

ME AND MY COMMUNITY

SOCIETY AND OURSELVES

MAKING A DIFFERENCE

CONNECTICUT AND LOCAL HISTORY

UNITED STATES GEOGRAPHY

Connecticut Elementary and Secondary Social Studies Frameworks

EARLY UNITED STATES HISTORY WORLD

REGIONAL STUDIES

UNITED STATES HISTORY

CIVICS AND GOVERNMENT MODERN

WORLD HISTORY



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut Elementary and Secondary Social Studies Frameworks

February 2015

***We the People* Curriculum Crosswalk for: Connecticut Grade 5 Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Connecticut Social Studies Standards for Grade 5 and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

GRADE 5 — EARLY UNITED STATES HISTORY

In Grade 5, students engage in the study of events early in United States history from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The study of early American history requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut’s contribution to America’s story?
- Is the United States a “just” society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should be the current role of the United States in world affairs?

Considerations for Curriculum Development

1. It is expected that students in elementary school will analyze events and issues in Connecticut history, geography, economics, and civics before Grade 5.
2. It is expected that students in fifth grade will analyze events and issues in American history beginning with and including the first settlements in North America up to the American Revolution.
3. It is expected that elementary school, middle school, and high school students will all use local and state history as a window into larger national historical themes.
4. It is expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on historical topics studied in the course of the year.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	3–5	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich Social Studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Grade 5 Early U.S. History will individually and with others:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

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

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

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Grade 5 Early U.S. History will individually and with others:

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.6 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.8 Use evidence to develop claims in response to compelling questions.

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

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

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in Grade 5 Early U.S. History will individually and with others:

INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.12 Critique arguments.

INQ 3–5.13 Critique explanations.

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

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

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a Grade 5 social studies course. A comprehensive study of early United States History can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, regional, or hybrid method using the themes and content below.

District curriculum developers, for example, might select Cultural Diversity and an American National Identity as a course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Cultural Diversity and an American National Identity could reasonably be applied to content areas such as:

- Indigenous Life in New England (variety of cultural patterns among indigenous people)
- Europe in the 1400s and 1500s (diversity in reasons for settlement in the Americas)
- Early Settlement (variety of settlement patterns in various colonies)
- 13 Colonies (both similarities and differences in colonial life in different colonies)
- Relations with indigenous peoples (differences in relations with indigenous peoples in various colonies)
- French and Indian War (grievances against the British help to begin process of the creation of an American national identity)
- American Revolution (beginnings of a national identity)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the theme of Cultural Diversity and an American National Identity might ask:

- How were the beginnings of a national identity created by colonies with very different purposes and varied governmental and economic systems?
- How is a “national identity” created in any new nation? Does the United States have a single national identity today?

Themes	Content
<p>The Struggle for Freedom, Equality, and Social Justice</p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. Analyze how the concept of the “American dream” has changed and how various groups have endeavored to reach this goal over time. <p>Cultural Diversity and an American National Identity</p> <ul style="list-style-type: none"> Analyze factors that contributed to cultural diversity in the United States. Examine different forms of, purposes for, and impact of cultural expression in colonial America, including art, literature, and music. Evaluate how the media, as it existed in colonial America, influenced cultural diversity and an American national identity. <p>Gender Roles in Economic, Political, and Social Life</p> <ul style="list-style-type: none"> Analyze the role of women and men in key events, such as indigenous people’s culture, early colonial settlement, and the American Revolution. Evaluate how the role of women and men in American society changed over time. <p>The Role of Connecticut in U.S. History</p> <ul style="list-style-type: none"> Explore the history of individual Connecticut cities and towns. Explore how Connecticut contributed to various key events in United States history, such as cooperation and conflict between indigenous peoples and Europeans, colonial expansion, the French and Indian War, principles and ideals leading to independence from Great Britain. Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies Evaluate whether Connecticut history is representative of the larger historical context. <p>Economic Prosperity and Equity</p> <ul style="list-style-type: none"> Analyze the economic causes and effects of American Revolution. Evaluate British and American government policies and programs designed to impact trade and income. 	<p>Indigenous Life in New England</p> <ul style="list-style-type: none"> Explore the cultural practices of indigenous peoples in New England prior to colonization including ways of governing, gender roles, and economic systems. Analyze ways that cultural practices of indigenous peoples in Connecticut were similar/different than they were in surrounding regions. Evaluate the impact of colonization on indigenous people’s ways of life. <p>Europe in the 1400s and 1500s</p> <ul style="list-style-type: none"> Explain the reasons (economic, political, social and religious) that lead people to leave Europe for the New World Analyze the impact of important technological innovations that allowed Europeans to travel to the Americas. <p>Early Settlements</p> <ul style="list-style-type: none"> Analyze the reasons for the large number of deaths in the early settlements. Compare and contrast the settlements of Plymouth and Jamestown. Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony. Examine how the geographic features of Jamestown affected the early settlement and development of the colony. Explain the views that indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans. Evaluate the role of women in early colonial settlements. Analyze the earliest settlements in Connecticut and the reasons that settlers arrived in the region. <p>13 Colonies</p> <ul style="list-style-type: none"> Identify how the different colonies were created (royal charter/company/split from another colony). Explain the different ways that various early colonies were settled. Compare and contrast settlements in the southern, middle, and New England colonies.

Themes	Content
<p>The Impact of Science and Technology on Society</p> <ul style="list-style-type: none"> • Evaluate how science and technology changed everyday life for Americans. • Evaluate the benefits and challenges of science and technological change in the 18th century. <p>Globalization and Economic Interdependence</p> <ul style="list-style-type: none"> • Analyze how changes in transportation, and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy. • Analyze the causes and effects of global economic and financial crises. <p>The Role of the United States in World Affairs</p> <ul style="list-style-type: none"> • Evaluate the role of the United States in global trade and politics during the late 18th century. • Evaluate the effectiveness of America’s foreign policies that have been based on military intervention and diplomacy. <p>The Impact of Geography on History</p> <ul style="list-style-type: none"> • Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country. • Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs. • Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries. 	<ul style="list-style-type: none"> • Describe the economic differences between the southern and northern colonies. Identify how the geographic characteristics of the two regions affected the economic conditions in the colonies located in these regions. • Evaluate similarities and differences between the Connecticut colony and other colonies. • Identify the different governmental structures in the colonies. Explore why some colonies were governed differently. • Explain the role of indentured servants and slavery in the colonies. Explain the different forms that slavery took in different regions of colonial America. <p>Relations with Indigenous Peoples</p> <ul style="list-style-type: none"> • Evaluate ways that indigenous peoples were treated differently in the different colonies. • Explore ways that indigenous peoples helped the colonies to survive and the motivations of indigenous peoples for doing this. • Analyze the position of indigenous peoples in the Connecticut colony. <p>French and Indian War</p> <ul style="list-style-type: none"> • Identify the causes of the French and Indian War. • Analyze the effects of the French and Indian War on the colonies. • Explore how the French and Indian War affected the relationship between England and its colonies. • Examine the role of the Connecticut militia in the French and Indian War. <p>American Revolution</p> <ul style="list-style-type: none"> • Analyze the significance of the slogan, “no taxation without representation” in the American colonies. • Explore the major events that started the actual conflict between the British and the colonies. • Assess how the battles of the American Revolution were different from those of previous wars. • Examine the role of Connecticut in the Revolutionary War and what happened to Loyalists who lived in Connecticut at the beginning of the Revolutionary War. • Evaluate how indigenous peoples and women both played vital roles in the Revolutionary War.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In Grade 5, the focus is on the disciplinary concepts and skills used in the study of Early United States History. History is supported through an interdisciplinary approach that includes civics, economics and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 5 should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: Grade 5

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws		Human Populations: Spatial Patterns and Movement
Causation and Argumentation			

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	5	.1
Discipline	Grade level	Indicator number

HISTORY

Change, Continuity and Context

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 5.2 Compare life in specific historical periods to life today.

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question:

- How did colonization affect and change the freedom of various groups including indigenous Americans; French, British, and Dutch colonists; women; and religious groups?

Supporting Questions:

- How were the colonies of Jamestown and Plymouth similar and how were they different?
- What does the Mayflower Compact tell me about the people who settled in Plymouth?
- How were the lives of children during colonial times similar to the lives of children today?
- How did transportation and the ability to share information affect the people in colonial times and how do transportation and the ability to share information affect the people of the present?
- How did colonization affect the indigenous peoples of the Northeast?
- Why were the Fundamental Orders of Connecticut so important and what do they tell us about the colony of Connecticut?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?

Perspectives

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.

Compelling Question:

- In what ways, and for whom, was America an economic land of opportunity during the colonial period?

Supporting Questions:

- Why did certain groups of people want to leave Europe to colonize the Americas?
- How were the economic interests of “loyalists” different from the “rebels” leading up to the American Revolution?
- How did indigenous peoples view the ownership of land? How did that view differ from the colonists?
- Why was the colony of Connecticut different from the other colonies and how did that affect its colonial governmental structures and economic development?
- How did the growth and development of tobacco farming in the South affect relationships with indigenous peoples?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

Historical Sources and Evidence

HIST 5.6 Compare information provided by different historical sources about the past.

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question:

- How did the development of the colonies and the American Revolution contribute to an American identity?

Supporting Questions:

- What important documents from colonial development and the American Revolution provide insight into a developing American identity (e.g., Declaration of Independence, Fundamental Orders of Connecticut)?
- Is American identity today still influenced by the American Revolution? What evidence from primary sources exists to support answers to these questions?
- How do textbooks represent colonial America and the American Revolution?
- How do museums in Connecticut and elsewhere in New England help us understand the American Revolution? How do museums represent American identity? Are museums trustworthy places to learn about U.S. history?

We the People**Level 1 curriculum connections**

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

Causation and Argumentation

HIST 5.9 Explain probable causes and effects of events and developments.

HIST 5.10 Use evidence to develop a claim about the past.

Compelling Question:

- How did a perception of injustice fuel conflict during the colonial period in United States history?

Supporting Questions:

- How did the events of the Boston Massacre affect the way the colonists viewed the British government and troops?
- What were the effects of the French and Indian war on the relationship between the colonists and indigenous peoples?
- What issues contributed to conflict between indigenous peoples and the colonists (e.g., King Philip's War, Queen Anne's War)?
- What role did slaves and the issue of slavery play in the American Revolution?
- Why was freedom of religion an important reason for people to leave Europe and colonize the Americas?
- How did the colonies unite to fight against the injustices of the British?

We the People**Level 1 curriculum connections**

- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

CIVICS

Civic and Political Institutions

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Compelling Question:

- How did laws and rules in the colonies both promote and hinder freedom and equality?

Supporting Questions:

- Why did the people in Connecticut create the Fundamental Orders of Connecticut?
- How were laws made in Virginia?
- How did new laws and rules affect various groups including indigenous Americans, various religious groups, women, slaves, and others?
- How were governments and laws established in royal colonies?
- What were voting laws like in the different colonies?
- Why were families and family structures so important to the survival of the New England colonies?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?

Participation and Deliberation

CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.

Compelling Question:

- How did the actions of colonists in colonial America influence the development of the democratic principles that provided the foundation for our country and still influence us today?

Supporting Questions:

- What are the key principles of the Declaration of Independence and of the Constitution of the United States and which of the principles are most important today?
- Why were the people of the colonies so upset that they were being taxed without representation in the English government?
- Why was popular sovereignty so important to the colonists?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 2:** Why did the Founders believe that people needed a government?
- **Unit 1, Lesson 3:** What is a republican government?
- **Unit 1, Lesson 4:** What is a constitutional government?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?
- **Unit 1, Lesson 6:** What were the first state governments like?
- **Unit 3, Lesson 11:** What basic ideas about government are in the Preamble to the Constitution?
- **Unit 3, Lesson 12:** How does the Constitution limit the powers of our government?

Processes, Rules, and Laws

CIV 5.4 Explain how policies are developed to address public problems.

Compelling Question:

- How effective were colonial policies and actions in influencing British control?

Supporting Questions:

- How were laws and decisions made in the colonies?
- Were formal appeals to the British or actions like the Boston Tea Party more effective in influencing the British?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?
- **Unit 1, Lesson 5:** What ideas did the Founders use in the Declaration of Independence?

ECONOMICS

Economic Decision-Making

ECO 5.1 Identify positive and negative incentives that influence the decisions people make.

Compelling Question:

- Why was America seen as a land of economic opportunity by the colonists?

Supporting Questions:

- What were the economic reasons for the settlement of the American colonies?
- Why was the Virginia Company established?
- How did Americans' views of economic opportunity clash with those of the British?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?

Exchange and Markets

ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 5.3 Explain why individuals and businesses specialize and trade.

Compelling Question:

- What were the economic contributions and opportunities in the various colonies?

Supporting Questions:

- What resources were available in the different colonies and how were those resources used?
- How did the resources available in a particular colony affect its growth and development?
- Why were the New England colonies focused on trade?
- Why was the shipping industry important in New England?
- Why did the economy of the southern colonies center on farming and selling goods to the northern colonies?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1:** What were people like in the British colonies in America during the 1770s?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Compelling Question:

- How did the physical geography of New England affect how the colonies developed?

Supporting Questions:

- How did the geography of the different colonies affect the way they grew and developed over time?
- How did the geography of New England limit the ability to grow large crops and how did that affect the colonies' development?
- How did native populations use land and how did that differ from the ways that the colonists used land?
- In what ways did the location of waterways and mountains influence the locations of, and growth of, towns in New England?

Human-Environment Interaction: Places, Regions, and Culture

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

Compelling Question:

- What cultural practices of indigenous Americans and of the colonists influenced how they used land and how they interacted with each other?

Supporting Questions:

- How did the colonists' permanent settlements affect native populations?
- How did the colonists' views of land ownership and of natural resources affect the environment during the growth and development of the colonies?
- In what ways did indigenous cultural practices influence or change practices of the colonists?

We the People

Level 1 curriculum connections

- **Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?**

Human Population: Spatial Patterns and Movement

GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.

Compelling Question:

- How did conflict affect the voluntary and forced movement of people during colonial development?

Supporting Questions:

- How did the colonists' use of natural resources and establishment of permanent settlements affect the native people of the region?
- What was the impact on the movement of people as a result of King Philip's War, the French and Indian War, and the American Revolution.

***We the People* Curriculum Crosswalk for: Connecticut Grade 8 Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Connecticut Social Studies Standards for Grade 8 and the Level 2 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

GRADE 8 — UNITED STATES HISTORY

In eighth grade, students engage in the study of events, documents, movements, and people emphasizing 18th/19th century America with a focus on inquiry into the development of the United States as a nation. The study of U.S. History in the 18th and 19th centuries requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut’s contribution to America’s story?
- Is the United States a “just” society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should be the current role of the United States in world affairs?

Considerations for Curriculum Development

1. It will be expected that students in elementary school will analyze the events, documents, movements, and people in American history up through and including colonial America.
2. It will be expected that students in middle school will analyze the events, documents, movements, and people that shaped America’s development from the Revolutionary War era through Reconstruction.
3. It will be expected that students in high school will analyze the events, documents, movements, and people in American history beginning in the 1870s.
4. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on historical topics studied in the course of the year.
5. It will be expected that elementary school, middle school, and high school students will all use local and state history as a window into larger national historical themes.
6. It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry in the social studies classroom.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	6–8	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.1 Explain how a question represents key ideas in the field.

INQ 6–8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 6–8.3 Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.

INQ 6–8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. **INQ 6–8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

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

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

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.

INQ 6–8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6–8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

CCSS.ELA-Literacy.RH.6-8.1-10, [CCSS.ELA-Literacy.WHST.6-8.1-2](#), [CCSS.ELA-Literacy.WHST.6-8.7-10](#)

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

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community ([C3, p. 59–62](#)).

It is expected that students in eighth-grade U.S. History will individually and with others:

INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 6–8.13 Critique arguments for credibility.

INQ 6–8.14 Critique the structure of explanations.

INQ 6–8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

INQ 6–8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

INQ 6–8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

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

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

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a United States History course. A comprehensive study of United States History can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Cultural Diversity and a Uniquely American National Identity as an eighth-grade U.S. History course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Cultural Diversity and a Uniquely American National Identity could reasonably be applied to content areas such as:

- Revolutionary War (role of indigenous peoples, African Americans, and the French)
- U.S. Constitution (key principles of the Constitution as uniquely American — e.g., freedoms protected)
- Slavery (how did slavery shape American identity and how did slavery contribute to difference between identity in the North and South)
- Westward Expansion (Turner’s Frontier Thesis)
- Immigration (melting pot, impact of immigrants on economy, role of education)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Cultural Diversity and a Uniquely American National Identity might ask:

- Is there an American national identity?
or
- How has American identity changed over time?

Themes	Content
<p>The Struggle for Freedom, Equality, and Social Justice</p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggles for freedom, equality, and social justice. Analyze how the concept of the “American Dream” has changed and how various groups have endeavored to reach this goal over time. <p>Cultural Diversity and a Uniquely American National Identity</p> <ul style="list-style-type: none"> Analyze factors that contributed to cultural diversity in the United States. Examine different forms of, purposes for, and impact of cultural expression, including art, literature, music, film, dance and other forms of fine and performing arts. Evaluate how the media has influenced cultural diversity and an American national identity. <p>Gender Roles in Economic, Political, and Social Life</p> <ul style="list-style-type: none"> Analyze the role of women and men in key events, such as the American Revolution, before and after the Civil War, and Westward Expansion. Evaluate how the role of women and men in American society has changed over time. <p>The Role of Connecticut in U.S. History</p> <ul style="list-style-type: none"> Explore the history of individual Connecticut cities and towns. Explore how Connecticut contributed to various key events in United States history, such as pre-Revolutionary America, independence and development as a nation, slavery, abolitionist movement, the Civil War, and industrialization. Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies. Analyze reasons for economic growth in Connecticut in the 19th century and ways that Connecticut contributed to the growth and expansion of the nation. Evaluate whether Connecticut history is representative of the larger historical context. 	<p>Pre-Revolutionary America</p> <ul style="list-style-type: none"> Evaluate the relative importance of various actions taken by British in increasing tensions between Great Britain and the colonists. Analyze social and family structures in pre-Revolutionary colonies in New England. <p>The Revolutionary War</p> <ul style="list-style-type: none"> Compare and contrast the attitudes of merchants, shopkeepers, farmers, women, slaves, and freed blacks toward conflict with the British. Analyze the role and contributions of Connecticut in the Revolutionary War. <p>The U.S. Constitution</p> <ul style="list-style-type: none"> Analyze ways that the U.S. Constitution reflected American beliefs concerning government and the rights of the individual during this era. Evaluate the views of Federalists vs. anti-Federalists, and ways that this debate continues until the present day. <p>Connecticut and Local Connections</p> <ul style="list-style-type: none"> Analyze reasons for economic growth in Connecticut in the 19th century and ways that Connecticut contributed to the growth and expansion of the nation. Evaluate the history of individual cities and towns in the 19th century and analyze reasons for economic and/or social change in individual towns during this period. <p>Slavery</p> <ul style="list-style-type: none"> Compare and contrast the attitudes of Southern plantation owners, poor Southern farmers, Northern industrialists, abolitionists, and free blacks toward slavery. Analyze the reasons for the existence of slavery in Connecticut during this era and the relative importance of slavery in the state. <p>Reform Movements</p> <ul style="list-style-type: none"> Evaluate the causes, goals, and outcomes of mid-19th century reform movements (women’s rights, temperance, education, mental health, prisons). Analyze the impact of utopian communities on group members and on society. Analyze the impact of the Second Great Awak-

ening on 19th-century reform movements.

Themes	Content
<p>Economic Prosperity and Equity</p> <ul style="list-style-type: none"> Analyze the causes and effects of downturns in the economy. Evaluate government policies and programs designed to restore stability to the economy, such as monetary and fiscal policies. Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy. <p>The Impact of Science and Technology on Society</p> <ul style="list-style-type: none"> Evaluate how science and technology changed everyday life for Americans. Analyze how society reacted to environmental challenges of the 19th century. Evaluate the benefits and challenges of science and technological change during the 19th century. <p>Globalization and Economic Interdependence</p> <ul style="list-style-type: none"> Analyze how changes in transportation, information, education, and communication technologies have affected U.S. trade relations with other nations and its role in the world. <p>The Role of the United States in World Affairs</p> <ul style="list-style-type: none"> Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy. <p>The Impact of Geography on History</p> <ul style="list-style-type: none"> Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country. Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs. Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries. 	<p>Westward Expansion</p> <ul style="list-style-type: none"> Analyze the theory of Manifest Destiny and its impact on American policy. Evaluate the impact of Westward Expansion on indigenous peoples and on settlers. Analyze the role of women and minorities in western expansion and in life on the plains. <p>Immigration</p> <ul style="list-style-type: none"> Evaluate reasons for and results of European immigration to the United States; compare these with reasons for and results of immigration by the Chinese and other groups during the period. Analyze the impact that immigrants had on the economic and cultural life of Connecticut communities during this era. <p>The Civil War</p> <ul style="list-style-type: none"> Evaluate various long-term and short-term reasons for conflict between the North and the South. Analyze the role of Connecticut in the Civil War and the attitudes to the Civil War in the state. <p>The Reconstruction Era</p> <ul style="list-style-type: none"> Evaluate ways that black life in the South changed during the Reconstruction era and ways that black life remained the same. Analyze reasons that the Reconstruction era could be seen as a success and reasons that the Reconstruction era could be seen as a failure.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Primary and Secondary Disciplines, Main Concepts: Grade 8 U.S. History

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movement
Causation and Argumentation		The Global Economy	Global Interconnections : Changing Spatial Patterns

Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29)

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	8	.1
Discipline	Grade level	Indicator number

The focus of the eighth-grade course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.

HISTORY

Change, Continuity and Context

HIST 8.1 Analyze connections among events and developments in historical contexts.

HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity.

Compelling Question:

- In what ways did the abolition of slavery indicate progress, or decline, for the life for African Americans?

Supporting Questions:

- What were the causes and effects of the abolition of slavery?
- How did conditions for African Americans change after the abolition of slavery and how did these conditions vary in different regions of the U.S.?
- What role did Connecticut play in the abolition movement?
- Was reconstruction effective at helping slaves transition into freedom?

We the People

Level 2 curriculum connections

- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?

Perspectives

HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).

HIST 8.5 Analyze how people's perspectives influenced what information is available in the historical sources they created.

Compelling Question:

- How did the attitudes, beliefs, and actions of various groups influence the outcome of the American Revolutionary War?

Supporting Questions:

- How were attitudes toward the British in Connecticut similar too and different from those of other states?
- What factors influenced whom indigenous peoples and African Americans supported during the American Revolution?
- How did the Americans and the British use newspapers, political cartoons, and other sources to influence attitudes about the British and about the war?
- How did women contribute, directly and indirectly, to the Americans' war effort?
- Why did the French decide to support the Americans?

We the People

Level 2 curriculum connections

- **Unit 2, Lesson 7:** What experiences led to the American Revolution?
- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?

Historical Sources and Evidence

HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

HIST 8.7 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

HIST 8.8 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Compelling Question:

- How can we use evidence to understand how the Civil War affected freedom and equality for Americans?

Supporting Questions:

- How do the Civil War photos of Matthew Brady illustrate issues of freedom and equality during the Civil War?
- What is the message of the Emancipation Proclamation about the importance of individual freedoms and liberties?
- How did the issues of freedom and equality affect the causes and outcomes of the Civil War and what evidence supports these conclusions?
- How does the film *Lincoln* (2012) enhance, and distort, the historical record about President Lincoln, the Civil War, and freedom for slaves?

Causation and Argumentation

HIST 8.9 Explain multiple causes and effects of events and developments in the past.

HIST 8.10 Organize applicable evidence into a coherent argument about the past.

Compelling Question:

- How did Westward Expansion reinforce, and contradict, the American identity of the United States as a land of opportunity?

Supporting Questions:

- What were the economic, political, and social factors that lead to Westward Expansion?
- In what ways did Westward Expansion create opportunities or limits for American settlers, indigenous peoples, slaves, Chinese immigrants, industrialists, politicians, and others?
- How did Turner's frontier thesis affect American identity?
- How did American ways of thinking about state vs. federal power change as a result of Westward Expansion?

CIVICS

Civic and Political Institutions

CIV 8.1 Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

Compelling Question:

- How have social movements affected individual political participation over time?

Supporting Questions:

- What were the major social movements in America in the first half of the 19th century and who participated in these movements?
- Why were some of these social movements specific for the time and why did some last into the 20th century?
- What was Thomas Jefferson's view on the role of the American government? Analyze major parties (and thinkers) of the first half of the 19th century who either refuted or supported Jefferson's views.

We the People

Level 2 curriculum connections

- **Unit 2, Lesson 8:** What basic ideas about government are in the Declaration of Independence?
- **Unit 3, Lesson 12:** Who attended the Philadelphia Convention? How was it organized?
- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
- **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?
- **Unit 4, Lesson 18:** How did the people approve the new Constitution?
- **Unit 4, Lesson 19:** How did Congress organize the new government?
- **Unit 4, Lesson 20:** How did political parties develop?
- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?
- **Unit 4, Lesson 22:** How does the U.S. Supreme Court determine the meaning of the words in the Constitution?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?
- **Unit 6, Lesson 29:** What are the rights and responsibilities of citizenship?
- **Unit 6, Lesson 30:** How might citizens participate in civic affairs?

Participation and Deliberation

CIV 8.2 Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

Compelling Question:

- How did American conceptions of freedom and equality change during and just after the Civil War period?

Supporting Questions:

- What was the view in Northern states in the first half of the 19th century concerning the legal rights of blacks? How was this different from the Southern view?
- How would a Northern political leader and a Southern political leader in 1850 define “freedom and equality” differently?
- Analyze the statements and attitudes of women’s rights advocates as blacks achieved political rights immediately after the Civil War.
- What groups that have legal equality today did not have legal equality when the United States became a nation? What justification was given at the time for not giving these groups legal rights?

We the People

Level 2 curriculum connections

- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?

Processes, Rules, and Laws

CIV 8.3 Analyze the purposes, implementation, and consequences of public policies in multiple settings.

CIV 8.4 Compare historical and contemporary means of changing societies, and promoting the common good.

Compelling Question:

- How did the development of the U.S. Constitution and its amendments reflect societal change that furthered the common good?

Supporting Questions:

- How did the Bill of Rights change the position of American citizens in society; what political rights did Americans have under the Bill of Rights that they did not have as British colonists?
- Many Europeans who visited America in the early 19th century noted a profound difference between American and European political life. How did the U.S. Constitution help to create this difference? What other factors were also involved?
- What has been the impact of the 13th, 14th, and 15th amendments on American society?
- In what ways did the 18th and 21st amendments to the Constitution reflect public opinion and how did they each affect the common good?

We the People

Level 2 curriculum connections

- **Unit 4, Lesson 18:** How did the people approve the new Constitution?
- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?
- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?

ECONOMICS

Economic Decision-Making

ECO 8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

Compelling Question:

- How did economic factors affect Westward Expansion during the 19th century?

Supporting Questions:

- What groups of people migrated westward during the 19th century?
- Why did individuals and groups decide to make the trek westward?
- What types of economic opportunities were available to settlers?
- Did these economic opportunities meet the expectations of settlers?
- How did innovations and inventions in areas such as transportation, communications, and production methods influence peoples' decisions to move westward?

Exchange and Markets

ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy.

ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.

Compelling Question:

- How did entrepreneurship, new technologies, and innovation affect people's standard of living in Connecticut during the early 1800s?

Supporting Questions:

- What were some of the main businesses and occupations in Connecticut during the early 1800s?
- What types of agricultural output were produced in Connecticut during the period?
- How did the people of Connecticut use the sea for their livelihood?
- What did certain industrial enterprises, such as the textile mills, produce in Connecticut?
- Did different towns, cities, or other regions in Connecticut tend to specialize in certain types of production?
- What impact did new technologies have on the production of goods and services in Connecticut?
- Did living standards and the quality of life for workers and their families improve from 1800 to the 1850s?

The National Economy

ECO 8.4 Explain how inflation, deflation, and unemployment affect different groups.

ECO 8.5 Explain why standards of living increase as productivity improves.

Compelling Question:

- Did higher productivity in the U.S. economy cause a generalized prosperity for the American people during the 19th century?

Supporting Questions:

- Did productivity rise in the agricultural and industrial sectors of the American economy during the period?
- How did the rise of early mills and other manufacturers affect the wages and living standard of workers?
- How did technological advances in the agricultural sector affect people's standard of living?
- What groups of people were helped or hurt by new technologies and other innovations in the production of goods and services?
- How did changes in production methods in agriculture and industry influence relationships between owners of firms and the workers employed by these firms?

The Global Economy

ECO 8.6 Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Compelling Question:

- How did the production of cash crops in the American economy during the early 19th century affect international trade?

Supporting Questions:

- Why did certain regions of the United States produce cash crops during the 19th century?
- During the early 19th century, what were America's most important cash crops?
- How did the producers of cash crops profit from the production of cash crops?
- How did manufacturers and merchants profit from cash crops in the United States and in Europe?
- How did the reliance on cash crops in the pre-Civil War South influence the institution of slavery in America?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 8.1 Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

Compelling Question:

- How did the physical geography of the United States influence patterns of economic development and migration of people leading up to the American Revolution?

Supporting Questions:

- How do cultural and environmental characteristics help explain the borders of the original 13 colonies?
- In what ways do maps represent and explain the patterns of indigenous peoples and European settlements?
- How can we use maps to help explain how cultural and environmental factors influenced cooperation and conflict between indigenous peoples and Europeans?

Human-Environment Interaction: Places, Regions, and Culture

GEO 8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

Compelling Question:

- How did cultural and environmental differences between the North and South contribute to the causes of, and outcome of, the Civil War?

Supporting Questions:

- How did the Northern industrial economy and Southern plantation economy lead to cultural differences?
- What environmental differences between the North and South influenced the outcome of the Civil War?
- In what ways did views on slavery contribute to North-South conflict?

We the People

Level 2 curriculum connections

- **Unit 1, Lesson 1:** What were the British colonies in America like during the 1770s?
- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?

Human Population: Spatial Patterns and Movement

GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

Compelling Question:

- How did transportation and communication changes influence Westward Expansion in the United States?

Supporting Questions:

- How did railroads change migration and population patterns?
- In what ways did the telegraph change the way information was disseminated?
- Did railroads affect America as a land of opportunity?

Global Interconnections

GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Compelling Question:

- How did environmental characteristics and production of goods in the United States influence the political and economic relationships between the U.S. and other nations in the 1840s and 1850s?

Supporting Questions:

- How did the need for labor affect immigration to the United States in the 1840s and 1850s?
- In what ways did the production of cotton change U.S. foreign relations?
- How did environmental characteristics and production of goods lead to conflict with Mexico?

***We the People* Curriculum Crosswalk for: Connecticut High School Social Studies Standards**

Usage: This correlation guide offers a crosswalk between the Connecticut Social Studies Standards for High School and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

HIGH SCHOOL — CIVICS AND GOVERNMENT

Social studies by definition has as the primary goal of preparing active citizens. According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.”

In high school, students engage in the study of civic processes, rules, and laws; examine civic and political institutions; and apply civic virtues and democratic principles. The study of civics in high school requires that students generate and research compelling questions such as:

- What does it mean to be a citizen?
- How could I take part in civic life?
- How do laws both shape and reflect characteristics of a society?
- In what ways does the American political system provide for choice and opportunities for participation?
- Are deliberation and compromise necessary for political decision-making?

Considerations for Curriculum Development

1. It is expected that students in middle school will analyze events and issues in American history during the Revolutionary period, including a study of the Constitution, its structure, and principles.
2. It is expected that students in high school will apply knowledge and understanding of civics and government to explore local, regional, national, and/or global problems and take informed action.
3. It is expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on civics topics studied in the course of the year.
4. It is expected that students engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry cycle.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	9–12	.1
Inquiry	Grade level	Indicator number

Inquiry in the social studies is organized into the Four Dimensions, which support engaging instruction for students in the discipline.

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in American Government will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

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

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

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

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims ([C3, p. 53–55](#)).

It is expected that students in American Government will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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

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

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

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community ([C3, p. 59–62](#)).

It is expected that students in American Government will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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

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

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

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a civics course. A comprehensive study of civics can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Rights and Responsibilities of Citizens as a civics course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Rights and Responsibilities of Citizens could reasonably be applied to content areas such as:

- The ways in which the American political system provides for choice and opportunities for participation (e.g., free speech, voting, serve on civic organizations).
- The role of new technologies in broadening the influence of public interest groups and in influencing elections and voting behavior (social media sites, evaluating online information).

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Rights and Responsibilities of Citizens might ask:

- What does it mean to be a citizen?
- How should I take part in civic life?
- Does the American political system provide for choice and opportunities for participation?

Themes	Content
<p>Rights and Responsibilities of Citizens</p> <ul style="list-style-type: none"> • Define citizenship. • Explain how a government works to balance the rights of the individual with the overall well-being of the society. • Evaluate the obligations and responsibilities of citizens. <p>Civic Virtues</p> <ul style="list-style-type: none"> • Explain what it means to be a citizen of the United States. • Analyze the relationship between citizenship and the common good. • Describe the distinctive characteristics of American society as compared with other places in the world. <p>Democratic Principles and the Rule of Law</p> <ul style="list-style-type: none"> • Describe the values and principles that are basic to American constitutional democracy as compared to other places in the world. • Explain the place of law in the American constitutional system. • Evaluate the extent to which citizens’ commitment to the rule of law is crucial for self-government. <p>Civic Engagement</p> <ul style="list-style-type: none"> • Explain the variety of ways people can take part in civic life. • Describe the obligations and responsibilities of citizens in a democracy. • Explore a variety of ways to take part in civic life. 	<p>Structure and Function of Local, State, National, and International Governments</p> <ul style="list-style-type: none"> • Explain how power and responsibility are distributed, shared, and limited in a government to meet the needs of its people. • Compare and contrast the effectiveness of different systems and/or levels of government at meeting the needs of its people. • Explain why different forms of government exist in different parts of the world. <p>Law-Making Process</p> <ul style="list-style-type: none"> • Explain the role that deliberation and compromise played, and continues to play, in the lawmaking process in the United States. • Evaluate how laws both shape and reflect characteristics of American society. • Explain how the American political system provides for choice and opportunities for participation. <p>The Media and Public Interest Groups</p> <ul style="list-style-type: none"> • Evaluate the role of a free press in a democracy. • Describe how the media and public interest groups both shape and reflect political and social interests. • Explain how new technologies broaden the influence of the media and public interest groups. <p>Elections, Voting, Voter Behaviors</p> <ul style="list-style-type: none"> • Describe how the American political system provides for choice and opportunities for participation. • Explain the factors that influence voter participation. • Explain how new technologies influence elections, voting, and voter behaviors. <p>Political Parties</p> <ul style="list-style-type: none"> • Describe the role of political parties and factions in the U.S. political system. • Explain why two political parties dominate in America while other democracies have more. • Describe how political parties both shape and reflect political, economic, and social interests. <p>International Relations</p> <ul style="list-style-type: none"> • Describe the relationship of the U.S. to other nations and to world affairs.

	<ul style="list-style-type: none">• Analyze how domestic policies and constitutional principles of the United States affect its relations in the world.• Analyze the role that deliberation and compromise play in international relations.
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DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: Civics (Grades 9–12)

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
Civics	History	Economics	Geography
Civic and Political Institutions	Perspectives	Economic Decision-Making	Human Populations: Spatial Patterns and Movement
Participation and Deliberation: Applying Civic Virtues and Democratic Principles		Exchange and Markets	
Process, Rules, and Laws			

The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	9–12	.1
Discipline	Grade level	Indicator number

CIVICS

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

Compelling Question:

- What does it mean to be a citizen?

Supporting Questions:

- How has the role of the citizen in the United States changed over time?
- What are the rights and responsibilities of a citizen in the United States?
- What are the rights and responsibilities of a Connecticut resident? Of a resident in my town?
- How do citizens influence solutions to social and political problems in both the United States and other nations?
- How does the role of the citizen vary in different places in the world?

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 16:** What is the role of political parties in the American constitutional system?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 4, Lesson 26:** How does American federalism work?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.7 Apply civic virtues and democratic principles when working with others.

CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Compelling Question:

- How should I take part in civic life?

Supporting Questions:

- What are different ways people can interact with their government and its institutions?
- What opportunities do I have to become involved in Connecticut (or my local community)?
- How does the American political system provide for choice and opportunities for participation?
- What is the role of political parties and factions in the U.S. political system?
- What are the varying roles an individual can play in a group setting?

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?

Processes, Rules, and Laws

CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Compelling Question:

- Are deliberation and compromise necessary for political decision-making?

Supporting Questions:

- How do laws both shape and reflect characteristics of American society?
- What are some Connecticut state statutes? How did these statutes become law?
- What is the media and its relationship with the government? How does the media both shape and reflect political and social interests?
- What are public interest groups? How do public interest groups both shape and reflect political and social interests?
- How do new technologies broaden the influence of the media and public interest groups?
- What is the role that deliberation and compromise play in international relations?

We the People**Level 3 curriculum connections**

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 2, Lesson 9:** How was the Philadelphia Convention organized?
- **Unit 2, Lesson 10:** Why was representation a major issue at the Philadelphia Convention?
- **Unit 2, Lesson 11:** What questions did the Framers consider in designing the three branches of the national government?
- **Unit 2, Lesson 12:** How did the delegates distribute powers between national and state governments?
- **Unit 4, Lesson 21:** What is the role of Congress in American constitutional democracy?
- **Unit 4, Lesson 22:** How does Congress perform its functions in American constitutional democracy?
- **Unit 4, Lesson 23:** What is the role of the president in American constitutional democracy?
- **Unit 4, Lesson 24:** How are national laws administered in American constitutional democracy?
- **Unit 4, Lesson 25:** What is the role of the Supreme Court in American constitutional democracy?
- **Unit 4, Lesson 26:** How does American federalism work?

- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?
- **Unit 6, Lesson 39:** What does returning to fundamental principles mean?

HISTORY

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

Compelling Question:

- What factors influence voter participation?

Supporting Questions:

- How do previous elections affect voter turnout?
- Does voter participation change based on the political and/or economic climate?
- How does voting participation vary among racial, ethnic, gender, income, and age groups?

ECONOMICS

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Compelling Question:

- Can a government’s economic decisions both help and hurt different groups of people?

Supporting Questions:

- How does government at the federal, state, and local levels raise money?
- What are the main categories of government spending at the federal, state, and local levels?
- What groups receive government (local, state, federal, international) assistance through social insurance, public assistance, or other aid programs?
- What factors influence the government’s decisions about raising money?
- What factors influence the government’s decisions about spending money?
- Why are some tradeoffs inevitable when the government raises and spends money?

Exchange and Markets

ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist. **ECO 9–12.3** Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Compelling Question:

- How do laws both shape and reflect economic decision-making?

Supporting Questions:

- What is the role of buyers and sellers in a free market economy?
- Why does the government provide farm subsidies in the agricultural sector of the American economy?
- Does the government offer subsidies to other producers in the American economy?
- What is eminent domain? Under what circumstances can the government take private property for public use?
- Why does the government use tax revenues to supply public goods to the people?
- Why does the government protect creators’ rights to certain innovations and creative expressions?

GEOGRAPHY

Human Population: Spatial Patterns and Movements

GEO 9–12.1 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Compelling Question:

- What are the relationships between government decisions, geographic placement, and individual needs?

Supporting Questions:

- What is the relationship between geography and voting patterns?
- How do zoning laws affect housing patterns in urban and suburban communities?
- What are the political and economic impacts of gerrymandering on political decision-making?

HIGH SCHOOL — UNITED STATES HISTORY

In high school, students explore people, events, and movements in United States History from the 1870s to the present with a focus on inquiry into the changes in society, economic development, and the emergence of the U.S. as a global power. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The study of U.S. History from the late 19th century to the present requires that students generate and research compelling questions such as:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut’s contribution to America’s story?
- Is the United States a “just” society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should be the current role of the United States in world affairs?

Considerations for Curriculum Development

1. It will be expected that students in elementary school will analyze the events, documents, movements, and people in American history up through and including colonial America.
2. It will be expected that students in middle school will analyze the events, documents, movements, and people that shaped America’s development from the Revolutionary War era to through Reconstruction.
3. It will be expected that students in high school will analyze the events, documents, movements, and people in American history beginning in the 1870s.
4. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on historical topics studied in the course of the year.
5. It will be expected that elementary school, middle school, and high school students will all use local and state history as a window into larger national historical themes.
6. It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry in the social studies classroom.

INQUIRY IN THE SOCIAL STUDIES

Inquiry Numbering System		
INQ	9–12	.1
Inquiry	Grade level	Indicator number

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions ([C3, p. 23–25](#)).

It is expected that students in high school U.S. History will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

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

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

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

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See Dimension 2 in pages below)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims (C3, p. 53–55).

It is expected that students in high school U.S. History will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

CT Core Standards Grades 9-10: CCSS.ELA-Literacy.RST.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.7-10

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

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59).

It is expected that students in high school U.S. History will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

CT Core Standards Grades 9-10: CCSS.ELA-Literacy.RH.9-10.1, CCSS.ELA-Literacy.WHST.9-10.1-8

CT Core Standards Grades 11-12: CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.1-8

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

THEMES AND CONTENT

Outlined below are themes and content recommended when developing a United States History course. A comprehensive study of United States History can be approached from many angles and perspectives. When writing a course curriculum, districts may consider a thematic, chronological, or chrono-thematic method using the themes and content below.

District curriculum developers, for example, might select Struggle for Freedom, Equality, and Social Justice as a U.S. History course theme. This overriding theme could give focus to students and teachers as they develop compelling questions in several different units within the course. The theme of Struggle for Freedom, Equality, and Social Justice could reasonably be applied to content areas such as:

- Westward Expansion (relations between the U.S. government and indigenous peoples)
- Industrialization and the rise of organized labor (worker, working conditions, and worker power)
- Immigration (economic opportunities and restrictions for different immigrant groups)
- Progressivism (economic, social, and political reforms for the poor and other groups)
- Suffrage movement (women’s rights in the political process)
- Civil rights movements of the late 19th and early 20th centuries (race, ethnicity, religion)
- Great Depression (economic justice)
- Global wars (economic role of women, minorities, and the disabled)
- Civil rights movement of the 1950s and 1960s (African American struggle)
- Other reform movements since the 1950s (social, economic, political rights for underrepresented groups: gender, race, sexual orientation, and others)
- Contemporary domestic issues and challenges (poverty, health care, immigration, and others)

District curriculum developers might also consider options for end-of-course capstone projects such as exhibits, displays, presentations, papers, demonstrations, performances, or other culminating activities that tie together student understandings of course themes and content and present opportunities for students to take informed action. For example, end-of-course compelling questions derived from the exploration of Struggle for Freedom, Equality, and Social Justice might ask:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed since the 1870s for different groups and for the American people?
or
- How has the concept of social justice evolved in the United States since the 1870s, and to what extent is our country a “just” society today?

Themes	Content
<p>The Struggle for Freedom, Equality, and Social Justice</p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. Analyze how the concept of the “American dream” has changed and how various groups have endeavored to reach this goal over time. <p>Cultural Diversity and an American National Identity</p> <ul style="list-style-type: none"> Analyze factors that contributed to cultural diversity in the United States. Examine different forms of, purposes for, and impact of cultural expression, including art, literature, music, film, dance and other forms of fine and performing arts. Evaluate how the media has influenced cultural diversity and an American national identity. <p>Gender Roles in Economic, Political, and Social Life</p> <ul style="list-style-type: none"> Analyze the role of women and men in key events, such as the women’s suffrage and temperance movements, World War II, civil rights movement, etc. Evaluate how the role of women and men in American society changed over time. <p>The Role of Connecticut in U.S. History</p> <ul style="list-style-type: none"> Explore the history of individual Connecticut cities and towns. Explore how Connecticut contributed to various key events in United States history, such as industrialization, Gilded Age, civil rights movement, and World War II. Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies. Evaluate whether Connecticut history is representative of the larger historical context. <p>Economic Prosperity and Equity</p> <ul style="list-style-type: none"> Analyze the causes and effects of downturns in the economy, such as the Panic of 1907, the Great Depression of the 1930s, and the Great Recession of 2007. Evaluate government policies and programs designed to restore stability to the economy, such as monetary and fiscal policies. Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy, such as the creation of the Federal Reserve System, implementation of 	<p>Westward Expansion</p> <ul style="list-style-type: none"> Analyze the main reasons for and responses to the westward movement during the late 1800s. Analyze the clash of cultures between settlers and indigenous peoples. Analyze how westward expansion influenced the character, ideals, and values of the peoples of America. <p>Industrialization</p> <ul style="list-style-type: none"> Analyze how technology, the factory system, and mass production provided opportunities for economic growth, but also negatively affected some people’s quality of life. Evaluate the benefits and challenges of a changing standard of living for Americans. Analyze the ways that early industrialization altered the role of men and women in the workplace. <p>Movements of People (immigration and migration)</p> <ul style="list-style-type: none"> Analyze the main reasons for immigration to the United States from different world regions, and assess the impact of immigration on society. Analyze the impact that immigrants had on Connecticut during this era. Explore how immigration to the U.S. influenced ideas about national unity and cultural diversity. Analyze why people migrated from one area of the U.S. to another. Evaluate the impact of migrations on politics, social movements, and economic conditions, including from farms to cities, from South to North, and others. <p>The Gilded Age</p> <ul style="list-style-type: none"> Analyze how economic and political forces affected the distribution of income and wealth during the period. Assess the advantages and disadvantages of laissez-faire capitalism on the production and consumption of goods. <p>Rise of Organized Labor</p> <ul style="list-style-type: none"> Analyze how labor movements affected working conditions, influenced the political process, and shaped the concept of the U.S. as a land of opportunity. Analyze the causes and effects of labor conflict in various industries and geographic regions. Analyze the rise and decline of organized labor from the late 19th century to today.

Themes	Content
<p>New Deal reforms (Social Security, Fair Labor Standards Act, Wagner Act), and the enactment of the Civil Rights Acts of 1964 and 1968.</p> <p>The Impact of Science and Technology on Society</p> <ul style="list-style-type: none"> Evaluate how science and technology changed everyday life for Americans. Analyze how society reacted to environmental challenges over the past century. Evaluate the benefits and challenges of science and technological change from the 20th century to the 21st century. <p>Globalization and Economic Interdependence</p> <ul style="list-style-type: none"> Analyze how changes in transportation and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy. Analyze the causes and effects of global economic and financial crises. <p>The Role of the United States in World Affairs</p> <ul style="list-style-type: none"> Evaluate the role of the United States in preventing and responding to global human rights issues. Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group). <p>The Impact of Geography on History</p> <ul style="list-style-type: none"> Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country. Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs. Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries. 	<p>Progressivism</p> <ul style="list-style-type: none"> Analyze how economic, political, and social conditions of the late 19th and early 20th century helped or hurt different groups of people. Evaluate the successes and failures of the Progressives in achieving economic, political, and social reforms during the period. <p>Suffrage Movements</p> <ul style="list-style-type: none"> Analyze the methods and effectiveness of late 19th and early 20th century women's suffrage movements. Evaluate whether the failure to adopt the Equal Rights Amendment has affected the status of women in contemporary America. <p>Civil Rights Movements and Reforms (from the late 1800s to 1950)</p> <ul style="list-style-type: none"> Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. Investigate the occurrence of racial and religious conflict in different regions such as the Chinese Exclusion Act, lynching in the South, discrimination against Catholics and Jews, relocation and treatment of indigenous peoples, internment of Japanese Americans during World War II. Analyze the role of women of color in the women's rights movement. <p>Imperialism/U.S. Foreign Policy</p> <ul style="list-style-type: none"> Analyze the changing role of the U.S. in different world regions during the late 1800s and early 1900s. Evaluate cases in which U.S. foreign policy supported or compromised the ideals of freedom, justice, and opportunity. <p>The Roaring 1920s and the Great Depression</p> <ul style="list-style-type: none"> Analyze cultural changes that occurred during the 1920s, and responses to these changes. Compare and contrast the role of government in the lives of Americans during the 1920s and 1930s. Analyze the causes of the Great Depression in the United States. Analyze how the Great Depression affected different groups of Americans. Evaluate the impact of the New Deal on various groups from that group's perspective, including the views of men, women, children, underrepresented groups, industrial workers, farmers, and the elderly.

Themes	Content
	<p>Global Wars (World War I and World War II)</p> <ul style="list-style-type: none"> Analyze how World War I and World War II contributed to changing roles for women and underrepresented groups in society. Analyze turning points in the global wars and the role of the United States in the conduct of these wars. Analyze how the global wars affected the American identity. Evaluate the role of the United States during the Holocaust. <p>The Cold War</p> <ul style="list-style-type: none"> Analyze the role of nuclear power during the Cold War. Compare and contrast the Cold War policies of various U.S. presidents. Analyze how the Cold War influenced public attitudes and views. Analyze the effectiveness of the U.S. policy of containment. Explain regional conflicts in the context of U.S. foreign policy (Korean War, Vietnam War) <p>The Civil Rights Movement (1950s and 1960s) and other Reform Movements since the 1950s</p> <ul style="list-style-type: none"> Analyze the causes and the methods of the civil rights movement of the 1950s and 1960s. Evaluate the effectiveness of the civil rights movement in improving political, economic, and social conditions for African Americans in the United States. Analyze other social reform movements since the 1950s including those dealing with the rights and opportunities for women, racial and ethnic minorities, the disabled, LGBTQ community, and other underrepresented groups; and movements related to peace, the environment, and consumer rights. <p>Contemporary Domestic Issues and Challenges (1970s–Present)</p> <ul style="list-style-type: none"> Analyze the causes and effects of domestic economic problems (energy crises such as the oil price shocks and embargo of 1973; major recessions of 1973-75, 1980-82, the Great Recession; persistent trade imbalances; a growing national debt; income inequality and poverty; and the changing role of government in the economy).

Themes	Content
	<ul style="list-style-type: none"> • Evaluate the causes, effects, and perceptions of political polarization (issues such as gun control, immigration and immigration reform, health care, equity in educational and economic opportunities, privacy rights, and states’ rights v. federalism). <p>Contemporary Global Issues and Challenges (1970s–Present)</p> <ul style="list-style-type: none"> • Analyze the impact of the Cold War on America’s foreign policy during the 1970s, 1980s, and early 1990s. • Analyze the causes and effects of global terrorism in the post-9/11 world. • Evaluate America’s response to terrorism. • Analyze America’s involvement in regional conflicts (First Gulf War, Afghanistan, Iraq). • Evaluate the effects of globalization on national sovereignty.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29).

Primary and Secondary Disciplines, Main Concepts: U.S. History (Grades 9–12)

Primary Discipline	Supporting Discipline	Supporting Discipline	Supporting Discipline
History	Civics	Economics	Geography
Change, Continuity, and Context	Civic and Political Institutions	Economic Decision-Making	Geographic Representations: Spatial Views of the World
Perspectives	Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture
Historical Sources and Evidence	Process, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movement
Causation and Argumentation		The Global Economy	Global Interconnections: Changing Spatial Patterns

Disciplinary Concepts and Skills Numbering System		
HIST (GEO/ECO/CIV)	9–12	.1
Discipline	Grade level	Indicator number

The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.

HISTORY

Change, Continuity and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

Compelling Question:

- In what ways, and for whom, was America a land of opportunity in the 1950s?

Supporting Questions:

- What kinds of opportunities and what kinds of obstacles were experienced by different groups of immigrants to the United States in the 1950s?
- What type of economic, social, and political opportunities were available — or denied to — different groups of people such as African Americans, Latinos, indigenous peoples, and women in the 1950s?
- In what ways was Connecticut a land of opportunity in the 1950s?
- How did the rise of the U.S. as a global economic and military power in the 1950s open up and close down opportunities for lower income Americans?
- How did opportunities for women to participate in the political process and in the labor market change, or not change, in the 1950s?
- What role did education play in providing opportunities for Americans in the 1950s?

Perspectives

HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

HIST 9–12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Compelling Question:

- How did the Great Depression and World War II contribute to, and present barriers to, the United States as a “just” society?

Supporting Questions:

- How did the Great Depression and WWII affect economic and social justice for American workers?
- How did the voices of women in the Great Depression and WWII advance the cause of gender equity in America? In what ways were their voices silenced?
- In what ways did events and policies during the Great Depression and WWII promote or hinder social justice for African Americans? How did African American voices contribute to past efforts to build a more just society?
- How did people in Connecticut work to support the rights of labor, women, African Americans, and other under-represented groups during the Great Depression and WWII?
- How was the media used to support or oppose people’s quest for freedom and equality during the Great Depression and WWII over time?
- How did American society promote, or not promote, justice for indigenous peoples during the Great Depression and WWII?
- How did technological advancements during the Great Depression and WWII contribute to the U.S. being a more just society?

Historical Sources and Evidence

HIST 9–12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. **HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.10 Critique the appropriateness of the historical sources used in a secondary interpretation.

Compelling Question:

- In what ways is the story of civil rights movements in United States one of progress?

Supporting Questions:

- How did various civil rights movements (e.g. African American, women, labor, gay rights) affect opportunities and progress for Americans? How did advertising and popular culture during the 20th century reinforce or contradict the perception of progress made by civil rights movements? What types of written documents and oral histories can help answer these questions?
- Are the freedoms and liberties of traditionally under-represented groups protected in contemporary America? How did civil rights movements affect progress for various groups? What challenges to equality exist today? What evidence from primary sources exists to support answers to these questions?
- How do textbooks represent civil rights movements and their impact?
- What role did the government play in supporting or hindering civil rights movements? In what ways is information provided by our state and federal government reliable? How might the government’s perspective be biased?
- In what ways do museums and feature films promote and support the civil rights movements as one of progress for various groups? Are museums trustworthy places to learn about U.S. history? Are feature films reliable sources to learn about U.S. history?

We the People**Level 3 curriculum connections**

- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

Causation and Argumentation

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Compelling Question:

- What is the current role of the United States in world affairs?

Supporting Questions:

- How do global economic factors affect America’s position in the world?
- How are external threats to U.S. security affecting its decisions to enter global and regional conflicts today?
- What values has America traditionally defended in the global arena? Have these values been compromised in dealings with some countries?
- How does America’s participation in multilateral organizations such as the United Nations, North Atlantic Treaty Organization, World Bank, and International Monetary Fund affect its current policies or actions?
- How did World War II reposition the United States in world affairs in a way that still influences foreign policy today?
- In what ways has American popular culture (music, film, television) influenced other cultures and perceptions of the United States by people in other countries?

We the People**Level 3 curriculum connections**

- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 37:** What key challenges does the United States face in the future?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

CIVICS

Civic and Political Institutions

CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

Compelling Question:

- Have social movements since the 1950s positively affected people’s political participation in America?

Supporting Questions:

- What is a social movement?
- What were some of the main social movements in America in the post-World War II era?
- What were the main goals of these social movements?
- Which goals were most connected to people’s participation in the political process?
- What evidence suggests that different groups of people became more involved in the political process as a result of social movements?
- What evidence suggests that social movements had little or no impact on people’s participation in the American political process?

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

Participation and Deliberation

CIV 9–12.3 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

Compelling Question:

- Did the civil rights movement of the 1950s and 1960s cause a change in the government’s role in promoting freedom and equality for Americans?

Supporting Questions:

- What was the civil rights movement of the 1950s and the 1960s?
- What were the main goals of the civil rights movement?
- Which goals were aimed at guaranteeing freedom and equality for all Americans?
- Did the civil rights movement cause a change in the power of state governments or the federal government?
- Did the civil rights movement instigate a change in the role of government in guaranteeing freedom and equality for Americans?

We the People

Level 3 curriculum connections

- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?

Processes, Rules, and Laws

CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.

CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

Compelling Question:

- Have amendments to the U.S. Constitution advanced the common good since the 1870s?

Supporting Questions:

- Which amendments have been added to the U.S. Constitution since the 1870s?
- What types of factors, situations, or conditions promote the “common good”?
- Have amendments since the 1870s strengthened or weakened the political rights of Americans?
- Have amendments since the 1870s strengthened or weakened economic opportunities for Americans?
- Have amendments since the 1870s had a positive or negative impact on social justice?

We the People**Level 3 curriculum connections**

- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 17:** How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:** How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 5, Lesson 28:** How does the First Amendment affect the establishment and free exercise of religion?
- **Unit 5, Lesson 29:** How does the First Amendment protect free expression?
- **Unit 5, Lesson 30:** How does the First Amendment protect freedom to assemble, petition and associate?
- **Unit 5, Lesson 31:** How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- **Unit 5, Lesson 32:** How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?

ECONOMICS

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Compelling Question:

- Was America a land of opportunity for immigrant groups that came to the United States from the 1870s to World War I?

Supporting Questions:

- What is meant by “land of opportunity”?
- Why did different groups of people from Europe, Asia, and Latin America immigrate to America during the late 1800s and early 1900s?
- What types of economic opportunities were available to these immigrants?
- What types of restrictions or obstacles confronted the new arrivals?
- To what extent did the reality of these immigrants’ experiences match their dream for opportunity in America?

Exchange and Markets

ECO 9–12.2 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Compelling Question:

- Did the Great Society programs of the 1960s improve the lives of the poor in America?

Supporting Questions:

- What is poverty?
- How much poverty existed in the United States during the 1960s?
- What programs, policies, or other actions comprised the Great Society?
- What were the main costs, intended and unintended, of these Great Society programs?
- What were the main benefits, intended and unintended, of these Great Society programs?
- Were government interventions of Great Society the fairest and most efficient way to address poverty in America during the 1960s and beyond?

National Economy

ECO 9–12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

ECO 9–12.5 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Compelling Question:

- Did government policies promote economic growth, full employment, and price stability during the Great Depression of the 1930s?

Supporting Questions:

- How effectively did the Federal Reserve System deal with the economic collapse of the U.S. economy during the early years of the Great Depression?
- How did the government during Herbert Hoover’s presidency address the economic depression?
- How did Congress and President Franklin D. Roosevelt use fiscal policy to promote economic growth and stability in the American economy?
- How did the Federal Reserve System use monetary policy to promote economic growth and stability during the 1930s?
- What other types of government regulations and reforms influenced the direction of the U.S. economy during and after the presidency of Franklin D. Roosevelt?
- What evidence suggests that these government interventions in the U.S. economy were successful or unsuccessful in ending the Great Depression?

Global Economy

ECO 9–12.6 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Compelling Question:

- Has economic globalization in the post-World War II era improved the economic well-being of Americans?

Supporting Questions:

- Why do nations trade with one another?
- What are some of the main costs and benefits of international trade to the U.S. economy?
- How does U.S. membership in regional trade agreements such as NAFTA and the World Trade Organization affect U.S. trade and investment opportunities?
- How does offshore outsourcing of production affect labor conditions and the employment situation in the United States and abroad?
- Does the integration of global financial markets create a more stable or less stable global financial system?
- Do new rules or regulations need to be placed on global business activity to protect people’s well-being at home and abroad?

GEOGRAPHY

Geographic Representations: Spatial Views of the World

GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Compelling Question:

- How did the physical geography of the United States influence patterns of economic development, migration of people, public policy, and American culture during Westward Expansion?

Supporting Questions:

- In what ways has American culture and “character” been shaped by the physical environment experienced during Westward Expansion?
- How did physical characteristics of the United States influence the location and types of transportation networks, thus affecting economic development, migration of people, and American culture?
- How did the relations with Mexico affect federal and state actions during Westward Expansion?

Human-Environment Interaction: Places, Regions, and Culture

GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Compelling Question:

- How did economic and scientific growth during the late 1800s and early 1900s affect the physical features of the United States and instigate cultural changes?

Supporting Questions:

- How did industrialization and the demand for resources in the late 19th and early 20th centuries change the physical landscape of the United States?
- What innovations and inventions changed the ways goods and services were produced during the period?
- How did new technologies and industrialization affect life in rural, agricultural regions?
- How did new technologies and industrialization affect life in urban areas?
- What were some of the positive and negative environmental impacts of producing goods and services during the period?

Human Population: Spatial Patterns and Movement

GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Compelling Question:

- What caused settlement patterns in the U.S. to change during the 1950s, 1960s, and 1970s?

Supporting Questions:

- What factors explain the growth and/or decline of cities and suburbs during the 1950s, 1960s, and 1970s?
- How did advances in technology and transportation, and climate factors, contribute to the growth of the “Sun Belt” in the U.S.?
- In what ways has the availability of water and other natural resources influenced settlement patterns?

Global Interconnections

GEO 9–12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

Compelling Question:

- How have international alliances shifted during the 20th century as a result of globalization, competition for resources and human migration?

Supporting Questions:

- How is the competition for resources influencing U.S. alliances in the Asia-Pacific region?
- In what ways has U.S. participation in NATO and other alliances changed as a result of globalization?
- How did human migration during and after WWII lead to conflict and cooperation between the United States and other nations?
- Has human migration lead to more conflict or more cooperation between the U.S. and Latin American nations?

We the People

Level 3 curriculum connections

- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?
- **Unit 6, Lesson 38:** What are the challenges of the participation of the United States in world affairs?

