

Clinton Public Schools

Curriculum Guide For Social Studies



**Clinton Public Schools
Social Studies Curriculum**

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Clinton Public Schools
Social Studies Curriculum
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Approved by the
Clinton Board of Education
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PROGRAM FOUNDATIONS

Clinton Public Schools Mission Statement

The mission of the Clinton Public Schools is to educate our students. A learning environment will be provided which will support and encourage students to acquire knowledge and develop the skills necessary to become productive, contributing, and respectful members of a diverse society. Participation in the Clinton Public Schools will enable students to become lifelong learners with an understanding that their futures can hold opportunities which are infinite.



MEANS TO ACCOMPLISH MISSION

This mission is accomplished through:

- High student and staff expectations;
- Positive school climate;
- Safe and orderly school environment;
- Frequent monitoring of student progress;
- Positive school/community interactions;
- Promotion of physical and emotional well-being;
- Development of problem solving, critical, and creative thinking skills;
- Effective parental involvement;
- Adequate financial support; and
- Emphasis on the values of respect and responsibility

Clinton Public Schools

District Curriculum

Foundation Skills and Competencies

The following skills and competencies are essential for all learners and must be incorporated in all disciplines. The underlying goal for establishing a set of common learning competencies is the belief that all learning should be integrated. Therefore, there should be a common thread to link all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students and the community with a set of common expectations that will enhance curriculum development and continuity, assist teachers in planning instruction, and improve student performance.

- Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.
- Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
- Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
- Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.
- Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.
- Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.
- Collects and organizes data using charts, tables, and graphs to read, interpret and draw conclusions.
- Accesses, explores, and evaluates information and arguments from various sources and points of view; using prior knowledge, inductive and deductive reasoning; to solve problems, defend predictions, and justify decisions.
- Uses a wide range of informational technologies to expand knowledge, conduct research, communicate information, create original works, organize data, and solve complex problems.
- Designs and uses techniques for raising questions, hypothesizing, planning investigations, observing, and measuring.
- Presents and constructs meaning of data through recording, interpreting, critically reflecting and posing new questions.
- Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing work load and completing assigned tasks.

Clinton Public Schools District Curriculum Characteristics of an Exemplary Curriculum

The following characteristics are provided to help guide work of the curriculum renewal teams for all disciplines. These characteristics are widely accepted and supported in curriculum development literature.

Meaningful:

A meaningful curriculum establishes a clear set of expectations for what students need to know and demonstrate in order to be successful in today's complex world.

Coherent:

A coherent curriculum provides opportunities at each level to learn and practice knowledge and skills, building on and expanding previous experiences and knowledge.

Articulated:

An articulated curriculum ensures that learning at different grade levels is appropriately sequenced, maintaining connections and relationships between grade levels.

Aligned:

An aligned curriculum connects the written curriculum, what is really taught, and assessment.

High Standards for all:

Curriculum recognizes and reflects the need for all students to perform well in order to gain knowledge and skills necessary to be successful.

Reasonable in Scope:

The curriculum provides a framework that represents a set of expectations that can be accomplished and provides teachers and administrators with guidelines for making decisions about instruction.

Seif, E. (1998). Curriculum Renewal a Case Study. Alexandria, VA: ASCD.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IA: National Educational Service.

Clinton Public Schools

Social Studies Curriculum Renewal Team

Philosophy of Social Studies

Social Studies is the integrated study of history and the social sciences that provides students with a foundation for understanding political institutions, social and cultural perspectives, geography, economic development, participatory citizenship, as well as, historical and global perspectives. The social studies curriculum is designed to develop independent, cooperative and critical thinking in order to prepare students to participate productively and responsibly in a technological and rapidly changing global society. Competence in social studies makes it possible for students to understand their past and present, and prepare for their future.

We further believe that:

- The Social Studies program systematically examines all aspects of the human condition with a focus on how people interact with one another and their environments.
- The Social Studies program will promote the ideals of integrity and responsibility in all human interactions.
- The Social Studies program provides many authentic experiences to develop the critical skills of reading, writing, speaking, listening, and viewing.
- Students will develop social studies competencies best when applied in meaningful and purposeful activities within and outside the classroom.
- The Social Studies program develops the skills necessary to effectively gather, process, apply, and communicate information in a variety of ways which includes the use of expanding technologies.
- Students develop tolerance and acceptance when they understand the similarities and differences among the diverse cultural, ethnic, and racial groups in the world.
- Research and projects in social studies should involve the community as an extension of the school learning environment.

Goals of Social Studies

As a result of this K-12 Social Studies Curriculum, students will:

1. Explore and analyze the history of the United States to develop an understanding of major historical periods, issues, and conflicts in order to better understand current issues and trends and to make decisions as informed citizens.
2. Identify and analyze the historical roots of current conflicts and issues that influence the relations among nations in today's increasingly interdependent world
3. Explore the geographic contexts of people, places, and environments in order to develop an understanding of the interdependency of living things and physical environments.
4. Expand curiosity and understanding about the world and its diverse inhabitants and places, as well as about local, regional and global issues.
5. Examine and assess how ideals, principles, and practices of citizenship emerge over time and across cultures, and impact the development of rules and laws that regulate the dynamic relationships of individual rights and social needs.
6. Explore principles of how allocation and utilization of limited resources are implemented to meet society's needs and wants, including how goods and services are produced and distributed.
7. Examine the relationship between cost and benefits, and use understanding of economic concepts; systems; interactions between and among different types of economies; and patterns of world trade to make effective decisions as consumers, producers, savers, investors and as citizens.
 8. Investigate how the study of societal and individual development contributes to the understanding of human conduct and interactions.

CURRICULUM STRUCTURE

Clinton Public Schools
Social Studies Curriculum Renewal Team

District Frameworks

I. HISTORICAL & GLOBAL PERSPECTIVES

- Explore and analyze the history of the United States to develop an understanding of major historical periods, issues and conflicts in order to better understand current issues and trends and to make decisions as informed citizens.
- Identify and analyze the historical roots of current conflicts and issues that influence the relations among nations in today's increasingly interdependent world.

II. GEOGRAPHICAL PERSPECTIVES

- Explore the geographic contexts of people, places, and environments in order to develop an understanding of the interdependency of living things and physical environments.
- Expand curiosity and understanding about the world and its diverse inhabitants and places, as well as about local, regional and global issues.

III. POLITICAL INSTITUTIONS, PARTICIPATORY CITIZENSHIP & GOVERNMENT

- Examine and assess how ideals, principles, and practices of citizenship emerge over time and across cultures, and impact the development of rules and laws that regulate the dynamic relationships of individual rights and social needs.

IV. ECONOMICS

- Explore principles of how allocation and utilization of limited resources are implemented to meet society's needs and wants, including how goods and services are produced and distributed.
- Examine the relationship between cost and benefits, and use understanding of economic concepts; systems; interactions between and among different types of economies; and patterns of world trade to make effective decisions as consumers, producers, savers, investors and as citizens.

V. SOCIAL & CULTURAL PERSPECTIVES

- Investigate how the study of societal and individual development contributes to the understanding of human conduct and interactions.

Clinton Public Schools
Social Studies Curriculum Renewal Team
K-5 Topic Matrix

Grade	Historical & Global Perspectives	Geographical Perspectives	Politics, Participatory Citizenship & Government	Economic Development	Social & Cultural Perspectives
K- Self/Family	<ul style="list-style-type: none"> National Heroes & Holidays Past & Present 	<ul style="list-style-type: none"> Maps & Globes School Human Impact on Earth 	<ul style="list-style-type: none"> Classroom Rules National Flag Citizenship 	<ul style="list-style-type: none"> Wants vs. Needs Jobs 	<ul style="list-style-type: none"> Houses Cultures Behavior/Character
1- Family/School	<ul style="list-style-type: none"> Family Past, Present, Future National Heroes & Holidays 	<ul style="list-style-type: none"> Maps & Globes Home & Address Physical & man-made characteristics Neighborhoods 	<ul style="list-style-type: none"> Rules & Laws Individual Responsibility & Citizenship 	<ul style="list-style-type: none"> Wants vs. Needs Careers 	<ul style="list-style-type: none"> Cultural Characteristics Family-School-Community Connections
2- School/Town	<ul style="list-style-type: none"> Clinton History (locations, people, & events) Holidays 	<ul style="list-style-type: none"> Maps Clinton Neighborhoods Physical & man-made characteristics Rural, suburban, & urban characteristics 	<ul style="list-style-type: none"> Laws Voting 	<ul style="list-style-type: none"> Services-needs, financed, and exchange Careers 	<ul style="list-style-type: none"> Cultural & Ethnic groups Social Institutions Personal feelings
3- Town/State	<ul style="list-style-type: none"> Historical Figures (Washington, Lincoln, MLK, Jr.) Cause & Effect Relationships 	<ul style="list-style-type: none"> Maps Connecticut Continents & Oceans Weather & Climate 	<ul style="list-style-type: none"> Local Government Structure Citizenship Rights & Responsibilities 	<ul style="list-style-type: none"> Basic Economics Goods vs. Services 	<ul style="list-style-type: none"> Community characteristics (religion, socioeconomic, ethnicity, etc.)
4- State/Country	<ul style="list-style-type: none"> Native Americans Land Bridge 	<ul style="list-style-type: none"> Native American Tribes & Regions Regions of New England Regions of the United States 	<ul style="list-style-type: none"> Connecticut Government Iroquois Nation 	<ul style="list-style-type: none"> Native American Trade & Currency Regional Products & Resources 	<ul style="list-style-type: none"> Native American Folk tales & stories Pre-European contact
5- Country Explorers & Early Colonization through 1750	<ul style="list-style-type: none"> Early Exploration Early Colonization 	<ul style="list-style-type: none"> Explorers Colonies- maps, technology Mother Countries Canada/Mexico 	<ul style="list-style-type: none"> Colonies Government 	<ul style="list-style-type: none"> Spice Route Trade with New World & Old World Colonial Trade (North/South) Slavery 	<ul style="list-style-type: none"> Trade Early Colonists & Native Americans Population movement Language (Territories) Importance of Religion

Clinton Public Schools

Social Studies Curriculum Renewal Team

6-9 Topic Matrix

Grade	Historical & Global Perspectives	Geographical Perspectives	Politics, Participatory Citizenship & Government	Economic Development	Social & Cultural Perspectives
6- US History 1750-1801	<ul style="list-style-type: none"> French & Indian War Road to Revolution Revolutionary War Challenges to New Government 	<ul style="list-style-type: none"> 13 Colonies Britain Implications for war Beginnings of Westward Expansion 	<ul style="list-style-type: none"> British Acts of Oppression Declaration of Independence Articles of Confederation Constitution & Bill of Rights Foundations of Government Washington Administration Political Parties 	<ul style="list-style-type: none"> Mercantilism Taxes Imports/Exports Tariffs 	<ul style="list-style-type: none"> Tories & Whigs Loyalists & Patriots Development of Civic Virtue
7-US History 1801-1877	<ul style="list-style-type: none"> Westward Expansion & Statehood War of 1812 Mexican-American War Crossroads to Civil War Civil War Reconstruction 	<ul style="list-style-type: none"> Westward Expansion North vs. South Mexico 	<ul style="list-style-type: none"> Constitutional Issues & Decisions Jacksonian Democracy Emancipation Proclamation Lincoln Secession 	<ul style="list-style-type: none"> Sectionalism Factories Slavery Industrial Revolution Immigration 	<ul style="list-style-type: none"> Nationalism Slavery Abolitionist Movement Labor Issues Native American Experience Women's Roles & Rights Cultural Reforms
8- US History 1877-1929	<ul style="list-style-type: none"> Statehood Spanish American War Imperialism Prelude to World War I World War I Immigration 	<ul style="list-style-type: none"> South America Latin America Europe Post WWI Landscape 	<ul style="list-style-type: none"> Constitutional Issues & Decisions Industrial Revolution Government Regulation Populism Progressivism Suffrage Movement Wilson's Idealism Isolationism 	<ul style="list-style-type: none"> Share-cropping Factories Job Market Labor Unions World War I Boom to Bust 	<ul style="list-style-type: none"> Segregation Immigration Urbanization Prohibition Roaring 20's Native American Experience Cultural Reforms
9-US History 1929-Present	<ul style="list-style-type: none"> World War II Cold War Korean War Vietnam War Persian Gulf War Iraq War War on Terror 	<ul style="list-style-type: none"> Axis Powers Pre and Post WWII Landscape Latin America Middle East Asia Africa 	<ul style="list-style-type: none"> Constitutional Issues & Decisions FDR Foreign Policy Stances & Decisions Nationalism Conservatism Political Philosophies (-isms) 	<ul style="list-style-type: none"> Depression New Deal Post-War Growth Capitalism Consumerism Energy Resources (oil) 	<ul style="list-style-type: none"> Effects of Depression Suburban Rush American Dream Civil Rights Women's Roles & Rights Counter Culture Immigration Technological Age Cultural Reforms

Clinton Public Schools Social Studies Curriculum Renewal Team 10-12 Topic Matrix

Grade	Historical & Global Perspectives	Geographical Perspectives	Politics, Participatory Citizenship & Government	Economic Development	Social & Cultural Perspectives
10- World History	<ul style="list-style-type: none"> • History & Memory • Early Empires • Ideas Shape the World • Rethinking the Rise of the West • Colonial Identities 	<ul style="list-style-type: none"> • Maps, Time & World History • Human Migrations • Connections Across Land & Water 	<ul style="list-style-type: none"> • Order & Early Societies • Land & Labor Relationships • Imperial Designs 	<ul style="list-style-type: none"> • Agricultural Revolutions • Early Economies • Connections Across Land & Water • Early Global Commodities • Global Industrialization 	<ul style="list-style-type: none"> • Urban Revolutions • Early Belief Systems • The Spread of Religions • Transmission of Traditions • Families & Household • Food, Demographics & Culture
11- Government (0.5 Civics)	<ul style="list-style-type: none"> • Origins & Principles of American Democracy 		<ul style="list-style-type: none"> • Development & Ratification of the Constitution • Civil & Criminal Justice • Three Branches & 3 Levels of Government • State & Local Government 		<ul style="list-style-type: none"> • Individual Rights • Public Opinion, Lobbying & Interest Groups • Mass Media & Politics
11- Contemporary Global Issues	<ul style="list-style-type: none"> • Global War & Peace • World History & Identity 	<ul style="list-style-type: none"> • Maps, Time and World History 	<ul style="list-style-type: none"> • People Shape the World • 20th Century Political Developments 	<ul style="list-style-type: none"> • Globalization & Economics 	<ul style="list-style-type: none"> • Global Popular Culture • People Shape the World
12-Electives/AP					

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

	K	1	2	3	4	5	6	7	8	9	10	11
Historical & Global Perspectives:												
Formulates questions for inquiry	X	X	X	X	X							
Formulates questions to focus inquiry and analysis					X	X	X	X	X	X	X	X
Investigates cause and effect relationships of historical events				X	X	X	X	X	X	X	X	X
Distinguishes fact from opinion.				X								
Distinguishes facts from judgment and opinion using primary and secondary sources					X	X	X	X	X	X	X	X
Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations					X	X	X	X	X	X	X	X
Compares and contrasts differing values, personalities, and institutions					X	X	X	X	X	X	X	X
Describes how ideas and technological developments influence people, resources, & culture					X	X	X	X	X	X	X	X
Analyzes how ideas and technological developments influence people, resources, & culture					X	X	X	X	X	X	X	X
Describes and discusses key events, people, places, and patterns of life in Clinton and Connecticut			X									
Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history					X	X	X	X	X	X	X	X
Analyzes historical fiction based on accuracy of detail, sequence of events, point of view, interpretation of events, vocabulary, and description of events and characters					X	X	X	X	X	X	X	X
Engages in historical issue-analysis and decision-making					X	X	X	X	X	X	X	X
Describes the importance of individuals in history	X	X	X	X	X	X	X	X	X	X	X	X
Compares various accounts of historical figures, events, and periods and analyzes the perspectives they present								X	X	X	X	X
Describes and interprets the influence of historical events on the present					X	X	X	X	X	X	X	X
Challenges historical arguments by suggesting how alternative choices could have led to different consequences							X	X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

	K	1	2	3	4	5	6	7	8	9	10	11
Historical & Global Perspectives:												
Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events					X	X	X	X	X	X	X	X
Examines the historical development of cultural elements and their impact on history						X	X	X	X	X	X	X
Distinguishes among past, present, and future	X	X	X	X								
Reconstructs the chronology of historical eras using critical events and issues					X	X	X	X	X	X	X	X
Explains and interprets change and continuity over time								X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

K	1	2	3	4	5	6	7	8	9	10	11
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Geographical Perspectives:

Location:

Locates places and major physical features	X	X	X	X	X	X	X	X			
Designs a simple map of a local area that displays information using symbols explained in a key		X	X	X	X						
Uses and constructs maps, charts, and other resources to gather and interpret geographic information	X	X	X	X	X	X	X	X	X	X	X
Examines a variety of maps to describe basic mapping elements			X	X	X	X	X	X		X	
Uses maps, charts, and other geographic tools to locate and understand the spatial arrangement of people, places, and resources				X	X						

Place:

Observes and describes the human and physical characteristics of the local area and Connecticut			X	X	X						
Describes the physical and human characteristics of places and regions			X	X	X						
Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions				X	X	X	X	X	X	X	X
Describes the physical and human processes that create spatial patterns on Earth's surface				X	X	X	X	X	X	X	

Movement

Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services				X	X	X	X	X	X	X	X
Describes the interaction among people, cultures, and the environment			X	X	X						
Recognizes the positive and negative outcomes that can result when people of different cultural and subcultural backgrounds interact				X	X	X	X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

K	1	2	3	4	5	6	7	8	9	10	11
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Geographical Perspectives:

Explains how cultural communication contributes to societal cohesion and/or division						X	X	X	X	X	X
Examines the benefits and consequences of world trade				X	X	X	X	X	X	X	X

Human and Environmental Interaction:

Describes how individual behaviors alter the environment and how the environment influences the individual	X	X	X	X	X						
Describes the patterns humans make on places and regions				X	X						
Describes how people adapt to their environment to meet basic human needs and concerns	X	X	X	X	X					X	
Describes how people adapt to the local area and Connecticut		X	X	X	X						
Explains how the actions and interactions of human societies affect and are affected by the environment				X	X	X	X	X	X	X	X
Analyzes how social, cultural, and economic influences impact the physical features of places and regions				X	X	X	X	X	X	X	X
Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives				X	X	X	X	X	X	X	X
Analyzes how technological innovation may both solve environmental problems and create new ones				X	X	X	X	X	X	X	X
Analyzes how changes in environmental knowledge influence social behavior, political decision making, economics, and environmental practices				X	X	X	X	X	X	X	X

Regions:

Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact	X	X	X	X	X	X	X	X	X	X	X
Describes how the people, location, history, culture, roles, and interactions of a region define the region				X	X	X	X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

K	1	2	3	4	5	6	7	8	9	10	11
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Geographical Perspectives:

Identifies the natural and human characteristics that define regions of the country and/or world				X	X	X	X	X	X	X	
Identifies the characteristics that define regions of the world		X	X	X	X						
Explains and analyzes how characteristics of a region impact society and human development				X	X	X	X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

	K	1	2	3	4	5	6	7	8	9	10	11
Political, Participatory Citizenship and Government												
Identifies significant political leaders					X	X	X	X	X	X	X	X
Demonstrates understanding of the reasons for democratic decision making					X	X	X	X	X	X	X	X
Describes the main features of local, state, and federal governments in America and explain how they function				X	X	X	X	X	X	X	X	X
Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)					X	X	X	X	X	X	X	X
Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels					X	X	X	X	X	X	X	X
Examines and analyzes the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches					X	X	X	X	X	X	X	X
Investigates the role of political parties in the legislative process					X	X	X	X	X	X	X	X
Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)					X	X	X	X	X	X	X	X
Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts					X	X	X	X	X	X	X	X
Examines and describes the roles played by elected representatives and interest groups in the political process (e.g., lobbying)					X	X	X	X	X	X	X	X
Investigates recently passed legislation at the community, state, or federal level to resolve public conflict (e.g., smoking, drinking and driving laws, gun laws)					X	X	X	X	X	X	X	X
Analyzes contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community					X	X	X	X	X	X	X	X
Examines and describes methods of electing governments in other countries					X	X	X	X	X	X	X	X
Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students	X	X	X	X	X	X	X	X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

K	1	2	3	4	5	6	7	8	9	10	11
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Political, Participatory Citizenship and Government

Explains the legal rights and responsibilities associated with American citizenship				X	X	X	X	X	X		X
Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions				X	X	X	X	X	X		X
Describes and analyzes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist				X	X	X	X	X	X	X	X
Demonstrates understanding of citizenship within a global context					X	X	X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

K	1	2	3	4	5	6	7	8	9	10	11
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Economic Development

Describes markets and how they are created by buyers and sellers exchanging goods and services			X	X	X							
Explains how different economic systems produce, distribute, and exchange goods and services					X	X	X	X	X	X	X	X
Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people				X	X	X	X	X	X	X	X	X
Understands that investment in people, tools, and technology affects employment levels and standards of living								X	X			
Describes ways that labor organizations and employees negotiate								X	X			
Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies					X	X	X	X	X	X	X	X
Differentiates among resources, goods, and services			X	X	X							
Distinguishes between economic needs and wants	X	X	X	X	X							
Explains that individuals and households undertake a variety of activities, including producing, consuming, saving, and investing, in order to satisfy their economic needs and wants											X	X
Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations				X	X	X	X	X	X			X
Describes how supply, demand, and competition affect prices in market economies								X	X	X	X	X
Explain how scarcity and choice govern economic decisions								X	X	X	X	X
Analyzes how the exchange of goods and services around the world has created economic interdependence between and among people in different places								X	X	X	X	X
Explains that taxation supports public goods and services			X	X	X							

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

K	1	2	3	4	5	6	7	8	9	10	11
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Economic Development

Analyzes the role and impact of government in an economy through taxation, spending, and policy setting						X	X	X	X	X	X
Applies knowledge of economic concepts in evaluating historical issues, policies, and events								X	X	X	X
Understands individuals have a variety of jobs and careers within society	X	X	X								
Describes, explains, and evaluates the variety of jobs and careers within an interconnected global society										X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

	K	1	2	3	4	5	6	7	8	9	10	11
Social, Cultural, and Behavioral												
Recognizes common factors among different cultures	X	X	X	X	X	X	X	X	X	X	X	X
Identifies the factors that promote cultural diversity within schools, communities, and the United States		X	X	X	X	X	X	X	X	X		
Discusses the impact of leaders on society							X	X	X	X	X	X
Explore ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture			X	X	X	X						
Defines and explains, and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture							X	X	X	X	X	X
Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns					X	X	X	X	X	X	X	X
Understands what can occur when the rules of behavior are broken, and the possible consequences for unacceptable behavior	X	X	X	X								
Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial						X	X	X	X	X	X	X
Investigates how stereotypes of various subcultures have influenced historical events and policies of governments						X	X	X	X	X	X	X
Examines various social influences that can lead to immediate and long-term changes							X	X	X	X	X	X
Describes how the role of the media has changed over time, and project what changes might occur in the future												X
Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)					X	X	X	X	X	X	X	X
Distinguishes the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture								X	X	X	X	X

K-11 SOCIAL STUDIES POSSIBLE LEARNING EXPECTATIONS

K	1	2	3	4	5	6	7	8	9	10	11
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Social, Cultural, and Behavioral

Interprets patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding										X	
Examines changing points of view on social issues				X	X	X	X	X	X	X	X

**Clinton Public Schools
Grade Level Expectations
Kindergarten**

I. Historical & Global Perspectives

- Formulates questions for inquiry
- Describes the importance of individuals in history
- Distinguishes among past, present, and future

II. Geographical Perspectives

- Locates places and major physical features
- Describes how individual behaviors alter the environment and how the environment influences the individual
- Describes how people adapt to their environment to meet basic human needs and concerns
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact

III. Political, Participatory Citizenship and Government

- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students

IV. Economic Development

- Distinguishes between economic needs and wants
- Understands individuals have a variety of jobs and careers within society

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Understands what can occur when the rules of behavior are broken, and the possible consequences for unacceptable behavior

**Clinton Public Schools
Grade Level Expectations
Grade 1**

I. Historical & Global Perspectives

- Formulates questions for inquiry
- Describes the importance of individuals in history
- Distinguishes among past, present, and future

II. Geographical Perspectives

- Locates places and major physical features
- Designs a simple map of a local area that displays information using symbols explained in a key
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Describes how individual behaviors alter the environment and how the environment influences the individual
- Describes how people adapt to their environment to meet basic human needs and concerns
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact
- Identifies the characteristics that define regions of the world

III. Political, Participatory Citizenship and Government

- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students

IV. Economic Development

- Distinguishes between economic needs and wants.
- Understands individuals have a variety of jobs and careers within society

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Understands what can occur when the rules of behavior are broken, and the possible consequences for unacceptable behavior

Clinton Public Schools
Grade Level Expectations
Grade 2

I. Historical & Global Perspectives

- Formulates questions for inquiry
- Describes and discusses key events, people, places, and patterns of life in Clinton and Connecticut
- Describes the importance of individuals in history
- Distinguishes among past, present, and future

II. Geographical Perspectives

- Locates places and major physical features
- Designs a simple map of a local area that displays information using symbols explained in a key
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Describes how individual behaviors alter the environment and how the environment influences the individual
- Describes how people adapt to their environment to meet basic human needs and concerns
- Describes how people adapt to the local area and Connecticut
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact
- Identifies the characteristics that define regions of the world

III. Political, Participatory Citizenship and Government

- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students

IV. Economic Development

- Describes markets and how they are created by buyers and sellers exchanging goods and services
- Differentiates among resources, goods, and services
- Distinguishes between economic needs and wants
- Understands individuals have a variety of jobs and careers within society

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Explore ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture
- Understands what can occur when the rules of behavior are broken, and the possible consequences for unacceptable behavior

Clinton Public Schools
Grade Level Expectations
Grade 3

I. Historical & Global Perspectives

- Formulates questions for inquiry
- Investigates cause and effect relationships of historical events
- Distinguishes fact from opinion
- Describes and discusses key events, people, places, and patterns of life in Clinton and Connecticut
- Describes the importance of individuals in history
- Distinguishes among past, present, and future

II. Geographical Perspectives

- Locates places and major physical features
- Designs a simple map of a local area that displays information using symbols explained in a key
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Examines a variety of maps to describe basic mapping elements
- Observes and describes the human and physical characteristics of the local area and Connecticut
- Describes the physical and human characteristics of places and regions
- Describes the interaction among people, cultures, and the environment
- Describes how individual behaviors alter the environment and how the environment influences the individual
- Describes how people adapt to their environment to meet basic human needs and concerns
- Describes how people adapt to the local area and Connecticut
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact
- Identifies the characteristics that define regions of the world

III. Political, Participatory Citizenship and Government

- Describes the main features of local, state, and federal governments in America and explain how they function
- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students

IV. Economic Development

- Describes markets and how they are created by buyers and sellers exchanging goods and services
- Differentiates among resources, goods, and services
- Distinguishes between economic needs and wants
- Explains that taxation supports public goods and services

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Explore ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture
- Understands what can occur when the rules of behavior are broken, and the possible consequences for unacceptable behavior
- Examines various social influences that can lead to immediate and long-term changes

Clinton Public Schools
Grade Level Expectations
Grade 4

I. Historical & Global Perspectives

- Formulates questions for inquiry
- Investigates cause and effect relationships of historical events
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institution
- Describes how ideas and technological developments influence people, resources, & culture.
- Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history
- Analyzes historical fiction based on accuracy of detail, sequence of events, point of view, interpretation of events, vocabulary, and description of events and characters
- Engages in historical issue-analysis and decision-making
- Describes the importance of individuals in history
- Describes and interprets the influence of historical events on the present
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Reconstructs the chronology of historical eras using critical events and issues

II. Geographical Perspectives

- Locates places and major physical features
- Designs a simple map of a local area that displays information using symbols explained in a key
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Examines a variety of maps to describe basic mapping elements
- Uses maps, charts, and other geographic tools to locate and understand the spatial arrangement of people, places, and resources
- Observes and describes the human and physical characteristics of the local area and Connecticut
- Describes the physical and human characteristics of places and regions.
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Describes the physical and human processes that create spatial patterns on Earth's surface
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division
- Examines the benefits and consequences of world trade
- Describes how individual behaviors alter the environment and how the environment influences the individual
- Describes the patterns humans make on places and regions
- Describes how people adapt to their environment to meet basic human needs and concerns
- Describes how people adapt to the local area and Connecticut
- Explains how the actions and interactions of human societies affect and are affected by the environment
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions

**Clinton Public Schools
Grade Level Expectations
Grade 4 (cont'd)**

- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives.
- Analyzes how technological innovation may both solve environmental problems and create new ones
- Analyzes how changes in environmental knowledge influence social behavior, political decision making, economics, and environmental practices
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact
- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Identifies the natural and human characteristics that define regions of the country and/or world
- Identifies the characteristics that define regions of the world
- Explains how characteristics of a region impact society and human development

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Demonstrates understanding of the reasons for democratic decision making
- Describes the main features of local, state, and federal governments in America and explain how they function
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)
- Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels
- Examines and analyzes the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches
- Investigates the role of political parties in the legislative process
- Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)
- Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts
- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students
- Explains the legal rights and responsibilities associated with American citizenship
- Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
- Describes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist

IV. Economic Development

- Describes markets and how they are created by buyers and sellers exchanging goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Differentiates among resources, goods, and services
- Distinguishes between economic needs and wants.
- Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations.
- Explains that taxation supports public goods and services

Clinton Public Schools
Grade Level Expectations
Grade 4 (cont'd)

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Explore ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes.
- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Examines changing points of view on social issues

Clinton Public Schools
Grade Level Expectations
Grade 5

I. Historical & Global Perspectives

- Formulates questions for inquiry
- Formulates questions to focus inquiry and analysis
- Investigates cause and effect relationships of historical events.
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institutions
- Describes how ideas and technological developments influence people, resources, & culture.
- Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history
- Analyzes historical fiction based on accuracy of detail, sequence of events, point of view, interpretation of events, vocabulary, and description of events and characters.
- Engages in historical issue-analysis and decision-making
- Describes the importance of individuals in history
- Describes and interprets the influence of historical events on the present
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Examines the historical development of cultural elements and their impact on history
- Distinguishes among past, present, and future
- Reconstructs the chronology of historical eras using critical events and issues

II. Geographical Perspectives

- Locates places and major physical features.
- Designs a simple map of a local area that displays information using symbols explained in a key.
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information.
- Examines a variety of maps to describe basic mapping elements.
- Uses maps, charts, and other geographic tools to locate and understand the spatial arrangement of people, places, and resources.
- Observes and describes the human and physical characteristics of the local area and Connecticut.
- Describes the physical and human characteristics of places and regions.
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Describes the physical and human processes that create spatial patterns on Earth's surface
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division.
- Examines the benefits and consequences of world trade
- Describes how individual behaviors alter the environment and how the environment influences the individual
- Describes the patterns humans make on places and regions
- Describes how people adapt to their environment to meet basic human needs and concerns
- Describes how people adapt to the local area and Connecticut

Clinton Public Schools
Grade Level Expectations
Grade 5 (cont'd)

- Explains how the actions and interactions of human societies affect and are affected by the environment
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions
- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives
- Analyzes how technological innovation may both solve environmental problems and create new ones
- Analyzes how changes in environmental knowledge influence social behavior, political decision making, economics, and environmental practices
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact
- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Identifies the natural and human characteristics that define regions of the country and/or world
- Identifies the characteristics that define regions of the world
- Explains how characteristics of a region impact society and human development

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Demonstrates understanding of the reasons for democratic decision making
- Describes the main features of local, state, and federal governments in America and explain how they function
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy).
- Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels
- Examines and analyzes the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches
- Investigates the role of political parties in the legislative process
- Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)
- Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts
- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students
- Explains the legal rights and responsibilities associated with American citizenship
- Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
- Describes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist

Clinton Public Schools
Grade Level Expectations
Grade 5 (cont'd)

IV. Economic Development

- Describes markets and how they are created by buyers and sellers exchanging goods and services
- Explains how different economic systems produce, distribute, and exchange goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies
- Differentiates among resources, goods, and services
- Distinguishes between economic needs and wants.
- Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations.
- Explains that taxation supports public goods and services

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Discusses the impact of leaders on society.
- Explore ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes.
- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Examines changing points of view on social issues

Clinton Public Schools
Grade Level Expectations
Grade 6

I. Historical & Global Perspectives

- Investigates cause and effect relationships of historical events
- Formulates questions to focus inquiry and analysis
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institutions
- Describes how ideas and technological developments influence people, resources, & culture
- Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history
- Analyzes historical fiction based on accuracy of detail, sequence of events, point of view, interpretation of events, vocabulary, and description of events and characters
- Engages in historical issue-analysis and decision-making
- Describes the importance of individuals in history
- Describes and interprets the influence of historical events on the present
- Challenges historical arguments by suggesting how alternative choices could have led to different consequences
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Examines the historical development of cultural elements and their impact on history
- Reconstructs the chronology of historical eras using critical events and issues

II. Geographical Perspectives

- Locates places and major physical features
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Examines a variety of maps to describe basic mapping elements
- Uses maps, charts, and other geographic tools to locate and understand the spatial arrangement of people, places, and resources
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Describes the physical and human processes that create spatial patterns on Earth's surface
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division
- Examines the benefits and consequences of world trade
- Explains how the actions and interactions of human societies affect and are affected by the environment
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions
- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives
- Analyzes how technological innovation may both solve environmental problems and create new ones
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact

**Clinton Public Schools
Grade Level Expectations
Grade 6 (cont'd)**

- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Identifies the natural and human characteristics that define regions of the country and/or world
- Explains how characteristics of a region impact society and human development

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Demonstrates understanding of the reasons for democratic decision making
- Describes the main features of local, state, and federal governments in America and explain how they function
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)
- Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels
- Examines and analyzes the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches
- Investigates the role of political parties in the legislative process
- Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)
- Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts
- Examines and describes methods of electing governments in other countries
- Explains the legal rights and responsibilities associated with American citizenship
- Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
- Describes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist
- Demonstrates understanding of citizenship within a global context

IV. Economic Development

- Explains how different economic systems produce, distribute, and exchange goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies
- Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations.
- Analyzes the role and impact of government in an economy through taxation, spending, and policy setting

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Discusses the impact of leaders on society

Clinton Public Schools
Grade Level Expectations
Grade 6 (cont'd)

- Defines and explains, and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes
- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Examines changing points of view on social issues

Clinton Public Schools
Grade Level Expectations
Grade 7

I. Historical & Global Perspectives

- Formulates questions to focus inquiry and analysis
- Investigates cause and effect relationships of historical events
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institutions
- Describes how ideas and technological developments influence people, resources, & culture.
- Analyzes how ideas and technological developments influence people, resources, & culture
- Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history
- Analyzes historical fiction based on accuracy of detail, sequence of events, point of view, interpretation of events, vocabulary, and description of events and characters
- Engages in historical issue-analysis and decision-making
- Compares various accounts of historical figures, events, and periods and analyzes the perspectives they present
- Describes and interprets the influence of historical events on the present
- Challenges historical arguments by suggesting how alternative choices could have led to different consequences
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Examines the historical development of cultural elements and their impact on history
- Reconstructs the chronology of historical eras using critical events and issues
- Explains and interprets change and continuity over time

II. Geographical Perspectives

- Locates places and major physical features
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Examines a variety of maps to describe basic mapping elements
- Uses maps, charts, and other geographic tools to locate and understand the spatial arrangement of people, places, and resources
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Describes the physical and human processes that create spatial patterns on Earth's surface
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division.
- Examines the benefits and consequences of world trade
- Explains how the actions and interactions of human societies affect and are affected by the environment.
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions.
- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives.

Clinton Public Schools
Grade Level Expectations
Grade 7 (cont'd)

- Analyzes how technological innovation may both solve environmental problems and create new ones.
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact
- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Identifies the natural and human characteristics that define regions of the country and/or world
- Explains how characteristics of a region impact society and human development

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Demonstrates understanding of the reasons for democratic decision making
- Describes the main features of local, state, and federal governments in America and explain how they function
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)
- Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels
- Examines and analyzes the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches
- Investigates the role of political parties in the legislative process
- Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)
- Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts
- Examines and describes methods of electing governments in other countries
- Explains the legal rights and responsibilities associated with American citizenship
- Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
- Describes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist
- Demonstrates understanding of citizenship within a global context

IV. Economic Development

- Explains how different economic systems produce, distribute, and exchange goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies
- Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations.
- Analyzes the role and impact of government in an economy through taxation, spending, and policy setting

**Clinton Public Schools
Grade Level Expectations
Grade 7 (cont'd)**

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Discusses the impact of leaders on society
- Defines and explains, and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes.
- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Distinguishes the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture
- Examines changing points of view on social issues

Clinton Public Schools
Grade Level Expectations
Grade 8

I. Historical & Global Perspectives

- Formulates questions to focus inquiry and analysis
- Investigates cause and effect relationships of historical events
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institutions
- Describes how ideas and technological developments influence people, resources, & culture
- Analyzes how ideas and technological developments influence people, resources, & culture
- Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history
- Analyzes historical fiction based on accuracy of detail, sequence of events, point of view, interpretation of events, vocabulary, and description of events and characters
- Engages in historical issue-analysis and decision-making
- Compares various accounts of historical figures, events, and periods and analyzes the perspectives they present
- Describes and interprets the influence of historical events on the present
- Challenges historical arguments by suggesting how alternative choices could have led to different consequences
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Examines the historical development of cultural elements and their impact on history
- Reconstructs the chronology of historical eras using critical events and issues
- Explains and interprets change and continuity over time

II. Geographical Perspectives

- Locates places and major physical features
- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Examines a variety of maps to describe basic mapping elements
- Uses maps, charts, and other geographic tools to locate and understand the spatial arrangement of people, places, and resources
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Describes the physical and human processes that create spatial patterns on Earth's surface
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division.
- Examines the benefits and consequences of world trade
- Explains how the actions and interactions of human societies affect and are affected by the environment
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions
- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives.

**Clinton Public Schools
Grade Level Expectations
Grade 8 (cont'd)**

- Analyzes how technological innovation may both solve environmental problems and create new ones
- Explores the realities that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups and how they interact
- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Identifies the natural and human characteristics that define regions of the country and/or world
- Explains how characteristics of a region impact society and human development

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Demonstrates understanding of the reasons for democratic decision making
- Describes the main features of local, state, and federal governments in America and explain how they function
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)
- Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels
- Examines and analyzes the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches
- Investigates the role of political parties in the legislative process
- Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)
- Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts
- Examines and describes the roles played by elected representatives and interest groups in the political process (e.g., lobbying)
- Examines and describes methods of electing governments in other countries
- Explains the legal rights and responsibilities associated with American citizenship
- Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
- Describes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist
- Demonstrates understanding of citizenship within a global context

IV. Economic Development

- Explains how different economic systems produce, distribute, and exchange goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Understands that investment in people, tools, and technology affects employment levels and standards of living
- Describes ways that labor organizations and employees negotiate
- Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies
- Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations.
- Describes how supply, demand, and competition affect prices in market economies.
- Explain how scarcity and choice govern economic decisions

Clinton Public Schools
Grade Level Expectations
Grade 8 (cont'd)

- Analyzes how the exchange of goods and services around the world has created economic interdependence between and among people in different places.
- Analyzes the role and impact of government in an economy through taxation, spending, and policy setting
- Applies knowledge of economic concepts in evaluating historical issues, policies, and events

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Discusses the impact of leaders on society
- Defines and explains, and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes
- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Distinguishes the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture
- Examines changing points of view on social issues

Clinton Public Schools
Course Level Expectations
Grade 9

I. Historical & Global Perspectives

- Formulates questions to focus inquiry and analysis
- Investigates cause and effect relationships of historical events.
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institutions
- Analyzes how ideas and technological developments influence people, resources, & culture
- Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history
- Engages in historical issue-analysis and decision-making
- Compares various accounts of historical figures, events, and periods and analyzes the perspectives they present
- Describes and interprets the influence of historical events on the present
- Challenges historical arguments by suggesting how alternative choices could have led to different consequences
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Examines the historical development of cultural elements and their impact on history
- Reconstructs the chronology of historical eras using critical events and issues
- Explains and interprets change and continuity over time

II. Geographical Perspectives

- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Describes the physical and human processes that create spatial patterns on Earth's surface
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division
- Examines the benefits and consequences of world trade
- Explains how the actions and interactions of human societies affect and are affected by the environment
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions
- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives
- Analyzes how technological innovation may both solve environmental problems and create new ones
- Analyzes how changes in environmental knowledge influence social behavior, political decision making, economics, and environmental practices
- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Identifies the natural and human characteristics that define regions of the country and/or world
- Explains how characteristics of a region impact society and human development

Clinton Public Schools
Grade Level Expectations
Grade 9 (cont'd)

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Demonstrates understanding of the reasons for democratic decision making
- Describes the main features of local, state, and federal governments in America and explain how they function
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)
- Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels
- Investigates the role of political parties in the legislative process
- Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)
- Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts
- Examines and describes the roles played by elected representatives and interest groups in the political process (e.g., lobbying)
- Investigates recently passed legislation at the community, state, or federal level to resolve public conflict (e.g., smoking, drinking and driving laws, gun laws)
- Analyzes contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community
- Examines and describes methods of electing governments in other countries
- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students
- Explains the legal rights and responsibilities associated with American citizenship
- Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
- Describes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist
- Demonstrates understanding of citizenship within a global context

IV. Economic Development

- Explains how different economic systems produce, distribute, and exchange goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Understands that investment in people, tools, and technology affects employment levels and standards of living
- Describes ways that labor organizations and employees negotiate
- Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies

Clinton Public Schools
Grade Level Expectations
Grade 9 (cont'd)

- Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations.
- Describes how supply, demand, and competition affect prices in market economies.
- Explain how scarcity and choice govern economic decisions
- Analyzes how the exchange of goods and services around the world has created economic interdependence between and among people in different places
- Explains that taxation supports public goods and services
- Analyzes the role and impact of government in an economy through taxation, spending, and policy setting
- Applies knowledge of economic concepts in evaluating historical issues, policies, and events

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Identifies the factors that promote cultural diversity within schools, communities, and the United States
- Discusses the impact of leaders on society
- Defines and explains, and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes
- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Distinguishes the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture
- Examines changing points of view on social issues

Clinton Public Schools
Course Level Expectations
Grade 10

I. Historical & Global Perspectives

- Formulates questions to focus inquiry and analysis
- Investigates cause and effect relationships of historical events.
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institutions
- Analyzes how ideas and technological developments influence people, resources, & culture
- Engages in historical issue-analysis and decision-making
- Describes the importance of individuals in history
- Compares various accounts of historical figures, events, and periods and analyzes the perspectives they present
- Describes and interprets the influence of historical events on the present
- Challenges historical arguments by suggesting how alternative choices could have led to different consequences
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Examines the historical development of cultural elements and their impact on history
- Reconstructs the chronology of historical eras using critical events and issues
- Explains and interprets change and continuity over time

II. Geographical Perspectives

- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Examines a variety of maps to describe basic mapping elements
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Describes the physical and human processes that create spatial patterns on Earth's surface
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division.
- Examines the benefits and consequences of world trade
- Describes how people adapt to their environment to meet basic human needs and concerns
- Explains how the actions and interactions of human societies affect and are affected by the environment
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions
- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives
- Analyzes how technological innovation may both solve environmental problems and create new ones
- Analyzes how changes in environmental knowledge influence social behavior, political decision making, economics, and environmental practices
- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Identifies the natural and human characteristics that define regions of the country and/or world
- Explains how characteristics of a region impact society and human development

Clinton Public Schools
Grade Level Expectations
Grade 10 (cont'd)

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)
- Analyzes contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community
- Examines and describes methods of electing governments in other countries
- Describes and analyzes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist
- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students
- Demonstrates understanding of citizenship within a global context

IV. Economic Development

- Explains how different economic systems produce, distribute, and exchange goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies
- Explains that individuals and households undertake a variety of activities, including producing, consuming, saving, and investing, in order to satisfy their economic needs and wants
- Describes how supply, demand, and competition affect prices in market economies
- Explain how scarcity and choice govern economic decisions
- Analyzes how the exchange of goods and services around the world has created economic interdependence between and among people in different places
- Explains that taxation supports public goods and services
- Analyzes the role and impact of government in an economy through taxation, spending, and policy setting
- Applies knowledge of economic concepts in evaluating historical issues, policies, and events
- Describes, explains, and evaluates the variety of jobs and careers within an interconnected global society

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Discusses the impact of leaders on society
- Defines and explains, and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes
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**Clinton Public Schools
Grade Level Expectations
Grade 10 (cont'd)**

- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Interprets patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
- Examines changing points of view on social issues

Clinton Public Schools
Course Level Expectations
Grade 11

I. Historical & Global Perspectives

- Formulates questions to focus inquiry and analysis
- Investigates cause and effect relationships of historical events
- Distinguishes facts from judgment and opinion using primary and secondary sources
- Analyzes visual data including artwork, illustrations, drawings, cartoons, and photographs in historical sources and texts for plausible explanations
- Compares and contrasts differing values, personalities, and institutions
- Analyzes how ideas and technological developments influence people, resources, & culture
- Analyzes the historical development of events, people, places, and patterns of life in Connecticut, United States, and world history
- Engages in historical issue-analysis and decision-making
- Compares various accounts of historical figures, events, and periods and analyzes the perspectives they present
- Describes and interprets the influence of historical events on the present
- Challenges historical arguments by suggesting how alternative choices could have led to different consequences
- Conducts historical research using various sources including maps, graphs, and charts to clarify understanding of events, location and relationships among people, places, and events
- Examines the historical development of cultural elements and their impact on history
- Reconstructs the chronology of historical eras using critical events and issues
- Explains and interprets change and continuity over time

II. Geographical Perspectives

- Uses and constructs maps, charts, and other resources to gather and interpret geographic information
- Uses observation, maps, and other tools to describe and analyze the physical and human characteristics of places and regions
- Identifies how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services
- Describes the interaction among people, cultures, and the environment
- Recognizes the positive and negative outcomes that can result when people of different cultural and sub-cultural backgrounds interact
- Explains how cultural communication contributes to societal cohesion and/or division
- Examines the benefits and consequences of world trade
- Explains how the actions and interactions of human societies affect and are affected by the environment
- Analyzes how social, cultural, and economic influences impact the physical features of places and regions
- Analyzes and evaluates the different ways people use the environment, the consequences of use, and possible alternatives.
- Analyzes how changes in environmental knowledge influence social behavior, political decision making, economics, and environmental practices
- Describes how the people, location, history, culture, roles, and interactions of a region define the region
- Explains and analyzes how characteristics of a region impact society and human development

Clinton Public Schools
Grade Level Expectations
Grade 11 (cont'd)

III. Political, Participatory Citizenship and Government

- Identifies significant political leaders
- Demonstrates understanding of the reasons for democratic decision making
- Describes the main features of local, state, and federal governments in America and explain how they function
- Analyzes how dimensions of democratic decision making were practiced in different historical contexts (e.g., Magna Carta, Periclean Athens, Iroquois Confederacy)
- Explore how laws, regulations, public policies, and decisions are made and enforced at the local, state, and federal levels
- Examines and analyzes the importance and value of different ways of resolving disputes (e.g., mediation, arbitration) that differ from judicial approaches
- Investigates the role of political parties in the legislative process
- Demonstrates an understanding of how the judicial system (e.g., law courts, trials, juries) protects the rights of both individuals and society (e.g., the rights of the accused, the rights of the victim, and the role of the judiciary)
- Distinguishes between democratic and authoritarian forms of decision making, and compare the benefits and drawbacks of each form when used in everyday contexts
- Examines and describes the roles played by elected representatives and interest groups in the political process (e.g., lobbying)
- Investigates recently passed legislation at the community, state, or federal level to resolve public conflict (e.g., smoking, drinking and driving laws, gun laws)
- Analyzes contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community
- Examines and describes methods of electing governments in other countries
- Identifies the rights and responsibilities of citizenship expected and practiced in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students
- Explains the legal rights and responsibilities associated with American citizenship
- Examines beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
- Describes and analyzes ways citizens can be involved in responding to issues in which contrasting value systems and multiple perspectives exist
- Demonstrates understanding of citizenship within a global context

IV. Economic Development

- Explains how different economic systems produce, distribute, and exchange goods and services
- Evaluates how the characteristics of economic systems, including distribution of goods and services, may advantage or disadvantage particular groups of people
- Discusses how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies
- Explains that individuals and households undertake a variety of activities, including producing, consuming, saving, and investing, in order to satisfy their economic needs and wants
- Identifies the major goods and services produced in Connecticut and the United States including those goods and services that are exported or imported to other nations
- Describes how supply, demand, and competition affect prices in market economies
- Explain how scarcity and choice govern economic decisions

**Clinton Public Schools
Grade Level Expectations
Grade 11 (cont'd)**

- Analyzes how the exchange of goods and services around the world has created economic interdependence between and among people in different places
- Analyzes the role and impact of government in an economy through taxation, spending, and policy setting
- Applies knowledge of economic concepts in evaluating historical issues, policies, and events
- Describes, explains, and evaluates the variety of jobs and careers within an interconnected global society

V. Social, Cultural, and Behavioral

- Recognizes common factors among different cultures
- Discusses the impact of leaders on society
- Defines and explains, and gives examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explores and compares similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- Compares and contrasts different types of societies, such as hunting and gathering, agrarian, industrial, post-industrial
- Investigates how stereotypes of various subcultures have influenced historical events and policies of governments
- Examines various social influences that can lead to immediate and long-term changes
- Describes how the role of the media has changed over time, and project what changes might occur in the future
- Defines propaganda and discuss the methods of propaganda used to influence social behavior (e.g., examine news media; advertisements; textbooks; etc.)
- Distinguishes the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture
- Interprets patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
- Examines changing points of view on social issues

INSTRUCTIONAL SUPPORT

ASSESSMENTS

APPENDIX