

Strand 1: History

Concepts	Skills Processes
Perspectives (HIST 8.3, 8.4) Connections (HIST 8.1) Historical Source Evaluation (HIST 8.8) Relevance/Utility (HIST 8.8) Argument (HIST 8.10)	Credibility (INQ 6-8.7) Critique of Arguments (INQ 6-8.13) Critique of Structure (INQ 6-8.14)

Strand Understandings:

- Perspectives of different groups can both promote and hinder people's struggles for freedom, equality, and social justice.
- Historians determine the relevance of information by analyzing the origin, authority, structure, context, and corroborative value of each source.

Essential/Guiding Questions:

- Was the American war for independence inevitable? (P)
- How did the attitudes, beliefs, and actions of various groups influence the outcomes of the American Revolutionary War? (C/P)
- What impact did the French and Indian War have on the relationship between the English colonists and the English government? (F/C)
- Were the English colonists justified in resisting British policies after the French and Indian War? (C/P)

CT Social Studies Framework

- Is America a land of political, economic, and social opportunity?
- How do Americans define freedom and equality?
- How have American conceptions of freedom and equality changed over the course of U.S. history for various groups of people?

Unit Enduring Understandings:

- People's different economic and social backgrounds can lead to conflict.

Overarching Essential Questions:

- How do the differing beliefs and understandings of various groups contribute to a culture that supports or hinders revolution?
- How do people without power get power?

Strand 2: Civics

Concepts	Skills Processes
Founding Principles (CIV 8.2)	Claims/ Counterclaims (INQ 6-8.9)

Strand Understandings:

- Social movements as well as various forms of communication can serve to encourage political action leading to new forms of government.
- Determining claims and counterclaims allows readers/listeners to determine strengths and limitations of arguments.
- Disagreements over the proper relationship between government and citizens can lead to discontent and/or rebellion.

Essential/Guiding Questions:

- How have social movements shaped and influenced individual political participation over time? (C/P)
- How did early documents affect the framers of the Declaration of Independence? (F/C)
- Did the Declaration of Independence establish the foundation of American government? (C/P)
- Was colonial America a democratic society? (P)

Unit Focus:
Road to Revolution
Concept Lens:
Tension, Relationships, Perspective

Strand 3: Economics

Concepts	Skills Processes
Global Economy (ECO 8.6)	Point of view (INQ 6-8.2, 8.3)

Strand Understandings:

- Economic decisions can influence people's attitudes and beliefs and impact societal change.
- Understanding points of agreements among experts allows the learner to consider multiple perspectives that influence a societal change.

Essential/Guiding Questions:

- For what economic reasons do some nations strive to create empires? (F/C)
- How do trade laws influence relationships between the groups of people involved in them? (F/C)
- How did triangular trade affect the economy of colonial America? (F/C)

Strand 4: Geography

Concepts	Skills Processes
Human-Environment Interaction (GEO 8.1; 8.2)	Key Ideas (INQ 6-8.1) Multiple Disciplinary Lenses (INQ 6-8.15)

Strand Understandings:

- The cultural and environmental characteristics of a region often influence cooperation and conflict between people.
- Applying multiple disciplinary lenses to an analysis of a specific issue/problem allows the learner to discern the overall challenges, causes, characteristics, and opportunities of those trying to address a problem.

Essential/Guiding Questions:

- How did the physical geography of the US influence patterns of economic development and migration of people leading up to the American Revolution? (F/C)
- What role did geography play in the development of colonial America? (C)

Strand 1: History

Concepts	Skills Processes
Continuity (HIST 8.1, HIST 8.2) Perspective (HIST 8.3, HIST 8.4, HIST 8.5)	Argument & Explanation (INQ 6.8.11) Point of View (INQ 6-8.5)

Strand Understandings:

- American laws emerge from American beliefs concerning government and the rights of the people.
- Opposing viewpoints often influence the creation and implementation of government and laws.

Essential/Guiding Questions:

- In what ways does the Constitution address the concerns and issues of the American people prior to the Revolution? (F/C)

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Unit Enduring Understandings:

- Governments try to strike a balance between centralized powers and rights in order to create an enduring system of security and care for the common good.

Overarching Essential Questions:

- What is the purpose of government?
- How has the U.S. Constitution's definition of government changed over time?
- How does the U.S. Constitution simultaneously protect citizens' rights while establishing strong national and state governments?

Strand 2: Civics

Concepts	Skills Processes
Governmental Origins/Functions/Structures (CIV 8.1) Rules and Laws (CIV 8.3, CIV 8.4)	Constructing Arguments (INQ 6-8.10) Taking Action (INQ 6-8.16) Informed Action (INQ 6-8.17)

Strand Understandings:

- Division and balance of power in the Constitution protect both the individual and the common good.
- Actions by individuals and governments test this balance.

Essential/Guiding Questions:

- How did the development of the U.S. Constitution and its amendments address tension between the individual and the common good? (P)
- What is a constitution? (C)
- How do people develop effective government? (C)
- Why is active citizenship so crucial to a functioning government? (C)

Unit Focus:
Creating a Nation
Concept Lens:
Power, Rights, Responsibility

Strand 3: Economics

Concepts	Skills Processes
Decisions (ECO 8.1)	Outcomes (INQ 6-8.16)

Strand Understandings:

- Those with economic power often have a disproportionate influence on the creation of laws.

Essential/Guiding Questions:

- What roles do those with economic power have in writing constitutions/governing documents? (C/P)
- What role did representatives of slave states play in writing the Constitution? (F/C)

Strand 4: Geography

Concepts	Skills Processes
Interactions (GEO 8.2)	Questioning (INQ 6-8.5)

Strand Understandings:

- Combinations of regional and environmental characteristics drive/contribute to various viewpoints regarding the formation of laws and government.

Essential/Guiding Questions:

- How did regional and environmental differences within the United States contribute to the formation of laws and government? (C)

Strand 1: History

Concepts	Skills Processes
Causation (HIST 8.1) Change (HIST 8.2) Perspectives (HIST 8.3) Historical Records Limitations (HIST 8.6) Cause and Effect (HIST 8.9)	Claim and Counterclaim (INQ 6-8.9)

Strand Understandings:

- Historical records while providing insight into the conflict and change associated with expansion can limit understanding if multiple perspectives are not explored.

Essential/Guiding Questions:

- How did Westward Expansion reinforce and contradict the American identity of the United States as a land of opportunity? (P)
- In what ways did Westward Expansion create opportunities or limits for American settlers, indigenous peoples, slaves, Chinese immigrants, industrialists, politicians, and others? (C/P)
- What makes a historical source limited in its reliability? (C)

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Unit Enduring Understandings:

- Expansion can lead to conflict and change.
- All groups do not benefit equally from political decisions and compromises.
- The prosperity of a country can be measured in different ways.

Overarching Essential Questions:

- What is progress?
- What does "freedom and equality" mean to different groups?

Strand 2: Civics

Concepts	Skills Processes
Policies (CIV 8.3)	Problems (INQ 6-8.15)

Strand Understandings:

- Different groups disproportionately influence government policies.

Essential/Guiding Questions:

- What are the challenges to reaching a compromise? (P)
- What tactics can citizens use to influence government? (F/C)
- How could government policies benefit some by hurting others? (C)

Unit Focus:
The Costs of Progress
Concept Lens:
Industrialization, Prosperity, Inequality

Strand 3: Economics

Concepts	Skills Processes
Decision-Making (ECO 8.1) Innovation and Entrepreneurship (ECO 8.3) Inflation, Deflation, Unemployment (ECO 8.4) Standards of Living (ECO 8.5)	Evidence (INQ 6-8.8)

Strand Understandings:

- New technologies and innovations can change the way people live and work.

Essential/Guiding Questions:

- What groups of people were helped or hurt by new technologies and other innovations in the productions of goods and services? (C/P)
- What types of economic opportunities were available to settlers who made the trek westward? (F)
- How did innovations and inventions in areas such as transportation, communications, and production methods influence people's decisions to move westward? (C)

Strand 4: Geography

Concepts	Skills Processes
Connections (GEO 8.3) Representational Mapping (GEO 8.1)	Key Ideas (INQ 6-8.1)

Strand Understandings:

- New technologies and innovations can cause changes to the way that people and ideas move.
- Opportunity for growth/success can be limited or enhanced by geographic factors/resources.

Essential/Guiding Questions:

- How does physical geography influence patterns of economic development and migration of people? (C)
- What is the relationship between the need for labor and immigration to the United States? (C/P)
- What impact did the Industrial Revolution have on the environment? (C/P)

Strand 1: History

Concepts	Skills Processes
Progress and Decline (HIST 8.1, HIST 8.2) Perspectives (HIST 8.3) Sources (HIST 8.7)	Credibility (INQ 6-8.7)

Strand Understandings:

- Factors like religion, politics, social class, and geography can influence an individual's perspective.
- Unification does not always mean inclusion or equality for all groups.

Essential/Guiding Questions:

- In what ways did the abolition of slavery indicate progress or decline for African Americans? (P)
- What factors can influence a person's perspective on an issue? (F/C)
- What were some causes and effects of the abolition of slavery? (F)

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Unit Enduring Understandings:

- Americans define freedom and equality in a variety of different ways depending on experience and social position among other factors.
- Choices of individuals and governments often lead to conflict or freedom for all
- Governments often struggle to protect citizens' freedoms. (Protecting citizens' freedoms is an ongoing struggle.)

Overarching Essential Questions:

- What is freedom?
- Why might it be difficult for the government to keep people safe?
- Have Americans lived out the ideals of the Declaration of Independence?
 - Equality
 - Democracy
 - Life, liberty, and the pursuit of happiness
 - Right to rebel/protest
- Is war ever justified?

Strand 2: Civics

Concepts	Skills Processes
Policies (CIV 8.3)	Credibility (INQ 6-8.7) Adaptations of Arguments (INQ 8.12) Taking Action (INQ 8.17)

Strand Understandings:

- New legislation is often required for groups to gain legal equality.

Essential/Guiding Questions:

- How did American conceptions of freedom and equality change during and after the Civil War? (C)
- What justifications have been given for denying rights to different groups? (P)

Unit Focus:

Division and Reunification

Concept Lens:

Conflict, Freedom, Choice

Strand 3: Economics

Concepts	Skills Processes
Decisions (ECO 8.1) Competition and Market Economy (ECO 8.2)	Evidence from Multiple Sources (INQ 6-8.6)

Strand Understandings:

- Economic decisions often determine the well-being of individuals, businesses, and society as a whole.
- Unresolved economic conflicts can lead to war.

Essential/Guiding Questions:

- How did the reliance on cash crops in the pre-Civil War South influence the institution of slavery in America? (F/C)

Strand 4: Geography

Concepts	Skills Processes
Culture and Environment (GEO 8.2) Environment and Production of Goods (GEO 8.4)	Evidence to Support Claims (INQ 6-8.8)

Strand Understandings:

- The need for labor often influences, shapes, and changes immigration and migration.
- A shared system of beliefs and practices among a people usually defines a region's identity.

Essential/Guiding Questions:

- How did cultural and environmental differences between the North and South contribute to the causes of, and outcome of, the Civil War? (C)
- How did the Northern industrial economy and Southern plantation economy lead to cultural differences? (F/C)