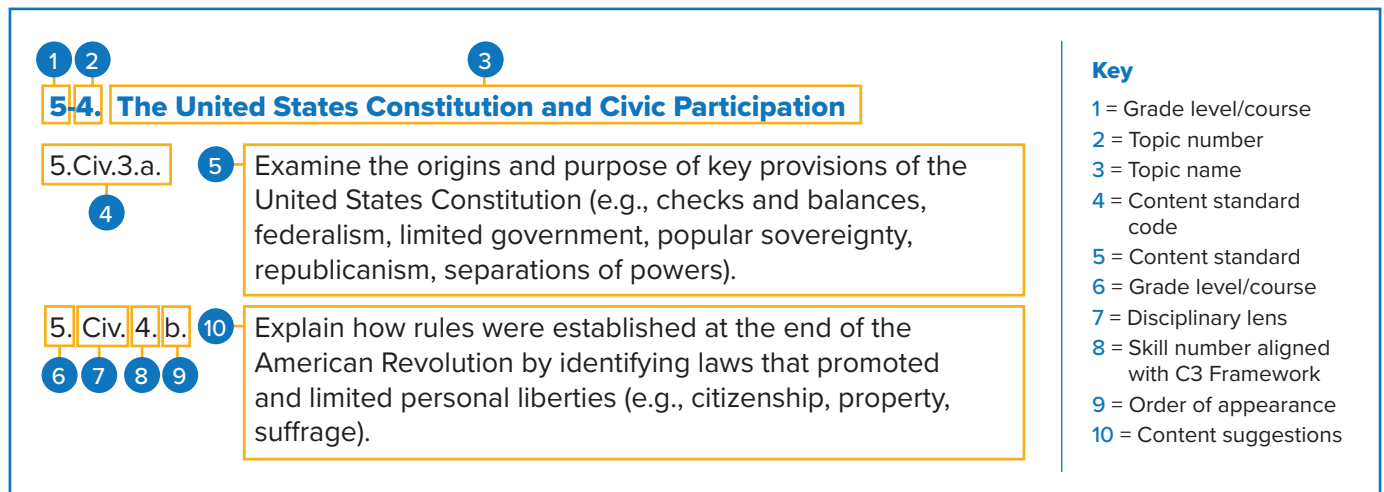
Figure 1. Coding Structure of Inquiry Standards



## Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Each course has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics. The organization of the content standards follows the same format throughout the document. Content standards are organized by the grade level or course, disciplinary lens (history, economics, geography, and civics), and disciplinary literacy skill as aligned with the C3 Framework. For content standards, the order of appearance indicates when the same content-based skill is used multiple times within a course. The coding structure for content standards is illustrated in *Figure 2*.

Figure 2. Coding Structure of Content Standards



As illustrated in *Figure 2*, many content standards include content suggestions illustrated in parenthetical statements. The examples provided serve as guidance for curriculum developers and teachers as they design engaging units, lessons, and inquiries where students practice the skills of a historian, economist, geographer, and political scientist. The content suggestions are not intended to be a checklist of topics for which teachers should be held accountable, nor should they be considered an all-inclusive list of relevant content. Educators are encouraged to include content that is relevant to their students, promotes representation and inclusivity, and supports the academic rigor outlined in the associated content standard.

### **Next Steps**

The *Connecticut Elementary and Secondary Social Studies Standards* employs an integrated approach because inquiry skills and content knowledge are mutually supportive and reinforcing. As units of study and lessons are developed throughout local districts in Connecticut, the amalgamation of inquiry and content standards will promote rich, relevant, and engaging learning experiences for students in their social studies classrooms. To meet this ambitious goal, there will be many opportunities for professional development to help teachers and districts use the standards to create district-wide and classroom curriculum.

## Kindergarten: Understanding My Communities

In kindergarten, students learn about roles and responsibilities in a community. Students explore communities in the past and present, familiar places, and the roles of individuals and groups using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about a community.

### Organization of Kindergarten Standards

Kindergarten course questions provide a connective thread within and among course topics. The kindergarten content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- What makes a community?
- How do we learn about our community?

#### Course Topics

1. Roles and Responsibilities in a Community
2. Familiar Places and Communities
3. Communities Past and Present

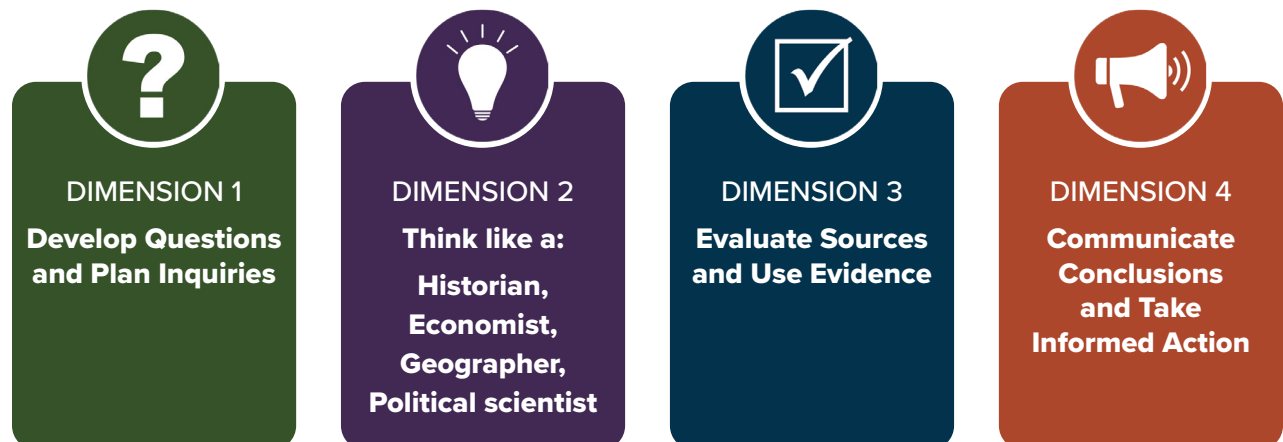
### Kindergarten Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Kindergarten has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

### Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

#### Connecticut's Social Studies Students can:



*Kindergarten students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

**K.Inq.1.a. Develop questions relevant to self, family, and school community.**

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

**K.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.**

- **Dimension 3: Evaluate Sources and Use Evidence**

**K.Inq.3.a. Gather information to answer a question relevant to self, family, and school community.**

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

**K.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.**

CT Core Standards: [CCSS.ELA-Literacy.RI.K.1](#), [CCSS.ELA-Literacy.W.K.1-8](#), [CCSS.ELA-Literacy.SL.K.1-6](#), [CCSS.ELA-Literacy.L.K.1-3](#)

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




## Kindergarten Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Kindergarten has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> <li>Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The Natural Economy</li> <li>The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Geographic Representation</li> <li>Human-Environment Interaction</li> <li>Human Population Trends</li> <li>Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>

### *Kindergarten students will...*

- **K-1. Roles and Responsibilities in a Community**

- K.Civ.1.a. Describe the roles and responsibilities of community leaders (e.g., teachers, principals, town managers, business owners, first responders).
- K.Civ.2.a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).
- K.Civ.3.a. Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws laws).
- K.Civ.6.a. Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations).
- K.Eco.3.a. Describe the skills and knowledge needed to do certain jobs in the community.

- **K-2. Familiar Places and Communities**

- K.Geo.1.a. Distinguish between land and water features on a map.
- K.Geo.1.b. Demonstrate spatial awareness by creating maps of familiar places including simple text features (e.g., title, labels, compass rose, key).

- K.Geo.2.a. Describe places connected to student’s lives using maps, photographs, and other representations (e.g., community center, home address, places of worship, school, where family members live and shop).
- K.Eco.4.a. Describe where goods and services in the community come from (e.g., community gardens, retail locations, farmer’s market, public education, public transportation).
- K.Eco.5.a. Identify the prices of commonly purchased items in local stores and restaurants and online markets.
- K.Eco.6.a. Describe how people in the community earn income (e.g., arts, banking, farming, healthcare, manufacturing, retail, service, trades, education).
- K.Eco.9.a. Describe the role of banks in a community (e.g., lending, saving, storing valuables).

- **K-3. Communities Past and Present**

- K.His.2.a. Identify similarities and differences between the past and the present (e.g., dress, recreation, schools, traditions, transportation, types of buildings).
- K.His.9.a. Identify a variety of primary sources to explain how people lived in the past (e.g., artifacts, family stories, newspapers, photographs).
- K.His.12.a. Generate questions about a particular historical source as it relates to a particular historical event or development in the community (e.g., weather related event, festival or holiday, new building).
- K.His.10.a. Explain how sources can be used to learn about family and community history.

## Grade 1: Society and Ourselves

In Grade 1, students explore democratic principles and values in order to understand their role in local, national, and global communities while recognizing the contributions of individuals and groups over time. Students use disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about roles and responsibilities of people in communities.

### Organization of Grade 1 Standards

Grade 1 course questions provide a connective thread within and among course topics. The Grade 1 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- How do individuals and groups contribute to their communities?
- How have people shaped their communities over time?

#### Course Topics

1. Contributing in a Democratic Society
2. Honoring the Past and Present
3. Global Communities

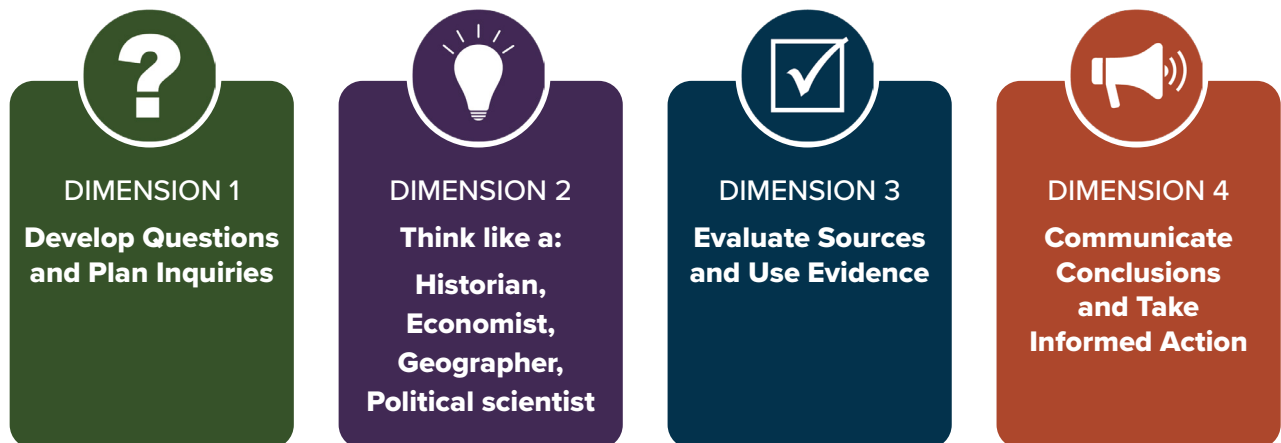
### Grade 1 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 1 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

#### Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

#### Connecticut's Social Studies Students can:



**Grade 1 students will...**

- **Dimension 1: Develop Questions and Plan Inquiries**

- 1.Inq.1.a. Explain why a compelling question about community members is important to the student.
- 1.Inq.1.b. Identify facts and concepts related to compelling and supporting questions.
- 1.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 1.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 1.Inq.3.a. Gather information from one or two sources to answer a question about the roles and responsibilities of individuals and groups within and among communities.
- 1.Inq.3.b. Evaluate a source by distinguishing between fact and opinion.

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- 1.Inq.4.a. Construct arguments with reasons.
- 1.Inq.4.b. Construct explanations using correct sequence and relevant information.
- 1.Inq.4.c. Ask and answer questions about arguments and explanations.
- 1.Inq.4.d. Present a summary of an argument using print, oral, or digital technologies.
- 1.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.
- 1.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.

CT Core Standards: [CCSS.ELA-Literacy.RI.1.1](#), [CCSS.ELA-Literacy.W.1.1-8](#), [CCSS.ELA-Literacy.SL.1.1-6](#), [CCSS.ELA-Literacy.L.1.1-3](#)


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

## Grade 1 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 1 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Economic Decision Making</li> <li>• Exchange and Markets</li> <li>• The Natural Economy</li> <li>• The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Geographic Representation</li> <li>• Human-Environment Interaction</li> <li>• Human Population Trends</li> <li>• Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>

### Grade 1 students will...

- **1-1. Contributing in a Democratic Society**

- 1.Civ.8.a. Describe how the Pledge of Allegiance and classroom procedures promote democratic principles (e.g., equality, justice, liberty, republicanism).
- 1.Civ.8.b. Describe how symbols of the United States illustrate democratic principles (e.g., Great Seal of the United States, Flag of the United States, Statue of Liberty, America the Beautiful, Bald Eagle).
- 1.Civ.12.a. Identify and explain the role of rules in the community (e.g., bike helmets, car seats, crosswalks, stoplights).
- 1.Civ.14.a. Explain how people have worked to improve their communities in the past and present (e.g., supporting local businesses, conserving land for recreation and wildlife protection, philanthropy).
- 1.Geo.7.a. Explain why and how people and goods move around the world (e.g., families moving, trade, travel).
- 1.Geo.7.b. Give examples of how ideas are transmitted from person to person and from place to place (e.g., Internet, newspapers, social media, spoken word, popular culture).
- 1.Geo.8.a. Compare how urban, suburban, and rural communities use local and distant environments to meet their daily needs (e.g., agriculture, goods, housing, open space, transportation).
- 1.Geo.9.a. Describe types of businesses and their connection to their physical environment (e.g., agriculture, financial centers, power generation, shipping).
- 1.Eco.4.a. Describe goods and services produced locally and in other communities (e.g., raw materials, electronics, food, clothing).

- **1-2. Honoring the Past and Present**

- 1.His.3.a. Generate questions about significant individuals or groups from the past in our community or nation (e.g., political/military leaders, significant individuals determined by gender, race, and/or religion).
- 1.His.6.a. Compare various accounts about significant individuals, groups or events (e.g., book, diary, video, website).
- 1.His.9.a. Identify different kinds of sources that tell about a community's history (e.g., artifacts, historical markers, monuments, symbols).
- 1.Geo.3.a. Use maps to identify Indigenous communities and cultural enclaves both past and present in Connecticut (e.g., recognized and unrecognized tribal communities, Jamaican, Puerto Rican, Italian, Albanian, Jewish, Portuguese, Sikh, Pakistani, Brazilian, Polish, Russian).
- 1.Geo.5.a. Describe how human actions can affect the cultural and environmental characteristics of the community (e.g., community beautification, community planning, environmental preservation, national parks and monuments, water use).
- 1.Geo.6.a. Describe cultural and environmental characteristics of a variety of diverse communities (e.g., art, built environment, foodways, language, memorials, physical features, traditions).

- **1-3. Global Communities**

- 1.Geo.2.a. Identify where a student's community is located on different types of maps (e.g., cultural, physical, political).
- 1.Geo.2.b. Use maps, graphs, photographs, and other representations to describe how geographic features affect how people live around the globe (e.g., land use, natural resources, water access).
- 1.Geo.3.b. Use maps, globes, and other simple geographic models to identify the location of countries and continents.
- 1.Geo.3.c. Use maps to identify cultural and environmental characteristics of places around the globe to which students have connections (e.g., family heritage, places they have visited or want to visit).
- 1.Geo.4.a. Explain the impact of weather, climate, and environmental characteristics on the way people live around the globe (e.g., natural hazards, seasons, agriculture, housing, physical features).
- 1.Geo.10.a. Describe changes in the physical characteristics of various world regions (e.g., climate, movement of people, urban sprawl).
- 1.Geo.11.a. Explain how the products people buy connect them to places around the world (e.g., agricultural products, electronics, energy, clothing).
- 1.Geo.12.a. Identify ways in which a catastrophic disaster can change how people live in a community (e.g., blizzards, environmental hazards, flooding, heat waves, hurricanes, pandemics).
- 1.Eco.14.a. Describe why people in one nation trade goods with people in another nation.
- 1.Eco.15.a. Identify products that are made in the United States and are sold to other countries (e.g., agricultural products, industrial supplies, transportation, aerospace, consumer goods).
- 1.Eco.15.b. Identify products that are made in other countries and are sold in the United States (e.g., cars, computers, oil, phones, clothing).

## Grade 2: Contributing to Society

In Grade 2, students explore how people contribute to society. Students investigate democratic principles, leadership in the past and present, and how decisions are made within local, national, and global communities. Students investigate how people work together and make decisions using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about people’s contributions to society.

### Organization of Grade 2 Standards

Grade 2 course questions provide a connective thread within and among course topics. The Grade 2 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- How do people in communities work together?
- How do leaders make decisions?

#### Course Topics

1. Working Together as a Community
2. Leadership Past and Present
3. Decision-Making in our World


### Grade 2 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 2 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.


**Social Studies Inquiry Arc**

The inquiry arc defines what students can both do and understand.


Connecticut’s Social Studies Students can:




**DIMENSION 1**  
**Develop Questions  
and Plan Inquiries**



**DIMENSION 2**  
**Think like a:  
Historian,  
Economist,  
Geographer,  
Political scientist**



**DIMENSION 3**  
**Evaluate Sources  
and Use Evidence**



**DIMENSION 4**  
**Communicate  
Conclusions  
and Take  
Informed Action**

**Grade 2 students will...**

- **Dimension 1: Develop Questions and Plan Inquiries**

- 2.Inq.1.a. Explain why a compelling question about a significant person, event, or issue in a community is important to the student.
- 2.Inq.1.b. Identify facts and concepts related to compelling and supporting questions.
- 2.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 2.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 2.Inq.3.a. Gather relevant information from one or two sources about a significant person, event, or issue in a community while using origin and structure to guide the selection.
- 2.Inq.3.b. Evaluate a source by distinguishing between fact and opinion.

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- 2.Inq.4.a. Construct arguments with reasons.
- 2.Inq.4.b. Construct explanations using correct sequence and relevant information.
- 2.Inq.4.c. Ask and answer questions about arguments and explanations.
- 2.Inq.4.d. Present a summary of an argument using print, oral, or digital technologies.
- 2.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.
- 2.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.

CT Core Standards: [CCSS.ELA-Literacy.RI.2.1](#), [CCSS.ELA-Literacy.W.2.1-8](#), [CCSS.ELA-Literacy.SL.2.1-6](#), [CCSS.ELA-Literacy.L.2.1-3](#)

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




## Grade 2 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 2 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Economic Decision Making</li> <li>• Exchange and Markets</li> <li>• The Natural Economy</li> <li>• The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Geographic Representation</li> <li>• Human-Environment Interaction</li> <li>• Human Population Trends</li> <li>• Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>

### Grade 2 students will...

- **2-1. Working Together as a Community**

- 2.Civ.1.a. Describe the roles and responsibilities of local officials (e.g., alderman, mayor, selectman, other municipal leaders).
- 2.Civ.5.a. Explain the role and responsibilities of a local government (e.g., public safety, waste removal, education, libraries, road maintenance).
- 2.Civ.6.a. Describe how individuals and groups work interdependently to improve their community (e.g., education, health, recreation, safety).
- 2.Civ.6.b. Describe how families are structured to accomplish common tasks, establish responsibilities, and fulfill roles.
- 2.Civ.8.a. Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community.
- 2.Civ.10.a. Compare one's own perspective about a community issue with that of the perspective of others (e.g., differing opinions on park improvements, water use, recycling).
- 2.His.1.a. Employ chronological thinking to create a timeline of multiple events in one's life or community where people worked together.
- 2.His.4.a. Compare needs of the community today to its needs in the past (e.g., education, land use, safety, transportation, housing).
- 2.Geo.1.a. Demonstrate spatial awareness by creating a community map illustrating physical and human-made features (e.g., bodies of water, topography, structures, plant and animal life).

- 2.Geo.2.a. Describe change over time in the local community using information from maps, graphs, and photographs (e.g., land use, locations of neighborhoods, transportation, animal habitats).
- 2.Geo.3.a. Identify the cultural and environmental features of the local community using maps, globes, and representations of cultural practices (e.g., places of worship, celebration of holidays and festivals, built environment, physical features).

- **2-2. Leadership Past and Present**

- 2.His.3.a. Develop questions about diverse individuals or groups recognized for contributions to their community or the United States past and present (e.g., Dolores Huerta, DJ Kool Herc, Jack Robinson, Maya Lin, Sally Ride, Mother Earth Water Walkers, Paul Newman).
- 2.His.6.a. Compare different accounts about the same person who or event that contributed to the community (e.g., book, diary, video, website).
- 2.His.9.a. Identify sources that can be used to learn about past and present national, state, and local leaders (e.g., articles, books, diaries, photographs, videos).
- 2.His.11.a. Identify the maker, date, and place of origin of historical sources about community leaders using information included in the source itself (e.g., artifacts, historical markers, maps, newspapers, oral histories, pictures).
- 2.His.12.a. Develop questions about a historical source as it pertains to a significant person, event or development (e.g., purpose, reliability, perspectives represented).
- 2.His.14.a. Generate reasons about why national and state observances and celebrations have been established to honor individuals, groups, and events in the United States (e.g., National Hispanic Heritage Month, Veterans Day, Black History Month, Women’s History Month, Asian American and Pacific Islander Heritage Month, Memorial Day, LGBTQ Pride Month, Juneteenth).

- **2-3. Decision-Making in our World**

- 2.Geo.4.a. Explain how climate, weather, and environmental characteristics influence the decisions people make in their community (e.g., infrastructure, land use, natural resource extraction, water use).
- 2.Eco.1.a. Explain how scarcity and abundance influences decision-making in the community (e.g., budgeting, rationing).
- 2.Eco.7.a. Explain the costs of making goods within a community (e.g., labor, raw materials, transportation, infrastructure, supply and demand).
- 2.Eco.12.a. Describe examples of goods and services the government provides (e.g., education, healthcare, roads, sewers, libraries, safety).
- 2.Eco.13.a. Describe the types of human and physical capital resources used by governments and businesses to respond to community needs (e.g., education, machinery, skilled labor, training, transportation, workplaces).
- 2.Civ.14.a. Describe how people have tried to improve communities to meet the needs of and create more equity for residents both past and present (e.g., greenspaces, safety laws, zoning, affordable housing, support for immigrant families).

## Grade 3: Connecticut and Local History

In Grade 3, students examine how Connecticut’s state identity has been shaped by its history. Students will investigate Connecticut’s cultural diversity, state constitution and government, and economic growth over time using disciplinary tools and resources that support planning and developing of inquiries, gathering relevant information, and communication of knowledge and ideas about Connecticut history.

### Organization of Grade 3 Standards

Grade 3 course questions provide a connective thread within and among course topics. The Grade 3 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- How has Connecticut’s history shaped the state identity?
- What is the significance of Connecticut’s contribution to United States history?

#### Course Topics

1. State Constitution and Government
2. Cultural Communities in Connecticut Present and Past
3. Innovation, Industry, and Economic Growth





### Grade 3 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 3 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

**Social Studies Inquiry Arc**

The inquiry arc defines what students can both do and understand.

Connecticut’s Social Studies Students can:

 <b>DIMENSION 1</b> <b>Develop Questions and Plan Inquiries</b>	 <b>DIMENSION 2</b> <b>Think like a:</b> <b>Historian,</b> <b>Economist,</b> <b>Geographer,</b> <b>Political scientist</b>	 <b>DIMENSION 3</b> <b>Evaluate Sources and Use Evidence</b>	 <b>DIMENSION 4</b> <b>Communicate Conclusions and Take Informed Action</b>
----------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Grade 3 students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

- 3.Inq.1.a. Explain why compelling questions about Connecticut and Local History are important to others (e.g., peers, adults).
- 3.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about Connecticut history.
- 3.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 3.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 3.Inq.3.a. Gather relevant information about Connecticut history.
- 3.Inq.3.b. Identify evidence from multiple sources in response to a compelling question about Connecticut history.
- 3.Inq.3.c. Use evidence to develop claims in response to a compelling question about a significant person or event in Connecticut history.

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- 3.Inq.4.a. Construct arguments using claims and evidence from multiple sources about Connecticut history.
- 3.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- 3.Inq.4.c. Critique arguments and explanations.
- 3.Inq.4.d. Present a summary of arguments and explanations to others using print, oral, and digital technologies.
- 3.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in Connecticut history.
- 3.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.

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


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

## Grade 3 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 3 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> <li>Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The Natural Economy</li> <li>The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Geographic Representation</li> <li>Human-Environment Interaction</li> <li>Human Population Trends</li> <li>Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>

### Grade 3 students will...

- **3-1. State Constitution and Government**

- 3.Civ.1.a. Identify the responsibilities and powers of government officials at the state and local level (e.g., alderperson, council member, governor, judges, legislators, mayor, selectperson).
- 3.Civ.2.a. Explain how democracy relies on the responsible participation of individuals and groups within school, local and state communities (e.g., advocacy, census, compromise, jury duty, taxes, voting).
- 3.Civ.4.a. Explain the significance of the sovereignty of Northeastern Woodland Native American tribes of Connecticut.
- 3.Civ.4.b. Explain how a bill becomes a law in Connecticut.
- 3.Civ.5.a. Compare the origins, functions, and structures of the Constitution of the State of Connecticut while noting similarities and differences to the United States Constitution (e.g., amendments, branches of government, preamble).
- 3.Civ.6.a. Describe how people benefit from and face challenges working together in various settings to address problems (e.g., families, governments, schools, volunteer organizations, workplaces).
- 3.Civ.6.b. Describe ways in which families and communities in early United States history were organized to promote mutual benefit and address challenges (e.g., familial and social structures of Indigenous, European, and Black communities).
- 3.Civ.12.a. Explain how people influence rules and laws in Connecticut and how rules and laws influence people (e.g., taxes, regulation, advocacy, lobbying, protest).
- 3.Civ.13.a. Describe how Connecticut laws address public needs and concerns (e.g., education, safety, environmental issues, housing security, discrimination).
- 3.Eco.12.a. Explain how services in communities are paid for by local, state, and federal taxes (e.g., income tax, local and state budgets, property tax, sales tax).

- **3-2. Cultural Communities in Connecticut Present and Past**

- 3.Geo.3.a. Use both local and state maps of Connecticut to describe location of cultural and environmental characteristics over time (e.g., civic spaces, economic centers, place, population density, settlement patterns, waterways).
- 3.Geo.4.a. Explain the impact of diverse cultures within a local community and throughout Connecticut (e.g., art, businesses, foodways, language, music, religion).
- 3.Geo.4.b. Explain the ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time (e.g., museums, celebration of festivals, community centers).
- 3.His.2.a. Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past (e.g., customs, locations of tribal territories, material culture, oral histories).
- 3.His.2.b. Describe the lived experiences of diverse cultural groups by comparing life in specific historical time periods to life in Connecticut today (e.g., industry, local customs, migration, trade, traditions).
- 3.His.3.a. Generate questions about individuals and groups who represented communities committed to change in Connecticut (e.g., Thomas Hooker, Nathan Hale, Rev. James W. C. Pennington, Sarah Harris and Prudence Crandall, Noah Webster, Sengbe Pieh, Laura Wheeler Waring, Yung Wing, Thirman Milner, María Colón Sánchez, Harriet Beecher Stowe).
- 3.His.10.a. Compare information provided by different historical sources about an event or issue in Connecticut's history (e.g., patents, advertisements, paintings, illustrations, artifacts, newspaper articles, monuments, secondary sources).
- 3.His.11.a. Make inferences about the intended audience and purpose of a variety of historical sources from information within the source itself (e.g., diary entries, historical markers, letters, seals, symbols).

- **3-3. Innovation, Industry, and Economic Growth**

- 3.Geo.2.a. Use maps and other visual representations to describe the relationship between the locations of places and regions throughout Connecticut and their environmental characteristics (e.g., access to natural resources, education, labor, population, transportation).
- 3.Geo.6.a. Describe how environmental and cultural characteristics influence where people live and work in Connecticut (e.g., rivers, parks, farmland, location of ethnic communities, transportation, urban development).
- 3.Geo.8.a. Explain how the location of Connecticut industries has been influenced by access to natural resources over time (e.g., Naval Submarine Base New London, textile mills, paper mill, quarries).
- 3.Eco.3.a. Identify examples of resources in Connecticut that are used to produce goods and services (e.g., aerospace engineering, insurance, small businesses, submarines, tobacco, tourism, universities).
- 3.Eco.9.a. Describe the role of financial institutions in Connecticut (e.g., banks, insurance industry).
- 3.Eco.13.a. Describe the ways in which Connecticut industries increase productivity by investing in education and technology (e.g., clean energy, job training, machinery, computer technology, partnerships with schools).
- 3.His.1.a. Employ chronological thinking to create a chronological sequence of events illustrating developments in innovations and industries throughout Connecticut.
- 3.His.9.a. Summarize the information presented in multiple historical sources in order to explain the importance of a notable innovator or innovation in Connecticut (e.g., maps, oral histories, patents, photographs, primary documents, sketches).
- 3.His.12.a. Generate questions about multiple historical sources and their relationship to important economic developments in Connecticut.

## Grade 4: United States Geography

In Grade 4, students study the human-environment interaction and movement of people and ideas with a focus on United States geography, culture, and environment. Students investigate how people depend on and shape environments using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about United States geography.

### Organization of Grade 4 Standards

Grade 4 course questions provide a connective thread within and among course topics. The Grade 4 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- How do people depend on and shape their environment?
- What influences the movement of people, goods, and ideas in the United States?

#### Course Topics

1. Understanding Regions
2. Location, Place, and Movement
3. Regional Interdependence

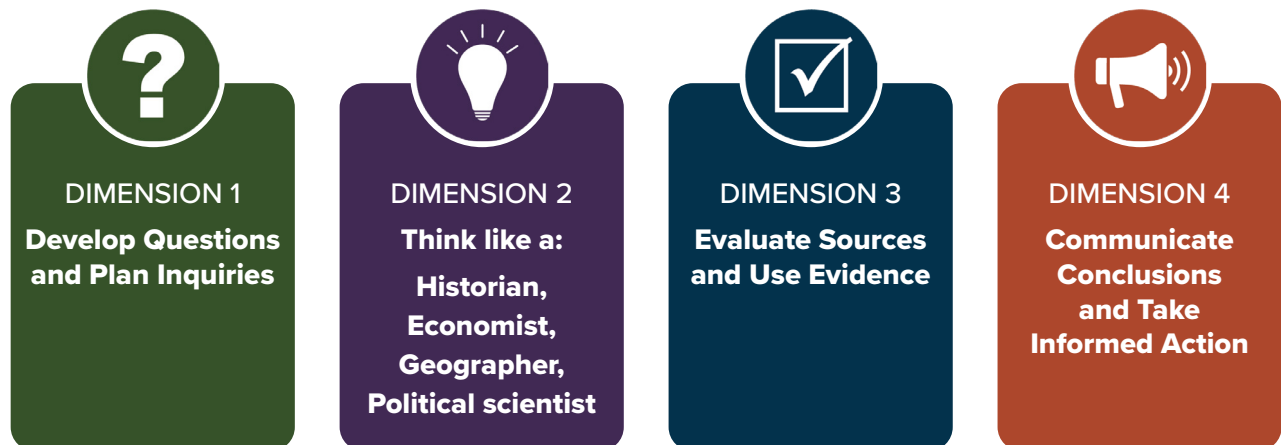
### Grade 4 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 4 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

#### Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

##### Connecticut's Social Studies Students can:



*Grade 4 students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

- 4.Inq.1.a. Explain why compelling questions about a United States region are important to others (e.g., peers, adults).
- 4.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about a United States region.
- 4.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.

CT Core Standards: [CCSS.ELA-Literacy.RI.4.1](#), [CCSS.ELA-Literacy.W.4.7](#), [CCSS.ELA-Literacy.SL.4.1](#)

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 4.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States geography content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 4.Inq.3.a. Gather relevant information from multiple sources about an event or issue in a United States region.
- 4.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.
- 4.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to the geography of a United States region.

CT Core Standards: [CCSS.ELA-Literacy.RI.4.1-10](#), [CCSS.ELA-Literacy.W.4.1-2](#), [CCSS.ELA-Literacy.W.4.7-10](#), [CCSS.ELA-Literacy.SL.4.1](#), [CCSS.ELA-Literacy.L.4.1-3](#)

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- 4.Inq.4.a. Construct arguments using claims and evidence from multiple sources about a United States region.
- 4.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- 4.Inq.4.c. Critique arguments and explanations.
- 4.Inq.4.d. Present a summary of arguments and explanations with relevant information about a person, event, or issue in a United States region using print, oral, and digital technologies (e.g., reasoning, correct sequence, examples, data, details).
- 4.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in a United States region.
- 4.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.

CT Core Standards: [CCSS.ELA-Literacy.RI.4.1](#), [CCSS.ELA-Literacy.W.4.1-8](#), [CCSS.ELA-Literacy.SL.4.1-6](#), [CCSS.ELA-Literacy.L.4.1-3](#)

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




## Grade 4 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 4 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Economic Decision Making</li> <li>• Exchange and Markets</li> <li>• The Natural Economy</li> <li>• The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Geographic Representation</li> <li>• Human-Environment Interaction</li> <li>• Human Population Trends</li> <li>• Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>

### Grade 4 students will...

- **4-1. Understanding Regions**

- 4.Geo.1.a. Demonstrate spatial awareness by creating maps to illustrate regions within or extending beyond the political boundaries of the United States (e.g., Grand Canyon, Great Lakes, Standing Rock Indian Reservation, Pacific Northwest).
- 4.Geo.2.a. Explain the relationship between natural resources and human settlement in United States regions using maps, photographs, and other representations (e.g., Great Lakes, Connecticut River Valley, Mississippi River Delta, Pacific Northwest).
- 4.Geo.2.b. Use historical maps and other visual representations to explain how environmental characteristics of a United States region change over time (e.g., population centers, built environment, dams, national parks, ports, military bases).
- 4.Geo.3.a. Use state and regional maps to describe cultural and environmental characteristics of regions (e.g., state capitals, heritage sites, national monuments).
- 4.Geo.9.a. Analyze how catastrophic environmental and economic events have caused migration within and across various regions of the United States (e.g., hurricanes, land erosion, wildfire, unemployment, famine).
- 4.Geo.10.a. Explain how and why environmental characteristics vary across regions in the United States and North America (e.g., coastal zone, forest, grassland, tundra, desert).
- 4.Geo.12.a. Explain how individuals and groups prepare for and respond to natural and human-made disasters (e.g., levees, building codes, erosion and settlement control, wildlife crossings).
- 4.Geo.12.b. Explain how individuals and groups adapt to climate change based on the unique characteristics of their region (e.g., longer growing seasons, water storage, conservation, Federal Emergency Management Agency).

- **4-2. Location, Place, and Movement**

- 4.Geo.5.a. Explain how cultural and environmental characteristics of places change over time in the United States (e.g., population diversity, deforestation, urban sprawl, industrialization, land use).
- 4.Geo.7.a. Explain the environmental and cultural characteristics that shape the movement of people, goods, and ideas in United States regions (e.g., waterways, trade routes, highways, digital infrastructure).
- 4.Geo.8.a. Explain how human settlement and movement relates to the availability of natural resources in a region (e.g., fisheries, mining, arable land, access to water for transportation).
- 4.Geo.6.a. Describe how economic, social, and political factors influence migration and population distribution throughout the United States (e.g., El Salvadorian, Guatemalan, Honduran, Haitian, Nigerian, Filipino, and Indian emigration).
- 4.His.5.a. Explain how push and pull factors influence the development of cultural enclaves in the United States (e.g., Little Mogadishu in Minneapolis, Little Saigon in San Jose, Little Albania in the Bronx, Koreatown in Los Angeles, Little Haiti in Miami, Park Street in Hartford, Borough Park in Brooklyn).
- 4.His.9.a. Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources).
- 4.Geo.5.b. Explain how the cultural characteristics of communities in a particular place are sustained and evolve over time (e.g., Taos Pueblo, South Side Neighborhood in Chicago).

- **4-3. Regional Interdependence**

- 4.Geo.11.a. Describe a global economic event or issue that led to change and migration in a United States region (e.g., climate change, colonization, energy access, food access, health, pollution, poverty, work).
- 4.Civ.14.a. Illustrate historical and contemporary examples of individuals and groups effecting change in a region (e.g., civil rights, clean air policy, conservation, determination of National Park status, healthcare access, water and land rights).
- 4.Eco.1.a. Compare the benefits and costs of neighborhood gentrification in the United States (e.g., New Haven, Atlanta, Albuquerque, New York City, San Diego, Washington, D.C.).
- 4.Eco.6.a. Explain how business investments in worker training and diversity contribute to increased productivity and future incomes within a region (e.g., technology hubs, manufacturing centers, aerospace industry).
- 4.Eco.7.a. Explain how profits influence sellers in markets throughout regions of the United States (e.g., location, marketing, supply and demand).
- 4.Civ.6.a. Describe ways in which people throughout United States regions benefit from and are challenged by working through government and voluntary organizations to address issues related to United States founding ideals.
- 4.Civ.12.a. Explain how people have worked and are working to change laws related to communities, inclusive of religion, ethnicity, and gender, within and across United States regions.

## Grade 5: United States History I Migration–American Revolution

In Grade 5, students study early United States history and foundations of the United States government. Students investigate cultural diversity, an emerging national identity, and American democracy. Students investigate the economic, political, and social forces that shaped national identity using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communication of knowledge and ideas about the nation’s history.

### Organization of Grade 5 Standards

Grade 5 course questions provide a connective thread within and among course topics. The Grade 5 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

### Course Questions

- What were the economic, political, and social impacts of colonization in the Americas?
- How did the American Revolution shape the national identity of the United States?

### Course Topics

1. Migration and Settlement
2. The Colonial Era
3. The American Revolution
4. The United States Constitution and Civic Participation

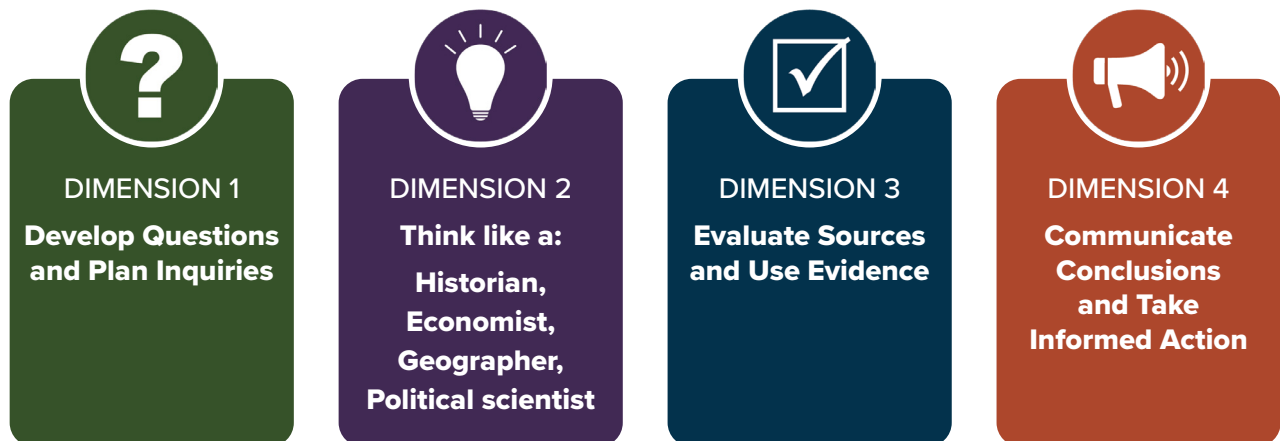
### Grade 5 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 5 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

### Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

#### Connecticut’s Social Studies Students can:



*Grade 5 students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

- 5.Inq.1.a. Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States history.
- 5.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about United States history.
- 5.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 5.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 5.Inq.3.a. Gather relevant evidence from multiple sources about a person, event, or issue in United States history while using the origin, structure, and context to guide selection.
- 5.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.
- 5.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to early United States history.

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- 5.Inq.4.a. Construct arguments using claims and evidence from multiple sources about United States history.
- 5.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- 5.Inq.4.c. Critique arguments and explanations.
- 5.Inq.4.d. Present a summary of arguments and explanations about early United States history using print, oral, and digital technologies in classrooms, schools, and out-of-school contexts.
- 5.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history.
- 5.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.

CT Core Standards: [CCSS.ELA-Literacy.RI.5.1](#), [CCSS.ELA-Literacy.W.5.1-8](#), [CCSS.ELA-Literacy.SL.5.1-6](#), [CCSS.ELA-Literacy.L.5.1-3](#)


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

## Grade 5 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 5 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Economic Decision Making</li> <li>• Exchange and Markets</li> <li>• The Natural Economy</li> <li>• The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Geographic Representation</li> <li>• Human-Environment Interaction</li> <li>• Human Population Trends</li> <li>• Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>

### Grade 5 students will...

- **5-1. Migration and Settlement**

- 5.His.14.a. Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence).
- 5.Geo.8.a. Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa).
- 5.His.14.b. Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade).
- 5.His.5.a. Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration (e.g., cultural norms, political beliefs, trade motives, exploitation).
- 5.Geo.4.a. Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting).
- 5.Civ.6.a. Describe gender roles within and among Black, Indigenous, and European communities in early United States history.

- **5-2. The Colonial Era**

- 5.Geo.2.a. Use maps to explain the relationship between the location of the New England, Middle, and Southern colonies, and the environmental characteristics of each region (e.g., New Amsterdam, New France, Jamestown, Plymouth, Saint Augustine).
- 5.Eco.5.a. Describe the role of money and currency in trade during the Colonial Era (e.g., British and Spanish coins, tobacco, wampum, paper money).
- 5.Eco.14.a. Explain how the desire for global power and influence led to the exploitation of colonies (e.g., Spanish galleon, Triangle Trade, Dutch East India Company, British East India Company).
- 5.His.9.a. Summarize how the Fundamental Orders of Connecticut represented new ideas about government (e.g., enfranchisement, representative government, consent of the governed).
- 5.Eco.3.a. Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines).
- 5.Eco.4.a. Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes).
- 5.Eco.4.b. Analyze how the abilities and expertise that individuals from the African Diaspora brought with them to the colonies contributed to economic specialization and trade (e.g., West African rice cultivation, metal working, and basket weaving).
- 5.His.14.c. Describe resistance movements, both individual and group, against oppression in the Colonial Era (e.g., Stono Rebellion, Pontiac Rebellion, New English Canaan).
- 5.His.14.d. Explain Connecticut's connection to the transatlantic slave trade (e.g., New London's deep water ports, Wethersfield-constructed ship *The Tryall*).
- 5.Civ.4.a. Compare how political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era (e.g., town hall meetings, tribal council, juries).
- 5.His.16.a. Use evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era (e.g., Pequot War, Connecticut Witch Trials, Charter Oak).
- 5.Civ.8.a. Identify the civic virtues and dem

ocratic principles that contributed to the rejection of British parliamentary rule of the North American colonies.

- **5-3. The American Revolution**

- 5.His.1.a. Employ chronological thinking to create timelines comparing the events that led to the American Revolution (e.g., Seven Years War, Parliamentary acts of taxation, Boston Tea Party, Boston Massacre, *Declaration of Independence*).
- 5.Eco.1.a. Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property).
- 5.His.4.a. Explain how political and economic beliefs shaped the perspectives held by Patriots and Loyalists leading to the American Revolution (e.g., individual rights, liberties, representation, sovereignty, trade and taxation).
- 5.His.4.b. Explain why members of the Northeastern Woodland Native American tribes and Black communities held conflicting views regarding support for the American Revolution.
- 5.His.6.a. Describe how people's perspectives of the American Revolution are documented in historical

records while noting representation of marginalized voices (e.g., journals, letters, newspaper articles, pamphlets).

- 5.His.10.a. Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias).
- 5.His.14.e. Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge).
- 5.His.16.b. Use evidence to develop a claim about the role of Connecticut in the American Revolution (e.g., Provision State, privateers, Tory and Patriot sentiments).
- 5.His.16.c. Develop a claim about significant people, places or events in Connecticut during the American Revolution (e.g., Jonathan Occum, Israel Putnam, Hannah Bunce Watson, Benedict Arnold, Jordan Freeman).
- 5.Eco.15.a. Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause).
- 5.His.14.f. Explain the causes and effects of the Treaty of Paris (e.g., economic, political, social).

- **5-4. The United States Constitution and Civic Participation**

- 5.Civ.3.a. Examine the origins and purpose of key provisions of the United States Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism).
- 5.Civ.4.b. Explain how rules were established at the end of the American Revolution by identifying laws that promoted and limited personal liberties (e.g., citizenship, property, suffrage).
- 5.Civ.5.a. Explain the role of the Constitution in establishing a system of government in the United States (e.g., federalism, separation of power, states' rights).
- 5.Civ.10.a. Identify how the political beliefs are represented in the Preamble of the United States Constitution.
- 5.Civ.14.a. Illustrate how individuals and groups in the Revolutionary Era and today have and can effect change (e.g., school, community, and state issues).
- 5.Civ.10.b. Identify the contributing factors that underlie multiple and varied points of view about school, community, and civic issues.

## Grade 6: World Regional Studies I

In Grade 6, students study the culture and geography of world regions. Students investigate human-environment interactions including issues of climate, population density, access to natural resources, and land use using disciplinary tools and resources that support planning and developing inquiries, evaluating historical sources, and communication of knowledge and ideas about world geography.

### Organization of Grade 6 Standards

Grade 6 course questions provide a connective thread within and among course topics. The Grade 6 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. For this regional studies course, content examples from the regions of the Middle East and North Africa, Europe, and Asia are included, however, content from all world regions may be incorporated by curriculum developers as they design units of study. Further description of the organization and coding of social studies standards can be found on page 11.

### Course Questions

- How does where we live affect how we live?
- How does access to resources shape culture, governance, and decision-making within a region?

### Course Topics

1. World Geographic Regions
2. Systems of Governance
3. Economic Decision-Making and Exchanges

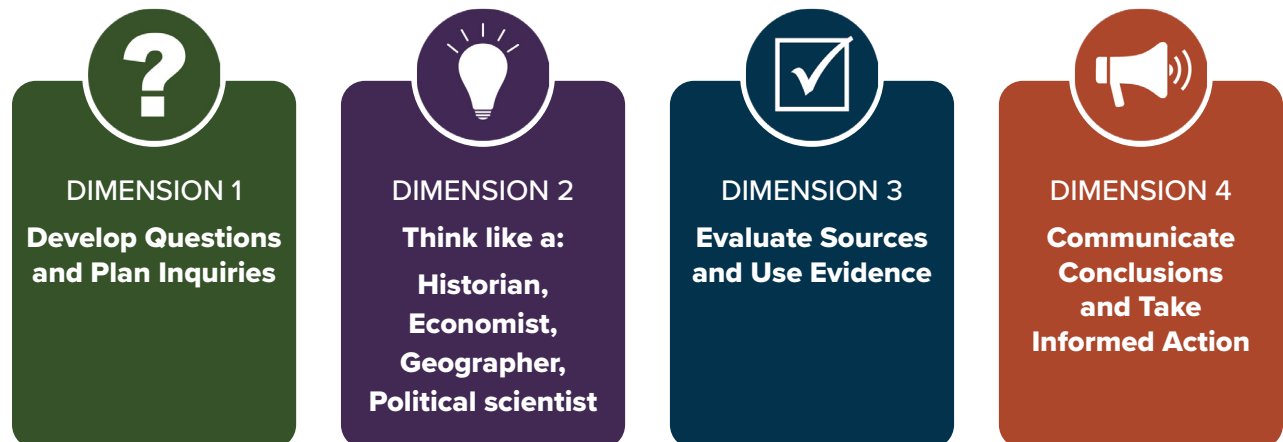
### Grade 6 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 6 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

### Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

#### Connecticut's Social Studies Students can:





*Grade 6 students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

- 6.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region.
- 6.Inq.1.b. Explain how compelling and supporting questions are mutually reinforcing.
- 6.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 6.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 6.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context).
- 6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.
- 6.Inq.3.c. Develop claims and counterclaims in response to a compelling question.

CT Core Standards: [CCSS.ELA-Literacy.RH.6-8.1-10](#), [CCSS.ELA-Literacy.WHST.6-8.1-2](#), [CCSS.ELA-Literacy.WHST.7-10](#)

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- 6.Inq.4.a. Construct arguments using evidence from multiple sources.
- 6.Inq.4.b. Construct explanations using summary, sequence, and examples.
- 6.Inq.4.c. Critique arguments and explanations presented about events or issues in a world region.
- 6.Inq.4.d. Present arguments and explanations about a local, regional, or global problem to reach a target audience using print, oral, and digital technologies.
- 6.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes.
- 6.Inq.4.f. Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of strategies, and potential outcomes.

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


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

## Grade 6 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 6 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> <li>Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The Natural Economy</li> <li>The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Geographic Representation</li> <li>Human-Environment Interaction</li> <li>Human Population Trends</li> <li>Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>

### Grade 6 students will...

- **6-1. World Geographic Regions**

- 6.Geo.1.a. Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region (e.g., absolute location, built environment, natural features, population density, relative location).
- 6.Geo.2.a. Explain the relationship between population and bodies of water using maps and other representations of a region (e.g., Red Sea, Caspian Sea, Persian Gulf, Lake Victoria).
- 6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations (e.g., religious centers, Nile River flooding, sea level rise in Venice, New Northwest Passage).
- 6.Geo.2.c. Describe changes in environmental characteristics of a region using maps and other representations in both historical and contemporary contexts (e.g., expansion of the Sahara Desert, urbanization in China, deforestation in Northern Europe).
- 6.Geo.4.a. Explain how cultural patterns influence the environment and daily life within and among regions (e.g., pollution of the Ganges River, Croatian access to Adriatic Seacoast, Main-Danube waterway, Chinese New Year, Hajj).
- 6.Geo.5.a. Analyze the cultural and environmental characteristics that have shaped a region (e.g., climate in Northern vs. Southern Europe, pastoralist communities in South Asia).
- 6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions (e.g., Abrahamic religions in Israel and Palestine, regional identity in India, Northern and Southern China).

- 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures (e.g., agriculture in Ukraine, Indian Diaspora, Ethiopian highlands).
- 6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures (e.g., built environment, language, world religions).
- 6.His.11.a. Identify the plausible maker, date, origin, and audience of a historical map using related historical sources (e.g., Eratosthenes' World Map, Mappa Mundi, Mercator Projection, London's cholera outbreak map, Ribeiro's World Map).

- **6-2. Systems of Governance**

- 6.Geo.5.c. Analyze how environmental characteristics have shaped political boundaries within a region (e.g., Pyrenees Mountains, Strait of Gibraltar, the Alps, Gobi Desert, Ural Mountains).
- 6.Geo.5.d. Analyze how cultural characteristics have shaped political boundaries within a region (e.g., linguistics, religion, tribal affiliation).
- 6.Civ.6.a. Describe how political organizations have shaped people's lives in a region (e.g., International Monetary Fund, African Union, Asia-Pacific Economic Cooperation, European Union, United Nations, World Health Organization).
- 6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples (e.g., World Wildlife Fund, Malala Yousafzai, Mohandas Gandhi, women's rights in Saudi Arabia, Free Thai Movement).
- 6.His.2.a. Classify a series of historical events and developments in a region as examples of political change and continuity (e.g., Fall of Rome, Korean Demilitarized Zone, Fall of Saigon, Partition of India).

- **6-3. Economic Decision-Making and Exchanges**

- 6.Geo.4.b. Explain how economic decisions influence the environment and daily life within and among regions (e.g., agriculture, energy production, population density, resource extraction, waste disposal).
- 6.Eco.1.a. Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region (e.g., Organization of the Petroleum Exporting Countries, South Asia Food and Nutrition Security Initiative, National Human Development Initiative, FIFA World Cup).
- 6.Eco.3.a. Describe the role of supply and demand within and among regions (e.g., oil, gold, chocolate, iron, coffee, gemstones, Tulip mania).
- 6.Eco.4.a. Describe the role of competition in the determination of prices and wages in a region (e.g., consumer goods, fossil fuels, wages).
- 6.Eco.8.a. Explain how economic decision-making in a region can affect the true cost of goods or services (e.g., carbon emissions, child and forced labor, strip mining, global waste trade).
- 6.Eco.15.a. Explain the benefits and costs of trade policies to individuals and groups in a region (e.g., Belt and Road Initiative, Schengen Area, African Continental Free Trade Area).
- 6.His.3.a. Develop questions about historically significant regional and global economic events and issues (e.g., European Sovereign Debt Crisis, Association of Southeast Asian Nations, COVID-19 policy responses, Asia-Pacific Free Trade).

## Grade 7: World Regional Studies II

In Grade 7, students study how government and economic systems shape societies within world regions. Students explore cultural diffusion and migration, governance, and the economics of global markets. Students investigate how ideas spread, economic decision making, globalization and human rights using disciplinary tools and resources that support planning and developing inquiries, evaluating historical sources, and communication of knowledge and ideas about world geography.

### Organization of Grade 7 Standards

Grade 7 course questions provide a connective thread within and among course topics. The Grade 7 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. For this regional studies course, content examples from the regions of the Americas, West, South, and Central Africa, and Oceania are included, however, content from all world regions may be incorporated by curriculum developers as they design units of study. Further description of the organization and coding of social studies standards can be found on page 11.

### Course Questions

- How has movement and cultural diffusion shaped societies?
- How do political and economic decisions affect the lives of individuals, communities, regions, and the global community?

### Course Topics

1. Movement and Cultural Diffusion
2. Governance and Human Rights
3. Regional and Global Economics


## Grade 7 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 7 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.


**Social Studies Inquiry Arc**

The inquiry arc defines what students can both do and understand.


Connecticut's Social Studies Students can:




**DIMENSION 1**  
**Develop Questions and Plan Inquiries**



**DIMENSION 2**  
**Think like a:**  
**Historian,**  
**Economist,**  
**Geographer,**  
**Political scientist**



**DIMENSION 3**  
**Evaluate Sources and Use Evidence**



**DIMENSION 4**  
**Communicate Conclusions and Take Informed Action**

*Grade 7 students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

- 7.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region.
- 7.Inq.1.b. Develop compelling and supporting questions that are mutually reinforcing.
- 7.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 7.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 7.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility).

**7.Inq.3.b. Organize and prioritize relevant evidence from multiple sources to support claims.**

**7.Inq.3.c. Develop claims and counterclaims in response to a compelling question.**

CT Core Standards: [CCSS.ELA-Literacy.RH.6-8.1-10](#), [CCSS.ELA-Literacy.WHST.6-8.1-2](#),  
[CCSS.ELA-Literacy.WHST.7-10](#)

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

**7.Inq.4.a. Construct arguments using evidence from multiple sources.**

**7.Inq.4.b. Construct explanations using summary, sequence, examples, and data.**

**7.Inq.4.c. Critique arguments and explanations presented about events or issues in a world region.**

**7.Inq.4.d. Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies.**

**7.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.**

**7.Inq.4.f. Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.**

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

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

## Grade 7 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 7 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

### Social Studies Inquiry Dimension 2

Think like a historian, economist, geographer, and political scientist



Connecticut's Social Studies Students understand:

#### History

- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

#### Economics

- Economic Decision Making
- Exchange and Markets
- The Natural Economy
- The Global Economy

#### Geography

- Geographic Representation
- Human-Environment Interaction
- Human Population Trends
- Global Interconnections

#### Civics

- Civic and Political Institutions
- Participation and Deliberation
- Processes, Rules, and Laws

### Grade 7 students will...

#### • 7-1. Movement and Cultural Diffusion

- 7.Geo.3.a. Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation).
- 7.Geo.7.a. Explain how changes in transportation have led to regional and global connections among human settlements (e.g., United States Interstate Highway System, Panama Canal, Mombasa–Nairobi Standard Gauge Railway).
- 7.Geo.7.b. Describe how growth in communication technology has led to the diffusion of ideas and cultural practices (e.g., Hollywood, global news networks, television, telecommunication infrastructure, social media).
- 7.Geo.8.a. Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans).
- 7.Geo.9.a. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region (e.g., State Barrier Fence of Western Australia, uncontacted Indigenous tribes, Third Agricultural Revolution).
- 7.Geo.10.a. Analyze how cultural characteristics vary among regions and shape diversity of local communities (e.g., cultural centers, diasporas, cultural universals, taboos, linguistics).
- 7.Geo.10.b. Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts).

- 7.Geo.12.a. Explain how global changes in population distribution patterns have affected land use in a region (e.g., the Pampas, Deforestation in the Amazon, Southwest United States population boom).
- 7.His.6.a. Analyze how maps represent the perspectives of individuals and groups during different eras (e.g., Treaty of Tordesillas map, Catalan Atlas, Mercator Projection, Carte du Congo Belge).

- **7-2. Governance and Human Rights**

- 7.Civ.1.a. Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts (e.g., Universal Declaration of Human Rights, International Refugee Assistance, United States Border Security, United Nations).
- 7.Civ.2.a. Explain how political participation varies within different types of government in different eras and contexts (e.g., compulsory voting, protest, volunteerism, women’s suffrage).
- 7.Civ.12.a. Evaluate the effectiveness of rules, laws, and agreements as a means of addressing regional and global problems (e.g., International Court of Justice, International Criminal Court, Paris Agreement, International Atomic Energy Agency).
- 7.His.9.a. Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue (e.g., genocide, natural disasters, climate change, refugee crises, human trafficking).
- 7.Civ.6.a. Describe the roles of political and economic organizations in shaping lives of individuals and groups in a region (e.g., World Bank, United Nations, International Monetary Fund, International Federation of Red Cross and Red Crescent Societies, World Trade Organization).
- 7.Civ.13.a. Analyze the purpose, implementation, and consequences of a policy in both historical and contemporary contexts (e.g., environmental, human rights, public health, White Australia Policy).
- 7.His.2.a. Describe a series of political events and developments that reflect change and continuity throughout the history of a region (e.g., trans-Saharan Migration, Spanish Conquest of Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African Republic Civil War, Yogyakarta Principles, Timbuktu).
- 7.Geo.4.a. Explain how norms regarding gender and sexuality influence the daily lives of people (e.g., LGBTQ+ rights, family structures, matrilineal societies, division of labor, political participation).

- **7-3. Regional and Global Economics**

- 7.Eco.4.a. Describe different types of economies (e.g., command, market, mixed).
- 7.Eco.4.b. Describe the role of competition in a market economy (e.g., prices, wages, tariffs, trade agreements, international trade organizations).
- 7.Eco.5.a. Explain ways in which money facilitates the exchange of goods and services in both historical and contemporary contexts (e.g., cattle, Cowrie shells, wampum, coins, banknotes, credit cards, cryptocurrency).
- 7.Eco.6.a. Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region (e.g., gold inflation related to Mansa Musa’s Hajj, Dutch fur trade in North America, Rainforest logging, Cobalt mining in Democratic Republic of the Congo, global agriculture, Venezuela oil production, illegal poaching).



- 7.Eco.7.a. Analyze the role of innovation and entrepreneurship in a market economy (e.g., mills, transportation, electricity, computer technology, research and development, knowledge economy).
- 7.Eco.9.a. Describe the role of labor unions, corporations, and non-profits within the market economy of a region (e.g., representation, collective bargaining, production, investment, social impact, advocacy).
- 7.Eco.12.a. Explain how economic fluctuations and cycles affect individuals and groups in a region (e.g., deflation, inflation, unemployment, depression, recession).
- 7.Eco.13.a. Describe tools and resources that are used to measure standard of living (e.g., Gross Domestic Product, Human Development Index).
- 7.Eco.13.b. Explain how improvements in productivity enhance the standard of living in a region (e.g., automation, computer processing, 4-day workweek).
- 7.Eco.14.a. Explain how a trade barrier has shaped global or regional trade in historical and contemporary contexts (e.g., tariff barrier, non-tariff barrier, embargo).

## Grade 8: United States History II Colonial America–Reconstruction

In Grade 8, students study United States history from Colonial America until Reconstruction. Students investigate conflict and compromise in a growing nation, the emergence of American identity, and the struggle for freedom, equality, and justice over time using disciplinary tools and resources that support planning and developing inquiries, evaluating historical sources, and communication of knowledge and ideas about the nation’s history.

### Organization of Grade 8 Standards

Grade 8 course questions provide a connective thread within and among course topics. The Grade 8 content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- How are democratic ideals reflected in the history of the nation?
- In what ways has the national identity of the United States been shaped over time?

#### Course Topics

1. Origins of United States Democracy and National Identity
2. Expansion, Influence, and Economic Growth
3. Civil Unrest, Civil War, and Reconstruction

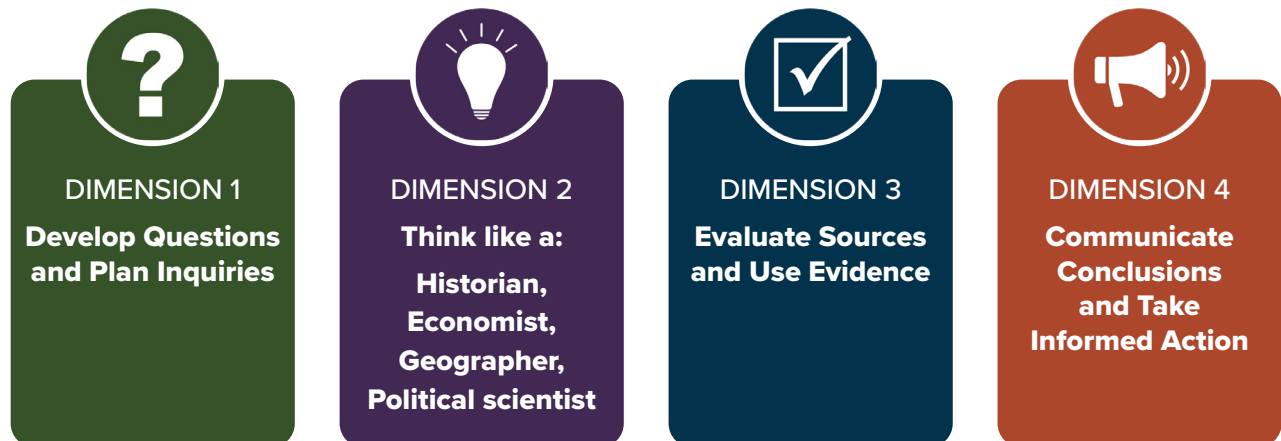
### Grade 8 Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Grade 8 has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

### Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

#### Connecticut’s Social Studies Students can:



*Grade 8 students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

- 8.Inq.1.a. Explain how compelling and supporting questions represent key ideas in the study of United States history.
- 8.Inq.1.b. Develop compelling and supporting questions that are mutually reinforcing.
- 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- 8.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- 8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility).
- 8.Inq.3.b. Organize and prioritize relevant evidence from and among multiple sources to support claims.
- 8.Inq.3.c. Develop claims and counterclaims while pointing out the strengths and limitations of different sources.

CT Core Standards: [CCSS.ELA-Literacy.RH.6-8.1-10](#), [CCSS.ELA-Literacy.WHST.6-8.1-2](#), [CCSS.ELA-Literacy.WHST.7-10](#)

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- 8.Inq.4.b. Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations.
- 8.Inq.4.c. Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States history.
- 8.Inq.4.d. Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies.
- 8.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- 8.Inq.4.f. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.

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


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

## Grade 8 Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Grade 8 has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> <li>Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The Natural Economy</li> <li>The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Geographic Representation</li> <li>Human-Environment Interaction</li> <li>Human Population Trends</li> <li>Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>

### Grade 8 students will...

- **8-1. Origins of United States Democracy and National Identity**

- 8.His.1.a. Explain the events and developments that led to the establishment of colonies in the Atlantic and Pacific Worlds (e.g., desire for religious liberty, natural resources, economic opportunities, technological advancements).
- 8.His.6.a. Analyze the perspectives of both enslaved and free Black people through the historical sources they created (e.g., Venture Smith, Phyllis Wheatley, Olaudah Equiano).
- 8.His.4.a. Analyze factors that influenced perspectives about national identity both during and as a result of the American Revolution (e.g., social contract, individual liberties, tyranny, economic and political sovereignty, citizenship).
- 8.His.10.a. Describe how individual and group perspectives of the American Revolution are documented in historical records while identifying representation of marginalized voices (e.g., journals, letters, pamphlets, newspaper articles from sources such as the Hartford Daily Courant).
- 8.Civ.5.a. Explain laws that institutionalized slavery in the Colonial Era and in the Constitution (e.g., Black Laws of Virginia, Fugitive Slave Act, Three-Fifths Clause).
- 8.Civ.3.a. Examine the origin, purpose, and impact of the founding documents (e.g., popular sovereignty, republicanism, separation of powers, enfranchisement, liberty).
- 8.Civ.4.a. Explain the evolving powers and limits of the three branches of government as defined in the United States Constitution and subsequent federal court rulings, legislation, and executive action (e.g., Alien and Sedition Acts, *Marbury v. Madison*, Treaty of San Lorenzo).

- 8.Civ.10.a. Explain the perspectives, civic virtues, and democratic principles debated during the Constitutional Convention (e.g., Connecticut Compromise, federalism, Three-Fifths Compromise).
- 8.Civ.8.a. Analyze how the ideas and principles within the Bill of Rights influence the social and political system in the United States.
- 8.Civ.8.b. Analyze how ideas and principles about citizenship and access to political power expressed in founding documents influenced social and political systems in the early republic (e.g., Bill of Rights, Declaration of Independence, Three-Fifths Clause, Electoral College).
- 8.Civ.10.b. Explain the relevance of democratic principles in shaping acts of dissent and resistance in early United States history (e.g., Whiskey Rebellion, Shay’s Rebellion, Nat Turner’s Rebellion).
- 8.His.16.a. Evaluate the US Constitution and Bill of Rights to determine if the goals of the American Revolution, as stated in the Declaration of Independence, were realized.

- **8-2. Expansion, Influence, and Economic Growth**

- 8.His.1.b. Analyze the impact of United States’ treaties on the sovereignty of Native nations (e.g., Ordinance of 1787, Treaty of the Creeks, Treaty of Greenville, Louisiana Purchase, Treaty of Fort Wayne).
- 8.His.1.c. Analyze the events and developments related to the institution of slavery in the early republic (e.g., Haitian Revolution, Act Prohibiting the Importation of Slaves, cotton gin, textile industry).
- 8.His.3.a. Develop questions to analyze the significance of the methods of resistance employed by enslaved and free Black people in the United States (e.g., work resistance, violence, sabotage, petition, forming maroon communities, independent churches, and educational associations).
- 8.His.5.a. Analyze the perspectives of immigrant groups and their reasons for moving to and within the United States (e.g., German, Irish, Scandinavian, Chinese, Jewish).
- 8.His.12.a. Develop questions using multiple historical sources about how individuals and groups in northern states sustained or challenged racial inequality during the Antebellum Period (e.g., Connecticut’s gradual emancipation act, Amistad Trials, Sarah Harris and Prudence Crandall, The Liberator, American Colonization Society, American Anti-Slavery Society, Underground Railroad).
- 8.His.14.a. Explain the causes and effects of government policies and executive decisions related to industrialization and expansion of the United States (e.g., Bureau of Indian Affairs, Indian Removal Act, Louisiana Purchase, Mexican-American War).
- 8.Civ.14.a. Analyze attempts by individuals and groups with nativist views to shape the United States in the Antebellum Period (e.g., Philadelphia Riots of 1844, Know Nothing Party).
- 8.Civ.14.b. Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance).
- 8.Geo.9.a. Evaluate the influence human-induced environmental change had on spatial patterns of industrialization and Westward Expansion (e.g., Cumberland and National Roads, Erie Canal, Farmington Canal, Pacific Railroad).
- 8.Geo.11.a. Explain how Westward Expansion increased access to natural resources and the production and distribution of goods in a global market (e.g., agriculture, mining, canals, factories, rail, shipping).
- 8.Eco.1.a. Explain how the transition from an agricultural-based economy to an industrialized economy affected the well-being of individuals, groups, and businesses (e.g., factory workers, child laborers, women in the industrial workforce, formerly enslaved persons, Irish, Chinese, Black, and White laborers and tradespeople).

- 8.Eco.3.a. Explain how the demand for finished goods influenced business specialization and the growing need for labor during the American Industrial Revolution (e.g., textiles, firearms, shipbuilding, manufacturing, foundries, logging).
- 8.Eco.7.a. Analyze the role of innovation and entrepreneurship at the start of the American Industrial Revolution (e.g., mills, patents, telegraph, interchangeable parts).

- **8-3. Civil Unrest, Civil War, and Reconstruction**

- 8.His.1.d. Analyze how secession sought to preserve the social, economic, and racial hierarchies throughout the United States (e.g., domestic labor, manufacturing, slavocracy, textiles).
- 8.His.12.b. Using multiple historical sources, identify individuals and groups during the Antebellum Period who sustained, promoted, or challenged the institution of slavery (e.g., Frederick Douglass, Harriett Beecher Stowe, John C. Calhoun).
- 8.His.15.a. Evaluate the relative influence of political, economic, and social developments that contributed to secession (e.g., Free Soil Movement, Nullification, Dred Scott Decision, Harper’s Ferry, abolition).
- 8.Civ.14.c. Compare historical means used by individuals and groups to promote, sustain, and dismantle discrimination in the Antebellum Period (e.g., Underground Railroad, Bleeding Kansas, American Anti-Slavery Society, American Colonization Society, Compromise of 1850).
- 8.His.2.a. Explain how change and continuity in technology, infrastructure, and military strategies shaped the Civil War (e.g., rail, scorched earth, blockade, Colt Firearms, Sharps Rifles).
- 8.His.2.b. Describe how policies related to military service shaped the events and outcomes of the Civil War (e.g., conscription, Emancipation Proclamation, draft riots, Connecticut 29th, Massachusetts 54th).
- 8.His.4.b. Analyze factors that influenced individual and group perspectives about national identity both during and as a result of the Civil War (e.g., Copperheads, Republicans, Wide Awakes, Unionists, women in the industrial workforce).
- 8.His.4.c. Analyze the factors that shaped perspectives in Connecticut about the Civil War (e.g., free labor movement, role of government, abolition).
- 8.His.5.b. Explain how and why individuals challenged gender roles in the Civil War Era (e.g., Loreta Janeta Velazquez, Frances Louisa Clayton, Anna Elizabeth Dickinson, Hartford Soldiers’ Aid Society, Rebecca Primus and Addie Brown).
- 8.His.14.b. Analyze the causes and effects of the Reconstruction Amendments (e.g., abolition, Latino and Black citizenship, suffrage).
- 8.His.14.c. Explain multiple causes and effects of racism both during and after Reconstruction (e.g., Page Act, Ku Klux Klan, Black Codes).
- 8.Civ.13.a. Analyze the purposes, implementation, and consequences of policies and political strategies during the Reconstruction Era (e.g., Homestead Act, Second Treaty of Fort Laramie, women’s suffrage, Radical Reconstruction).
- 8.His.16.b. Evaluate the successes and failures of the Reconstruction in fulfilling ideas and principles contained in the founding documents (e.g., elected Black officials, Ebenezer Bassett, Freedmen’s Bureau, Historically Black Colleges and Universities, Compromise of 1877).

## High School: Modern World History

In the high school Modern World History course, students study both change and continuity as they investigate diverse perspectives and the interconnectedness of people and ideas over time. Students will explore topics about cultural exchange, industry and progress, imperialism, global conflicts, decolonization, economic globalization, and global governance using disciplinary tools and resources that support the planning and development of inquiries, evaluation of a broad range of historical sources, and communication of knowledge and ideas about the history of the world.

### Organization of Modern World History Standards

Modern World History course questions provide a connective thread within and among course topics. The Modern World History content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- What makes the world modern?
- How do individuals, groups, and nations seek and react to change?

#### Course Topics

1. Exchange and Interconnections
2. Enlightenment and Revolutions
3. Industry and Progress
4. Global Imperialism
5. Global Conflicts and Decolonization
6. Economic Globalization and Global Governance


## Modern World History Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Modern World History has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.


**Social Studies Inquiry Arc**

The inquiry arc defines what students can both do and understand.


Connecticut's Social Studies Students can:




**DIMENSION 1**  
**Develop Questions and Plan Inquiries**



**DIMENSION 2**  
**Think like a:  
Historian,  
Economist,  
Geographer,  
Political scientist**



**DIMENSION 3**  
**Evaluate Sources and Use Evidence**



**DIMENSION 4**  
**Communicate Conclusions and Take Informed Action**

*Modern World History students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

**MW.Inq.1.a.** Explain how a question reflects an enduring issue in Modern World History.

**MW.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

**MW.Inq.1.c.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

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

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

**MW.Inq.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content.



- **Dimension 3: Evaluate Sources and Use Evidence**

- MW.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- MW.Inq.3.b.** Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- MW.Inq.3.c.** Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

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

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.b.** Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- MW.Inq.4.c.** Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
- MW.Inq.4.d.** Present arguments and explanations that feature evocative ideas and multiple perspectives about modern world history topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- MW.Inq.4.e.** Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.
- MW.Inq.4.f.** Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.

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

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


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

## Modern World History Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Modern World History has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Economic Decision Making</li> <li>• Exchange and Markets</li> <li>• The Natural Economy</li> <li>• The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Geographic Representation</li> <li>• Human-Environment Interaction</li> <li>• Human Population Trends</li> <li>• Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>

### Modern World History students will...

- **MW-1. Exchange and Interconnections**

- MW.His.1.a. Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration (e.g., Treaty of Tordesillas, Seven Voyages of Zheng He, Columbian exchange).
- MW.His.8.a. Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented (e.g., accounts by Gomes de Zurara, Conquistadors, Ogier Ghiselin de Busbecq, Francisco de Almeida, Bartolomé de las Casas, Francis Xavier).
- MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide).
- MW.Eco.5.a. Describe how the Atlantic system affected global trade through cultural diffusion and competition (e.g., de-emphasis of Silk Road, extraction of natural resources, growth of transatlantic slave trade, colonization of the Americas).

- **MW-2. Enlightenment and Revolutions**

- MW.His.1.b. Evaluate how the Enlightenment and Scientific Revolution shaped institutions in society (e.g., deism, individual liberty, religious tolerance, reason, scientific method).
- MW.His.2.a. Analyze how the diffusion of Enlightenment ideas influenced revolutions (e.g., United States, France, Haiti, Venezuela).

- MW.Geo.1.a. Demonstrate spatial awareness by creating maps to illustrate the environmental characteristics and patterns of trade in early modern world history using digital technologies (e.g., colonialism, enslavement, imperialism, revolution).
- MW.His.1.c. Evaluate the extent to which political and social change was advanced by women in the Enlightenment and Scientific Revolution (e.g., Mary Wollstonecraft, Margaret Cavendish, Maria Winkleman, Maria Merian).
- MW.Civ.2.a. Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government.

- **MW-3. Industry and Progress**

- MW.His.5.a. Analyze how industrialization gave rise to new ideals and their related policies (e.g., laissez-faire, communism, feminism, socialism, utilitarianism, utopianism).
- MW.His.14.a. Analyze multiple and complex causes and effects of industrialization (e.g., geographic features, technological innovations, access to capital, exploitative foreign policies and impact on native populations, environmental degradation, population trends, labor standards).
- MW.Geo.4.a. Analyze the relationships and interactions between growing industry and physical systems to explain reciprocal influences that occur among them (e.g., air pollution, hydropower, mining, dredging).
- MW.Geo.10.a. Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use (e.g., Enclosure Movement, Bombay Spinning and Weaving Company, Treaty of Amity and Commerce, Suez Canal).
- MW.Eco.4.a. Evaluate the extent to which competition for access to resources existed during industrialization (e.g., Chinese tea, silk, and porcelain; South African gold, salt, and ivory; Indian spices and jewels).
- MW.His.14.b. Analyze how the Industrial Revolution impacted the balance of power among nations (e.g., Opium Wars, Sino-Japanese relations prior to and post the Meiji Reformation, Crimean War, Zulu War, Mahdist War, Anglo-German naval arms race, Scramble for Africa).

- **MW-4. Global Imperialism**

- MW.Eco.1.a. Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups (e.g., West African diamonds, Middle Eastern oil, Congolese rubber, Indian spices, Panama Canal, Manchuria).
- MW.His.1.d. Evaluate how imperialism was shaped by rivalries between industrialized nation-states for political and economic power (e.g., Japan, Great Britain, France, Belgium, Germany).
- MW.His.4.a. Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies (e.g., Rudyard Kipling, E. D. Morel, Dadabhai Naoroji, Boxer Rebellion, Sepoy Rebellion).
- MW.Geo.2.a. Explain the relationships between the locations of places and the impact of imperialism using maps and other representations (e.g., social, cultural, economic, political).
- MW.Geo.7.a. Analyze how historical events during imperialism influenced migration patterns and population distribution (e.g., Berlin Conference of 1884-1885, Royal Niger Company, Monroe Doctrine, Battle of Port Arthur).
- MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress).

• **MW-5. Global Conflicts and Decolonization**

- MW.His.1.e. Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).
- MW.His.1.f. Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- MW.His.9.a. Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).
- MW.His.15.a. Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement).
- MW.His.2.b. Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century (e.g., barbed wire, bio-chemicals, flamethrowers, submarines, tanks, aircraft, computer technology, nuclear weapons).
- MW.His.1.g. Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts (e.g., India, Kenya, Vietnam, Korea, Algeria, Indonesia, Hungary, Germany).
- MW.His.2.c. Examine ways in which decolonization altered the balance of power within and among nations (e.g., independence movements, decline of European political imperialism, economic imperialism, ascendancy of United States and Soviet Union as leading world powers).
- MW.His.4.b. Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear Non-Proliferation Treaty).
- MW.His.4.c. Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur).
- MW.His.5.b. Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g., comic books, communication technologies, film, propaganda, public service announcements, radio).
- MW.Civ.3.a. Analyze the impact of treaties and laws on the maintenance of national and international order in the 20th century (e.g., Apartheid, European Economic Community, Camp David Accords, Sino-American Mutual Defense Treaty, Strategic Arms Reduction Treaty, Latin American Integration Association).
- MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).
- MW.Civ.14.b. Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments (e.g., Soviet Union, Israel, Republic of Iran, Zaire, Cuban Revolution, Sandinista National Liberation Front).

• **MW-6. Economic Globalization and Global Governance**

- MW.His.2.d. Analyze the impact of scientific and technological change in the late 20th and early 21st century (e.g., International Space Station, computer technology, vaccines and public health, Global Positioning Systems, cellular technology, Artificial Intelligence).
- MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition, potable water, COVID pandemic).
- MW.Geo.5.a. Evaluate the multinational political and economic agreements that have led to changes in cultural and environmental characteristics among and within nations (e.g., European Union, Kyoto Protocol, Paris Agreement, North American Free Trade Agreement, Trans-Pacific Partnership, International Monetary Fund).
- MW.Geo.8.a. Evaluate how the growth of the global economy has led to changes in settlement patterns (e.g., urbanization, resource scarcity, immigration, emigration, war, industrial waste).
- MW.Geo.9.a. Evaluate the influence of long-term climate variability on contemporary human migration, settlement patterns, resource use, and land use at local-to-global scales (e.g., heat waves, desertification, loss of biodiversity, fish migration, irrigation, wildfires).
- MW.Geo.11.a. Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations (e.g., Role of International Monetary Fund austerity policy in Jamaica, 2003 invasion of Iraq, Annexation of Crimea, African Union, Central America-Dominican Republic Free Trade Agreement, International Group of Seven).
- MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- MW.Civ.5.a. Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).
- MW.Eco.8.a. Describe an international economic policy in terms of intended and unintended market outcomes (e.g., sanctions, free trade agreements, tariffs).
- MW.Eco.14.a. Analyze the role of comparative advantage in international trade in the late 20th century and early 21st century (e.g., natural resources, labor availability, infrastructure, capital goods, climate).
- MW.Eco.15.a. Explain how free-trade alliances and agreements have affected economic growth in different nations in the late 20th century and 21st century (e.g., standard of living, e-commerce, intellectual property, outsourcing, multinational organizations).
- MW.Civ.5.b. Evaluate the role of various media platforms such as television, newspapers, and social media in shaping reactions to events (e.g., Vietnam War, Tiananmen Square, fall of the Berlin Wall, Arab Spring, Russo-Ukrainian War, 2016 and 2020 U.S. Presidential Elections).

## High School: United States History III Reconstruction–The Digital Age

In the high school United States History course, students study both change and continuity as they investigate diverse perspectives and enduring issues in the United States over time. Students will explore United States history from Reconstruction to the Digital Age using disciplinary tools and resources that support the planning and development of inquiries, evaluation of a broad range of historical sources, and communication of knowledge and ideas about the nation’s history.

### Organization of United States History Standards

United States History course questions provide a connective thread within and among course topics. The United States History content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

### Course questions

- How have conceptions of liberty, equality, and justice changed over time?
- What should be the role of the United States in global events and issues?

### Course Topics

1. Reconstruction
2. Immigration, Industrialization, and Progressivism
3. Imperialism and World War I
4. The 1920s, Great Depression, and New Deal
5. World War II
6. Cold War and the Civil Rights
7. Foreign Policy, Global Conflicts, and Cultural Shifts
8. National Identity in a Digital Age


## United States History III Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. United States History has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.


**Social Studies Inquiry Arc**

The inquiry arc defines what students can both do and understand.


Connecticut's Social Studies Students can:




**DIMENSION 1**  
**Develop Questions and Plan Inquiries**



**DIMENSION 2**  
**Think like a:**  
**Historian,**  
**Economist,**  
**Geographer,**  
**Political scientist**



**DIMENSION 3**  
**Evaluate Sources and Use Evidence**



**DIMENSION 4**  
**Communicate Conclusions and Take Informed Action**

*United States History students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

**US.Inq.1.a.** Explain how compelling and supporting questions reflect an enduring issue in United States History.

**US.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

**US.Inq.1.c.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

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

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

**US.Inq.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.

- **Dimension 3: Evaluate Sources and Use Evidence**

**US.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

**US.Inq.3.b.** Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

**US.Inq.3.c.** Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

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

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

**US.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**US.Inq.4.b.** Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

**US.Inq.4.c.** Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).

**US.Inq.4.d.** Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

**US.Inq.4.e.** Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.

**US.Inq.4.f.** Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.

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

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

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




## United States History III Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. United States History has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

Think like a historian, economist, geographer, and political scientist



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> <li>Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The Natural Economy</li> <li>The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Geographic Representation</li> <li>Human-Environment Interaction</li> <li>Human Population Trends</li> <li>Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>

### *United States History students will...*

- **US-1. Reconstruction**

- US.His.16.a. Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island).
- US.Civ.13.a. Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., moderate and radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).
- US.Civ.5.a. Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).
- US.Civ.14.a. Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy.
- US.His.7.a. Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.

- **US-2. Immigration, Industrialization, and Progressivism**

- US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Mary Townsend Seymour).

- US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917).
- US.Eco.12.a. Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).
- US.His.10.a. Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We’wha, Vaudeville, bicycles, women’s suffrage and education).
- US.His.1.a. Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens’ rights).
- US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B’nai B’rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).

- **US-3. Imperialism and World War I**

- US.His.1.b. Evaluate the role of the media in shaping public opinions and debates about America’s emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).
- US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish-American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).
- US.His.14.a. Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).
- US.His.14.b. Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).
- US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, *Thind v. United States*).

- **US-4. The 1920s, Great Depression, and New Deal**

- US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).
- US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).
- US.Civ.2.a. Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).
- US.His.14.c. Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam).
- US.His.6.a. Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorothea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo y Calderón).

- US.His.12.b. Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.
- US.Eco.3.a. Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration).
- US.Eco.6.a. Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party).
- US.Eco.8.a. Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).

- **US-5. World War II**

- US.His.1.c. Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).
- US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).
- US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).
- US.His.1.d. Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).
- US.His.1.e. Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials).

- **US-6. Cold War and Civil Rights**

- US.His.14.d. Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident).
- US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- US.His.1.f. Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.
- US.His.5.a. Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).
- US.Eco.13.a. Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities).

- US.His.16.e. Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources (e.g., Federal Housing Administration, Servicemen’s Readjustment Act of 1944, Levittown, redlining, Interstate Highway System).
- US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).
- US.His.15.a. Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).
- US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., *Hernandez v. Texas*, Executive Order 10450, *Loving v. Virginia*, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, *Roe v. Wade*).
- US.His.11.a. Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).

- **US-7. Foreign Policy, Global Conflicts and Cultural Shifts**

- US.His.1.g. Evaluate whether the conservative ascendancy of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).
- US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women’s empowerment, and the Cold War.
- US.His.2.a. Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).
- US.His.15.b. Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).
- US.Geo.3.a. Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).
- US.Civ.13.b. Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, “America Responds to AIDS” public information campaign, Immigration Reform and Control Act).

- **US-8. National Identity in the Digital Age**

- US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.

- US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- US.His.5.c. Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).
- US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).
- US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).
- US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, *Obergefell v. Hodges*, *Dobbs v. Jackson Women's Health Organization*, Sanctuary Cities, Dakota Access Pipeline).
- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

## High School: Civics and Government

In the high school Civics and Government course, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy. Students will explore foundational documents, structure and function of government, political participation, and civic engagement using disciplinary tools and resources that support the planning and development of inquiries, evaluation of a broad range of historical sources, and communication of civic knowledge through deliberation and informed action about political events and issues.

### Organization of Civics and Government Standards

Civics and Government course questions provide a connective thread within and among course topics. The Civics and Government content standards include examples of related terms and concepts in order to provide guidance to curriculum developers and teachers. The content examples are only provided when additional detail was necessary to serve as guidance for curricular and instructional decision-making at the district level. Further description of the organization and coding of social studies standards can be found on page 11.

#### Course Questions

- What are the structures and functions of the United States government?
- How is the political system in the United States dependent upon the participation and civic engagement of its citizens?

#### Course Topics

1. Foundations of American Democracy
2. Structure and Function of Government
3. Political Participation and Engagement

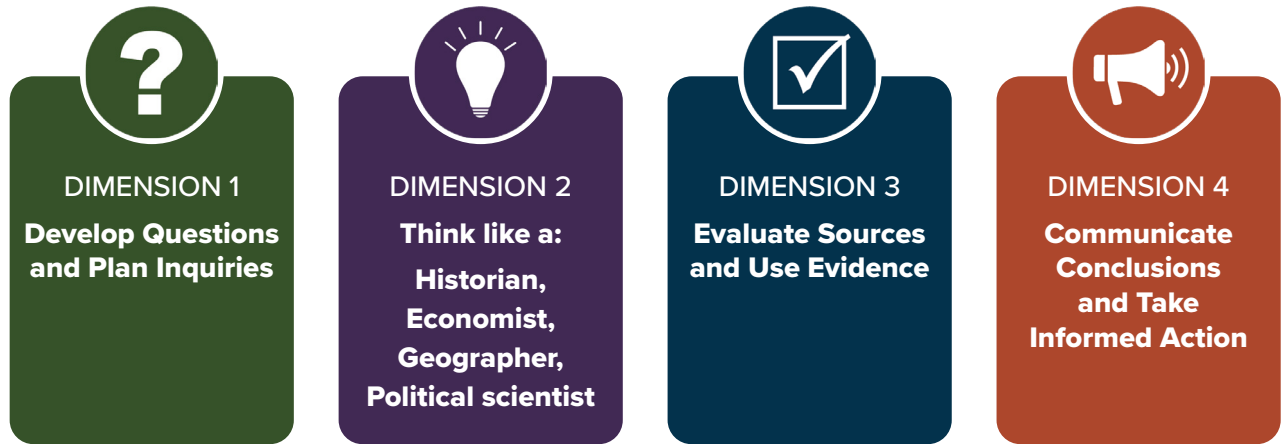
## Civics and Government Inquiry Standards

The inquiry standards are aligned with the C3 Framework and follow the four dimensions of inquiry. Civics and Government has a set of developmentally appropriate inquiry standards. These standards represent the skills that students should develop through inquiry-based instruction focused on the designated course topics.

### Social Studies Inquiry Arc

The inquiry arc defines what students can both do and understand.

#### Connecticut's Social Studies Students can:



*Civics and Government students will...*

- **Dimension 1: Develop Questions and Plan Inquiries**

- CG.Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.
- CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- CG.Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

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

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

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

- **Dimension 2: Apply Disciplinary Concepts and Tools**

- CG.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.

- **Dimension 3: Evaluate Sources and Use Evidence**

- CG.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- CG.Inq.3.b.** Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- CG.Inq.3.c.** Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

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

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

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

- **Dimension 4: Communicate Conclusions and Take Informed Action**

- CG.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- CG.Inq.4.b.** Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- CG.Inq.4.c.** Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).
- CG.Inq.4.d.** Present arguments and explanations that feature evocative ideas and multiple perspectives about political issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- CG.Inq.4.e.** Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.
- CG.Inq.4.f.** Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts.

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

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

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




## Civics and Government Content Standards

The content standards are aligned with Dimension 2 of the C3 Framework. Civics and Government has a set of developmentally appropriate content standards. These standards represent history, civics, geography and economic content that students should learn through inquiry based instruction focused on the designated course topics.

**Social Studies Inquiry Dimension 2**

**Think like a historian, economist, geographer, and political scientist**



**Connecticut's Social Studies Students understand:**

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Economic Decision Making</li> <li>• Exchange and Markets</li> <li>• The Natural Economy</li> <li>• The Global Economy</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Geographic Representation</li> <li>• Human-Environment Interaction</li> <li>• Human Population Trends</li> <li>• Global Interconnections</li> </ul>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>

**Civics and Government students will...**

- **CG-1. Foundations of American Democracy**

- CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).
- CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).
- CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).
- CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, *Marbury v. Madison*, *Brown v. Board of Education*, *Tinker v. DesMoines*, *Obergefell v. Hodges*).
- CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).
- CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).
- CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).

- CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).
- CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).

- **CG-2. Structure and Function of Government**

- CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states' rights).
- CG.Civ.1.b. Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.
- CG.Civ.2.a. Analyze how the structures of the United States state and local governments represent different models of democracy (e.g., direct democracy, representative government).
- CG.Civ.2.b. Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).
- CG.Civ.3.a. Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).
- CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).
- CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).
- CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets (e.g., North Atlantic Treaty Organization, United States–Mexico–Canada Agreement, Joint Comprehensive Plan of Action, Paris Agreement, World Health Organization).
- CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, *Plessy v. Ferguson*, poll taxes, *Sheff v. O'Neill*, Voting Rights Act of 1965, Rehabilitation Act).
- CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).
- CG.Eco.7.a. Evaluate a United States trade policy in terms of costs and benefits (e.g., sanctions, subsidies, tariffs, trade agreements, employment).
- CG.Eco.9.a. Describe the roles of the executive branch in developing and implementing economic policies in the United States (e.g., Department of the Treasury, Federal Reserve Board, Internal Revenue Service).
- CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

- **CG-3. Political Participation and Engagement**

- CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).
- CG.Civ.10.a. Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).
- CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).
- CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).
- CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism).
- CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).
- CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.



**CONNECTICUT**  
Department of Education