KINDERGARTEN SOCIAL STUDIES

Supervisory Union & School District LAMOILLE NORTH
Equity, Access, and Opportunity

INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

GRADE-LEVEL STANDARD	
Developing Questions and Planning Inquiries	• Explain why the compelling question is important to the student. • Identify disciplinary ideas associated with a compelling question. • Identify facts and concepts associated with a supporting question. • Make connections between supporting questions and compelling questions. • Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. Key academic vocabulary: questioning, opinion (argument), explanation, point of view
Evaluating Sources and Using Evidence	• Gather relevant information from one or two sources while using the origin and structure to guide the selection. • Evaluate a source by distinguishing between facts and opinion. Key academic vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify
Communicating and Critiquing Conclusions	• Construct an argument with reasons. • Construct explanations using correct sequence and relevant information. • Present a summary of an argument using print, oral, and digital technologies. • Ask and answer questions about arguments. • Ask and answer questions about explanations. Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize
Take informed action	• Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. • Identify ways to take action to help address local, regional, and global problems. • Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

GRADE-LEVEL STANDARD
Arrange events from their personal lives, observations of the natural world, and stories and informational texts in temporal order, using words and phrases relating to chronology and time (first, next, last, now, before, after, today, night, etc.)
Describe ways people learn about the past.

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

GRADE-LEVEL STANDARD
Describe the location of people, objects, and places, using correct words and phrases such as up, down, near, far, left, right, straight, back, behind, in front of, next to, and between.
Use photographs, their own drawings or other representations to describe places in the immediate neighborhood of the student's home or school.
Describe ways in which the environment provides for basic human needs and wants.

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

GRADE-LEVEL STANDARD
Ask and answer questions about the reasons for rules, with prompting and support
Identify and explain reasons for rules at home and in school.
Give examples from literature and informational texts of characters who show authority, fairness, caring, justice, and responsibility, or who show how rules are created and followed, with prompting and support
Ask and answer questions about national symbols, songs, and texts of the United States.

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and global economic systems.

GRADE-LEVEL STANDARD
Ask and answer questions about buying, selling or trading something and explore how people make choices about the things they need and want, with prompting and support.

1ST GRADE SOCIAL STUDIES

Supervisory Union & School District
LAMOILLE NORTH
Equity, Access, and Opportunity

INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

GRADE-LEVEL STANDARD	
Developing Questions and Planning Inquiries	• Explain why the compelling question is important to the student. • Identify disciplinary ideas associated with a compelling question. • Identify facts and concepts associated with a supporting question. • Make connections between supporting questions and compelling questions. • Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. Key academic vocabulary: questioning, opinion (argument), explanation, point of view
Evaluating Sources and Using Evidence	• Gather relevant information from one or two sources while using the origin and structure to guide the selection. • Evaluate a source by distinguishing between facts and opinion. Key academic vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify
Communicating and Critiquing Conclusions	• Construct an argument with reasons. • Construct explanations using correct sequence and relevant information. • Present a summary of an argument using print, oral, and digital technologies. • Ask and answer questions about arguments. • Ask and answer questions about explanations. Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize
Take informed action	• Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. • Identify ways to take action to help address local, regional, and global problems. • Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

GRADE-LEVEL STANDARD
Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
Use historical sources to compare aspects of life today with life in the past, particularly family, school, jobs, or communication.
Identify the events or people celebrated during U.S. national holidays and why we celebrate them.

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

GRADE-LEVEL STANDARD
Describe places using absolute location (home address) and relative location (behind, between, in front of).
Distinguish between landmasses and bodies of water using maps and globes.
Use components of culture to describe diversity in family life (foods, language, religion, traditions, etc.)
Describe ways in which the physical environment in a place or region affects people's lives.

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

GRADE-LEVEL STANDARD
Explain the need for and purposes of rules.
Explain fair ways to make decisions and resolve conflicts in the school community.
Describe some responsibilities people have at home and at school.
Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and global economic systems.

GRADE-LEVEL STANDARD

2ND GRADE SOCIAL STUDIES

Supervisory Union & School District LAMOILLE NORTH Equity, Access, and Opportunity

INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

GRADE-LEVEL STANDARD	
Developing Questions and Planning Inquiries	• Explain why the compelling question is important to the student. • Identify disciplinary ideas associated with a compelling question. • Identify facts and concepts associated with a supporting question. • Make connections between supporting questions and compelling questions. • Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. Key academic vocabulary: questioning, opinion (argument), explanation, point of view
Evaluating Sources and Using Evidence	• Gather relevant information from one or two sources while using the origin and structure to guide the selection. • Evaluate a source by distinguishing between facts and opinion. Key academic vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify
Communicating and Critiquing Conclusions	• Construct an argument with reasons. • Construct explanations using correct sequence and relevant information. • Present a summary of an argument using print, oral, and digital technologies. • Ask and answer questions about arguments. • Ask and answer questions about explanations. Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize
Take informed action	• Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. • Identify ways to take action to help address local, regional, and global problems. • Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

GRADE-LEVEL STANDARD
Distinguish among years and decades using a timeline of personal, school, or local community events.
Examine different perspectives of the same event in a community and explain how and why they are different.

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

GRADE-LEVEL STANDARD
Construct a map of a familiar location (e.g., the school, the neighborhood, a park) that uses symbols, labels, and legends denoting human and physical characteristics of place.
Use maps to describe the location of the local community within the state of Vermont in relation to other significant places in the state.
Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.
Suggest ways in which people can responsibly interact with the environment in the local community.

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

GRADE-LEVEL STANDARD
Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom, etc.).
Explain how local governments balance individual rights with the common good to solve local community problems.
Use examples to describe how local government affects the lives of people in a community.
Distinguish between personal and civic responsibilities and explain why they are important in community life.

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and global economic systems.

GRADE-LEVEL STANDARD
Give examples of products (goods) that people buy and services people do for each other and distinguish between producers and consumers of goods and services.
Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
Explain why people cannot have everything they want (scarcity) and describe how people respond (choice), using examples.

3RD GRADE SOCIAL STUDIES

Supervisory Union & School District
LAMOILLE NORTH
Equity, Access, and Opportunity

INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

GRADE-LEVEL STANDARD	
Developing Questions and Planning Inquiries	• Explain why compelling questions are important to others (e.g., peers, adults). • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. • Explain how supporting questions help answer compelling questions in an inquiry. • Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions. Key academic vocabulary: questioning, argument, explanation, point of view
Evaluating Sources and Using Evidence	• Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. • Use distinctions between fact and opinion to determine the credibility of multiple sources. • Identify evidence that draws information from multiple sources in response to compelling questions. Use evidence to develop claims in response to compelling questions. Key academic vocabulary: argument, sources, evidence, claims, counterclaims, gather
Communicating and Critiquing Conclusions	• Construct arguments using claims and evidence from multiple sources. • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. • 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) • Critique arguments. • Critique explanations. Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility
Take informed action	• Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. • Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. • Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

GRADE-LEVEL STANDARD
Create a timeline to sequence and describe major events and people in early Vermont history, using sources such as historical maps, paintings, and texts of the period.

Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Vermont interacted with, adapted to, used, and/or modified their environments.
Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Vermont in order to better understand their beliefs and histories.
Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Vermont.

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

GRADE-LEVEL STANDARD
Use cardinal directions, map scales, legends, and titles to locate and describe the town where the school is located, its local geographic features and historic landmarks, and their significance, on a current map of Vermont,
Locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine) on a political map of the current United States,
Use a variety of visual materials and data sources to describe multiple ways in which Vermont can be divided into regions.
Explain the environmental and geographical factors influencing the location of major kinds of economic activity in Vermont today, (agriculture, forestry, manufacturing, maple sugar, tourism).
Locate natural resources in Vermont and explain the consequences of their use

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

GRADE-LEVEL STANDARD
Describe how the Vermont state government reflects the principle of representative government.
Identify goods and services provided by the state government and describe how they are funded.
Identify the three branches of state government and the powers and responsibilities of each.
Identify the rights and responsibilities of citizenship.

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and global economic systems.

GRADE-LEVEL STANDARD
Analyze and compare a major Vermont economic activity today with that same activity or a related activity in the past.

4TH GRADE SOCIAL STUDIES

Supervisory Union & School District
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INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

GRADE-LEVEL STANDARD	
Developing Questions and Planning Inquiries	• Explain why compelling questions are important to others (e.g., peers, adults). • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. • Explain how supporting questions help answer compelling questions in an inquiry. • Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions. Key academic vocabulary: questioning, argument, explanation, point of view
Evaluating Sources and Using Evidence	• Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. • Use distinctions between fact and opinion to determine the credibility of multiple sources. • Identify evidence that draws information from multiple sources in response to compelling questions. Use evidence to develop claims in response to compelling questions. Key academic vocabulary: argument, sources, evidence, claims, counterclaims, gather
Communicating and Critiquing Conclusions	• Construct arguments using claims and evidence from multiple sources. • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. • 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) • Critique arguments. • Critique explanations. Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility
Take informed action	• Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. • Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. • Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

GRADE-LEVEL STANDARD
Use maps, photographs, and archaeological evidence (e.g., stone tools, ceramics, mound-building, cliff dwellings) to describe the characteristics, culture, and inhabited regions of historic Native Peoples and organized ancient societies on the North American continent (Inuit, Hopewell, Puebloan, Iroquois, Maya, Toltec, and others.)

Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of regions and cultures on the North American continent.
Describe how engineering and technology helped the migration, immigration, and expansion of settled regions in the United States.

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

GRADE-LEVEL STANDARD
Analyze and interpret data from maps (symbols for mountains, rivers, deserts, lakes, and cities) to identify and describe patterns of Earth's features.
Locate Canada and its provinces and the United States of America and its states and capitals, on a political map of North America
Use geographical features, such as continents, oceans and major lines of latitude to describe the relative location of Vermont and the United States on a world map.
Locate and describe human and physical characteristics of major U.S. regions and compare them to the New England region.
Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons and impacts for the movements.

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

GRADE-LEVEL STANDARD
Describe the purposes of government as identified in the Preamble of the Constitution
Describe a variety of societal and governing structures used by indigenous societies.
Describe the organizational structure of the federal government and how powers are separated among the branches.
Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and global economic systems.

GRADE-LEVEL STANDARD
Using an example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
Describe the interdependence, benefits, and potential consequences of Vermonters consuming products produced in other regions and countries.
Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services.

5TH GRADE SOCIAL STUDIES

Supervisory Union & School District
LAMOILLE NORTH
Equity, Access, and Opportunity

INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

GRADE-LEVEL STANDARD	
Developing Questions and Planning Inquiries	• Explain why compelling questions are important to others (e.g., peers, adults). • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. • Explain how supporting questions help answer compelling questions in an inquiry. • Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions. Key academic vocabulary: questioning, argument, explanation, point of view
Evaluating Sources and Using Evidence	• Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. • Use distinctions between fact and opinion to determine the credibility of multiple sources. • Identify evidence that draws information from multiple sources in response to compelling questions. Use evidence to develop claims in response to compelling questions. Key academic vocabulary: argument, sources, evidence, claims, counterclaims, gather
Communicating and Critiquing Conclusions	• Construct arguments using claims and evidence from multiple sources. • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. • 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) • Critique arguments. • Critique explanations. Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility
Take informed action	• Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. • Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. • Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

GRADE-LEVEL STANDARD
Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.

Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of each of these three groups. (government structure, views on property ownership, land use, Columbian Exchange)
Analyze the development of the slave system in the Americas and its impact. (Triangular Trade, including the trade routes, the people and goods traded, Middle Passage, and the impact on life in Africa and life of enslaved Africans in the American colonies.)
Identify and describe the major political, economic, and ideological reasons for the American Revolution and its consequences.

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

GRADE-LEVEL STANDARD
Compare the regional patterns of settlement, control, and governance between the Southern, New England, and Mid-Atlantic colonies. Explain why the geography of each area contributes to the resulting patterns.
Analyze the colonies before the French and Indian War then the 13 colonies with the Proclamation line of 1763, on a political map of the 13 colonies.

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

GRADE-LEVEL STANDARD
Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.
Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the American Revolution.
Compare the regional patterns and consequences of interactions with Indigenous Peoples and Africans between the Southern, New England, and Mid-Atlantic colonies.
Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations. [examples of rights: voting, freedoms of religion, expression, press Examples of values: common good, equality, individual rights, justice]

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and

global economic systems.

GRADE-LEVEL STANDARD
Compare the patterns and developments of a labor market, use of crops and natural resources, and manufacturing and textile economies between the Southern, New England, and Mid-Atlantic colonies.
Analyze the interdependence and consequence of trading of goods and services between the Southern, New England, and Mid-Atlantic colonies.

6TH GRADE SOCIAL STUDIES

Supervisory Union & School District
LAMOILLE NORTH
Equity, Access, and Opportunity

INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

GRADE-LEVEL STANDARD	
Developing Questions and Planning Inquiries	• Explain how a question represents key ideas in the field. • Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question. • Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. • 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. Key academic vocabulary: questioning, argument, explanation, point of view
Evaluating Sources and Using Evidence	• Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • Evaluate the credibility of a source by determining its relevance and intended use. • Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. • Develop claims and counterclaims while pointing out the strengths and limitations of both. Key academic vocabulary: argument, sources, evidence, claims, counterclaim, gather
Communicating and Critiquing Conclusions	• Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. • Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. • 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). • Critique arguments for credibility. • Critique the structure of explanations. Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility
Take informed action	• 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. • 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. • 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.

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

GRADE-LEVEL STANDARD

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

GRADE-LEVEL STANDARD
1. Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.
2. Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.
3. Describe the cultural groups and diversities among people who are rooted in particular places and in human constructs called regions.
4. Locate and describe the characteristics and patterns of major world climates and ecosystems.
5. Describe the culture of the region being studied, including the major languages, religions, social structures, and traditions, and explain how the culture influences people's daily lives.

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

GRADE-LEVEL STANDARD
6. Compare and contrast different ideas about the purposes of and various forms of government around the world.
7. Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.
8. Evaluate examples of cooperation and conflict within the region under study from different perspectives. (control/use of natural resources, power, wealth, and cultural diversity).

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and global economic systems.

GRADE-LEVEL STANDARD
9. Describe how individuals, businesses, and government make economic decisions when confronting scarcity or surpluses in the market economy.
10. Describe how societies organize to allocate resources to produce and distribute goods and services.
11. Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.