

Grade Expectations for Vermont's Framework of Standards and Learning Opportunities

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Summer 2004
**(History and
Social Sciences)**

Acknowledgments

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Richard H. Cate

Deputy Commissioner of Education

H. "Bud" Meyers, Ph.D.

Cover Graphic Design

David Lustgarten

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STATE OF VERMONT
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

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Dear Vermont Educational Leader:

In the fall of 1996, the State Board of Education adopted *Vermont's Framework of Standards and Learning Opportunities*. Over the years thousands of Vermont teachers, parents and students have participated in group meetings and reviews aimed at improving the standards with the goal of making them more useful as guides to curriculum development. In 2000, the standards were formally revised and again adopted by the State Board.

Now, in the summer of 2004, another chapter in the standards, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*, has been written. Each of the existing standards for History and Social Sciences has been carefully studied and applied to a process of development that has produced Grade Cluster Expectations (GCEs).

Like the Grade Level Expectations in Mathematics, Reading, and Writing, these GCEs are more specific statements of the Vermont standards in *Vermont's Framework*. Unlike the Grade Level Expectations (GLEs), which delineate specific grade levels, these Grade Expectations are organized by Grade Clusters (pre-K and K; 1 and 2; 3 and 4; 5 and 6; 7 and 8; and high school). The purpose of using grade clusters is to provide additional flexibility for alignment of local curriculum and local comprehensive assessment systems.

As in the development of the GLEs, the development and review of these Grade Expectations involved Department of Education and Vermont Institutes staff, teachers, administrators, content experts and professional associations. Nationally recognized standards, research and curriculum, standards from other states, and Vermont local curriculum were reviewed and considered as part of the development process.

I want to thank everyone who participated in this process.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Richard H. Cate'.

Richard H. Cate
Commissioner

Introduction

As Vermont educators work toward meeting the challenges of the School Quality Standards in Act 68 (formerly Act 60), open communication is critical. The School Quality Standards state:

Vermont schools will have fully implemented a local comprehensive assessment system by which students are assessed in those *Framework* or comparable standards associated with the Fields of Knowledge and Vital Results and those standards associated with the arts, health and safety education, physical education, foreign languages and applied learning.

In response to this challenge, Grade Cluster Expectations (GCEs) have been developed. Assessment items are currently being developed for arts. Grade Expectations (GEs), encompass both Grade Level Expectations in Reading, Writing and Math, and Grade Cluster Expectations. These GEs will serve multiple purposes in terms of teaching, student learning, and local assessment.

What are GEs?

Vermont's Framework of Standards and Learning Opportunities provides the foundation for Local Comprehensive Assessment Systems. The creation of GEs will provide more explicit guidance. GEs will:

- provide a valuable resource for teachers and schools as they implement the Vermont Framework
- relate directly to the Vermont Standards and associated evidences
- differentiate performance on content knowledge or skills between adjacent grade clusters
- lead to focused, coherent and developmentally appropriate instruction without narrowing the curriculum

The purposes of the Vermont Framework will not change with the development of GEs.

Why two-grade clusters?

The GCEs specify two-grade cluster skills and content (PreK-K, 1-2, 3-4, 5-6, 7-8, and proficient at high school, and advanced at high school). Two-grade clusters will:

- provide more flexibility in creating local curriculum
- allow for a broader time span in which developmental changes can be addressed
- take into account local opportunities to learn

How were the GEs developed?

Grade Expectation development in Vermont involved many educators in order to get the best thinking for this important effort. This required work of teachers, content experts, curriculum coordinators, and administrators. Using background research in national, state, and local documents, committees of teachers came together to discuss and debate what was essential for Vermont's students to know and be able to do. These essential skills and concepts became the GEs, which were then reviewed by hundreds of teachers around the state during the field review process.

What are assessment items?

An assessment item could include performance, a product, a response to a prompt, a reflection, or a portfolio of work over time – a way of documenting what a student knows and is able to do.

Ideally, taken as a group, assessment items should:

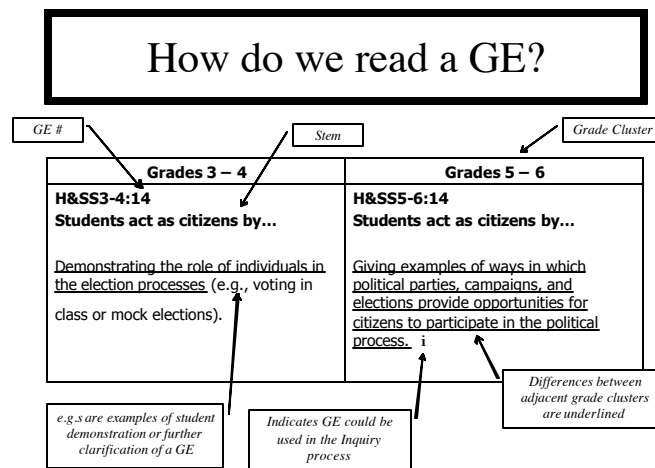
- focus on depth of understanding by identifying key knowledge and skills that progress developmentally
- provide clear guidance to classroom teachers on content and skills that can be adequately assessed
- assess what is essential for our learners right now and what will be essential for our students 5, 10, or 20 years from now
- be designed to help the learner revise his or her performance independently

Assessments will be available at: <http://www.vermontinstitutes.org/assessment/index.htm>.

How do you read the GEs?

As you read the GEs, remember that each has four parts:

- A bolded statement called the “stem” is at the beginning of each GCE. Each “stem” remains the same across the grades, and is meant to communicate the focus of the GCE across the grades.
- Bullets in a GCE indicate how the GCE is specified at that grade cluster.
- Differences between adjacent grades are underlined.
- “E.g.s” are **exam-** limited sets) of student clarification of a **ples** (not requirements or student demonstration or further GCE.



How do GEs fit into the curriculum?

The GEs are designed to work in conjunction with local decisions to help develop assessments and curricula, as represented by the following formula:

Content + Assessment (GEs) + Learning Opportunity + Teaching Opportunity = Curriculum

History and Social Sciences Overview

Educators from around the state, with the help of The Vermont Institutes, developed Vermont History and Social Sciences Grade Cluster Expectations as a means to identify the content knowledge and skills expected of all students for local assessment required under Act 68. This work was accomplished using the *Vermont's Framework of Standards and Learning Opportunities*, Vermont curricula, national standard documents, state standard documents, and current research as resources. The GEs were reviewed by history and social sciences educators from around the state. The data from field review was collected, reviewed, and used to revise the GEs. They were then sent out for Expert Review and revised one final time.

History and Social Sciences GEs are not intended to represent the full curriculum for instruction at each grade cluster. GEs are meant to capture the essential learning elements that can be assessed locally. In other words, the GEs are a guide to assessment and should not “narrow” the curriculum for instructional purposes.

History and Social Sciences GEs include concepts and skills not easily assessed in an on-demand setting. Many processes are ongoing throughout the school year and are best assessed within the classroom.

The H&SS Inquiry GEs reflect work that the majority of teachers are already doing in their classrooms when they have their students investigate a question or research a topic or issue. Inquiry can be an essential tool in each of the content areas in H&SS, and is signified by an (i) symbol. As a process, inquiry can be used to design and conduct research in every area of the social sciences. In its parts, inquiry teaches students how to:

Ask pertinent questions

Develop hypotheses

Make a research plan

Conduct research

Read primary sources

Evaluate media

Analyze data and information

Draw conclusions

Be social scientists

The H&SS Inquiry GEs are based on those in science inquiry, but have been changed to reflect specific skills and interests of the social sciences. However, these basic similarities can promote cross-curricular learning while reinforcing skills for all Vermont students.

GE Number(s)	Component	Grouped with Vermont Standards	Stem
H&SS1-H&SS7	Inquiry	*1.3, *1.4, *1.8, *1.18, 1.19, 1.21, 2.1, 2.2, *3.10, 2.6, 2.7, 2.10, 2.11, 2.12, 6.1, 6.2, 6.3, 6.4, 6.6	H&SS1 Students initiate an inquiry by... H&SS2 Students develop a hypothesis, thesis, or research statement by... H&SS3 Students design research by... H&SS4 Students conduct research by... H&SS5 Students develop reasonable explanations that support the research statement by... H&SS6 Students make connections to research by... H&SS7 Students communicate findings by...
H&SS8-H&SS10	History	4.5, 4.6, 6.4, 6.5, 6.6	H&SS8 Students connect the past with the present by... H&SS9 Students show understanding of how humans interpret history by... H&SS10 Students show understanding of past, present and future time by...
H&SS11-H&SS13	Physical and Cultural Geography	4.3, 4.6, 6.7, 6.8, 6.13	H&SS11 Students interpret geography and solve geographic problems by... H&SS12 Students show understanding of human interaction with the environment over time by... H&SS13 Students analyze how and why cultures continue and change over time by...
H&SS14-H&SS17	Civics, Government, and Society	6.9, 6.10, 6.11, 6.12, 4.1, 3.7, 3.11, 3.13	H&SS14 Students act as citizens by... H&SS15 Students show understanding of various forms of government by... H&SS16 Students examine how different societies address issues of human interdependence by... H&SS17 Students examine how access to various institutions affects justice, reward, and power by...
H&SS18-H&SS20	Economics	3.8, 3.9, 6.15, 6.16, 6.17	H&SS18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by... H&SS19 Students show understanding of the interconnectedness between government and the economy by... H&SS20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

Grades PreK-K

Social and Historical Questioning

H&SSPK-K:1

Students initiate an inquiry by...

- Developing a question by completing prompts, “I wonder...?”, “Why...?”, “How is this like...?”.

Hypothesis/Research Statement

H&SSPK-K:2

Students develop a hypothesis, thesis, or research statement by...

- Sharing ideas about possible answers to questions (e.g., What might we see on a field trip to a factory?).

Research Plan

H&SSPK-K:3

Students design research by...

- Identifying resources for finding answers to their questions (e.g., books, videos, and people).
- Explaining what their jobs will be during an inquiry investigation (e.g., drawing pictures after a field trip).
- Identifying ways they will show what they have learned.

Grades 1-2

Social and Historical Questioning

H&SS1-2:1

Students initiate an inquiry by...

- Asking questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched as a class (e.g., How is living in Vermont different than living in Florida?).

Hypothesis/Research Statement

H&SS1-2:2

Students develop a hypothesis, thesis, or research statement by...

- Using prior knowledge to share ideas about possible answers to questions (e.g., How do people use teamwork to get jobs done?).

Research Plan

H&SS1-2:3

Students design research by...

- Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).
- Explaining what their jobs will be during an inquiry investigation (e.g., drawing pictures after a field trip).
- Planning how to organize information so it can be shared.

Grades 3-4

Social and Historical Questioning

H&SS3-4:1

Students initiate an inquiry by...

- Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., Why was the soda machine taken out of the school? Why is the number of family farms in Vermont growing smaller?).

Hypothesis/Research Statement

H&SS3-4:2

Students develop a hypothesis, thesis, or research statement by...

- Using prior knowledge to predict results or proposing a choice about a possible action (e.g., using experience from a field trip to the nature center, propose a way to preserve Vermont's natural habitats).

Research Plan

H&SS3-4:3

Students design research by...

- Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).
- Identifying tasks and how they will be completed, including a plan for citing sources (e.g., I will interview the principal about why the soda machine was taken out of the school).
- Planning how to organize information so it can be shared.

Grades 5-6

Social and Historical Questioning

H&SS5-6:1

Students initiate an inquiry by...

- Asking relevant and focusing questions that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., How will global warming affect me and my community? Does intolerance exist in my school or community?).

Hypothesis/Research Statement

H&SS5-6:2

Students develop a hypothesis, thesis, or research statement by...

- Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.

Research Plan

H&SS5-6:3

Students design research by...

- Identifying the quality and quantity of information needed, including primary and secondary sources.
- Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
- Determining possible ways to present data (e.g., Power-Point, hypercard, report, graph, etc.).

Grades 5-6

Social and Historical Questioning

H&SS5-6:1

Students initiate an inquiry by...

- Asking relevant and focusing questions that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., How will global warming affect me and my community? Does intolerance exist in my school or community?).

Hypothesis/Research Statement

H&SS5-6:2

Students develop a hypothesis, thesis, or research statement by...

- Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.

Research Plan

H&SS5-6:3

Students design research by...

- Identifying the quality and quantity of information needed, including primary and secondary sources.
- Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
- Determining possible ways to present data (e.g., PowerPoint, hypercard, report, graph, etc.).

Grades 7-8

Social and Historical Questioning

H&SS7-8:1

Students initiate an inquiry by...

- Asking focusing and probing questions that will lead to independent research and incorporate concepts of personal, community, or global relevance (e.g., What are the causes of low voter turnout? What are the most effective ways to improve voter participation?).

Hypothesis/Research Statement

H&SS7-8:2

Students develop a hypothesis, thesis, or research statement by...

- Predicting results, proposing a choice about a possible action, or exploring relationships between facts and/or concepts.

Research Plan

H&SS7-8:3

Students design research by...

- Identifying the quality and quantity of information needed, including primary and secondary sources.
- Identifying tools and procedures needed for collecting, managing, and examining information, including a plan for citing sources (e.g., establishing a time line or schedule for research, identifying places to find possible sources).
- Determining possible ways to present data (e.g., PowerPoint, hypercard, report, graph, etc.).

Grades 9-10

Social and Historical Questioning

H&SS9-10:1

Students initiate an inquiry by...

- Asking focusing, probing, and significant research questions that incorporate ideas and concepts of personal, community, or global relevance (e.g., How will recent changes in the global economy affect my community and me?).

Hypothesis/Research Statement

H&SS9-10:2

Students develop a hypothesis, thesis, or research statement by...

- Predicting results, proposing a choice about a possible action, or interpreting relationships between facts and/or concepts.

Research Plan

H&SS9-10:3

Students design research by...

- Establishing criteria for the quality and quantity of information needed, including primary and secondary sources.
- Identifying tools and procedures needed for collecting, managing, and analyzing information, including a plan for citing sources (e.g., establishing a time line or schedule for research, independently identifying places to find sources).
- Determining the best ways to present their data (e.g., PowerPoint, hypercard, report, graph, etc.).

Grades 11-12

Social and Historical Questioning

H&SS11-12:1

Students initiate an inquiry by...

- Asking focusing, probing, and significant research questions that incorporate ideas and concepts of personal, community, or global relevance and could lead to answers which allow students to become participants in solutions (e.g., Does my purchasing behavior affect child labor practices in the developing world?).

Hypothesis/Research Statement

H&SS11-12:2

Students develop a hypothesis, thesis, or research statement by...

- Predicting results, proposing choices about possible actions, or interpreting relationships between facts and/or concepts.

Research Plan

H&SS11-12:3

Students design research by...

- Establishing criteria for the quality and quantity of information needed, including primary and secondary sources.
- Identifying tools and procedures needed for collecting, managing, and analyzing data, including a plan for citing sources (e.g., establishing a time line or schedule for research, independently identifying places to find sources).
- Determining the best ways to present their data (e.g., PowerPoint, hypercard, report, graph, etc.).
- Determining ways research plan can be applied to other areas (e.g., to future career goals)

Grades PreK-K

Conducting Research

H&SSPK-K:4

Students conduct research by...

- Following directions to complete an inquiry.
- Asking questions and observing during the investigation process.
- Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table).

H&SSPK-K:5

Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information (e.g., pictograph, bar graph, chart, building blocks).
- Analyzing evidence (e.g., sorting objects, justifying groupings, role playing).

Grades 1-2

Conducting Research

H&SS1-2:4

Students conduct research by...

- Following directions to complete an inquiry.
- Asking questions and observing during the investigation process.
- Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table).

H&SS1-2:5

Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information (e.g., table, chart, graph)
- Classifying information and justifying groupings based on observations, prior knowledge, or experience.

Grades 3-4

Conducting Research

H&SS3-4:4

Students conduct research by...

- Referring to and following a plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.
- Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases (e.g., taking notes while interviewing the principal).
- Citing sources.

H&SS3-4:5

Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information in a manner appropriate to the research statement through tables, graphs, maps, dioramas, charts, narratives, and/or posters.
- Classifying information and justifying groupings based upon observations, prior knowledge, and/or research.
- Using appropriate methods for interpreting information such as comparing and contrasting.

Grades 5-6

Conducting Research

H&SS5-6:4

Students conduct research by...

- Referring to and following a plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.
- Applying criteria from the research plan to analyze the quality (e.g., credibility of a Web site) and quantity (e.g., minimum number of sources) of information gathered.
- Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases. (e.g., recording relevant details of a historical or geographical landmark).
- Citing sources.

H&SS5-6:5

Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information in a manner appropriate to the research statement through tables graphs, maps, dioramas, charts, narratives, posters, timelines, models, simulations, and/or dramatizations.
- Determining the validity and reliability of the document or information (e.g., evaluating why an author's point of view affects the reliability of the source).
- Using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, sequencing, and/or justifying (e.g., identifying ethnic or cultural perspectives missing from a historical account).
- Revising explanations as necessary based on peer critique, expert opinion, etc.

Grades 5-6

Conducting Research

H&SS5-6:4

Students conduct research by...

- Referring to and following a plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.
- Applying criteria from the research plan to analyze the quality (e.g., credibility of a web site) and quantity (e.g., minimum number of sources) of information gathered.
- Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases (e.g., recording relevant details of a historical or geographical landmark).
- Citing sources.

H&SS5-6:5

Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information in a manner appropriate to the research statement through tables graphs, maps, dioramas, charts, narratives, posters, timelines, models, simulations, or dramatizations.
- Determining the validity and reliability of the document or information (e.g., evaluating why an author's point of view affects the reliability of the source).
- Using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, sequencing, and/or justifying. (e.g., identifying ethnic or cultural perspectives missing from an historical account.)
- Revising explanations as necessary based on peer critique, expert opinion, etc.

Grades 7-8

Conducting Research

H&SS7-8:4

Students conduct research by...

- Referring to and following a detailed plan for an inquiry.
- Locating relevant materials such as print, electronic, and human resources.
- Applying criteria from the plan to analyze the quality and quantity of information gathered (e.g., judging the accuracy of different accounts of the same event).
- Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases.
- Revising the research plan and locating additional materials and/or information, as needed.
- Citing sources.

H&SS7-8:5

Students develop reasonable explanations that support the research statement by...

- Organizing and display information in a manner appropriate to the research statement through tables graphs, maps, dioramas, charts, narratives, posters timelines, models, simulations, and/or dramatizations.
- Determining the validity and reliability of the document or information.
- Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, and/or justifying (e.g., analyzing information to determine why two historical accounts of the same event might differ.)
- Revising explanations as necessary based on personal reflection, peer critique, expert opinion, etc.

Grades 9-10

Conducting Research

H&SS9-10:4

Students conduct research by...

- Referring to and following a detailed plan for a complex inquiry (e.g., conduct an inquiry into the several causes of WWI).
- Locating relevant materials such as print, electronic, and human resources.
- Applying criteria from the plan to analyze the quality and quantity of and corroborate the information gathered (e.g., citing multiple sources to verify evidence).
- Describing evidence and recording observations using note-cards, videotape, tape recorders, journals, or databases.
- Revising research plan and locating additional materials and/or information, as needed.
- Citing sources.

H&SS9-10:5

Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information in a manner appropriate to the research statement through maps, graphs, charts, tables, narratives, timelines, models, simulations, or dramatizations (e.g., creating a line graph from tabular data in order to convey economic trends).
- Determining the validity and reliability of the document or information in relation to an analysis of the hypothesis (e.g., “How good is my hypothesis based on the reliable information I’ve gathered?”).
- Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, inferring, deducing, and/or justifying.
- Revising explanation as necessary based on personal reflection, peer critique, expert opinion, etc.

Grades 11-12

Conducting Research

H&SS11-12:4

Students conduct research by...

- Referring to and following a detailed plan for a complex inquiry (e.g., conduct an inquiry into the several causes of WWI).
- Locating relevant materials such as print, electronic, and human resources.
- Applying criteria from the plan to analyze the quality and quantity of and corroborate the information gathered (e.g., judging the accuracy of historical fiction by comparing the characters and events described with accounts in multiple primary and secondary sources).
- Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases.
- Revising research plan and locating additional materials and/or information, as needed.
- Citing sources.

H&SS11-12:5

Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information in a manner appropriate to the research statement through maps, graphs, charts, tables, narratives, timelines, models, simulations, or dramatizations.
- Determining the validity and reliability of the document or information in relation to an analysis of the hypothesis.
- Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, inferring, deducing, and/or justifying.
- Revising explanation as necessary based on personal reflection, peer critique, expert opinion, etc.

Grades PreK-K

H&SSPK-K:6

Students make connections to research by...

- Discussing if their findings answered their research question.

- Proposing solutions to problems and asking other questions.

H&SSPK-K:7

Students communicate their findings by...

- Speaking, using pictures (e.g., sharing ideas or artifacts with classmates) or writing a story or letter by dictating ideas to a teacher.

Grades 1-2

H&SS1-2:6

Students make connections to research by...

- Discussing if their findings answered their research question.

- Proposing solutions to problems and asking other questions.

H&SS1-2:7

Students communicate their findings by...

- Speaking, using pictures, (including captions) or creating a simple report or “painted essay” containing a focus statement, details, and conclusions.

Grades 3-4

H&SS3-4:6

Students make connections to research by...

- Explaining the relevance of their findings to the research question.
- Proposing solutions to problems and asking other questions.
- Identifying what was easy or difficult about following the research plan.

H&SS3-4:7

Students communicate their findings by...

- Giving an oral, written, or visual presentation that summarizes their findings.

Grades 5-6

H&SS5-6:6

Students make connections to research by...

- Explaining the relevance of their findings (So what?) to themselves, their community, and/or history (e.g., by asking follow-up questions, by proposing additional research).
- Explaining how their research has led to a clearer understanding of an issue or idea.
- Proposing solutions to problems based on their findings, and asking additional questions.
- Identifying what was easy or difficult about following the research plan, and making suggestions for improvement.

H&SS5-6:7

Students communicate their findings by...

- Developing and giving oral, written, or visual presentations for various audiences.
- Soliciting and responding to feedback.
- Pointing out possibilities for continued or further research.

Grades 5-6

H&SS5-6:6

Students make connections to research by...

- Explaining the relevance of their findings (So what?) to themselves, their community, and/or history (e.g., by asking follow-up questions, by proposing additional research).
- Explaining how their research has led to a clearer understanding of an issue or idea.
- Proposing solutions to problems based on their findings, and asking additional questions.
- Identifying what was easy or difficult about following the research plan, and making suggestions for improvement.

H&SS5-6:7

Students communicate their findings by...

- Developing and giving oral, written, or visual presentations for various audiences.
- Soliciting and responding to feedback.
- Pointing out possibilities for continued or further research.

Grades 7-8

H&SS7-8:6

Students make connections to research by...

- Formulating recommendations and/or making decisions based on evidence.
- Using their research results to support or refute the original research statement.
- Proposing solutions to problems based on their findings, and asking additional questions.
- Identifying problems or flaws with the research plan and suggesting improvements (e.g., identifying additional types of information that could strengthen an investigation).
- Proposing further investigations.

H&SS7-8:7

Students communicate their findings by...

- Developing and giving oral, written, or visual presentations for various audiences.
- Soliciting and responding to feedback.
- Pointing out possibilities for continued or further research.

Grades 9-10

H&SS9-10:6

Students make connections to research by...

- Predicting and/or recommending how conclusions can be applied to other civic, economic or social issues.
- Using research results to support or refute the original research statement.
- Proposing solutions to problems based on findings, and asking additional questions.
- Identifying problems or flaws with the research process and suggesting improvements (e.g., evaluating the limitations of some sources).
- Proposing further investigations.

H&SS9-10:7

Students communicate their findings by...

- Developing and giving oral, written, or visual presentations for various audiences.
- Soliciting and responding to feedback.
- Pointing out possibilities for continued or further research.

Advanced at High School

H&SS11-12:6

Students make connections to research by...

- Predicting and/or recommending how conclusions can be applied to other civic, economic or social issues.
- Using research results to support or refute the original research statement.
- Proposing solutions to problems based on findings, and asking additional questions.
- Identifying problems or flaws with the research process and suggesting improvements.
- Proposing further investigations.

H&SS11-12:7

Students communicate their findings by...

- Developing and giving presentations for various audiences.
- Soliciting and responding to feedback.
- Pointing out possibilities for continued or further research.

Grades PreK-K

H&SSPK-K:8

Students connect the past with the present by...

- Recognizing objects from long ago and today (e.g., a slate was used long ago and a computer is used today).
- Describing ways that family life has both changed and stayed the same over time (e.g., chores in the past vs. chores today).
- Identifying how events and people have shaped their families (e.g., How does life change when one starts school?).

H&SSPK-K:9

Students show understanding of how humans interpret history by...

- Collecting information about the past by interviewing a parent or grandparent for family or personal history. **i**
- Differentiating among fact, opinion, and interpretation when sharing stories or retelling events, especially those that relate to family and friends. **i**

Grades 1-2

H&SS1-2:8

Students connect the past with the present by...

- Classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: “long ago” and “today”).
- Exploring objects and looking closely at similarities, differences, patterns, and change.
- Describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools).
- Identifying how events and people have shaped their schools or towns (e.g., How does life change when one moves to a different town?).

H&SS1-2:9

Students show understanding of how humans interpret history by...

- Collecting information about the past (e.g., through interviews, photos and artifacts). **i**
- Differentiating among fact, opinion, and interpretation of classroom situations, stories, and other media. **i**

Grades 3-4

H&SS3-4:8

Students connect the past with the present by...

- Explaining differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time (e.g., evaluating how the change from taps and buckets to pipelines has changed the maple sugaring industry). **i**
- Describing ways that life in the community and Vermont has both changed and stayed the same over time (e.g., general stores and shopping centers).
- Examining how events, people, problems and ideas have shaped the community and Vermont (e.g., Ann Story’s role in the American Revolution). **i**

H&SS3-4:9

Students show understanding of how humans interpret history by...

- Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, text-books, photos, and others. **i**
- Differentiating among fact, opinion, and interpretation in various events. **i**

Grades 5-6

H&SS5-6:8

Students connect the past with the present by...

- Explaining differences between historic and present day objects in the United States and/or the world, evaluating how the use of the object and the object itself changed over time, (e.g., comparing modes of transportation used in past and present exploration in order to evaluate the impact and effects of those changes). **i**
- Describing ways that life in the United States and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).
- Investigating how events, people, and ideas have shaped the United States and/or the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened?). **i**

H&SS5-6:9

Students show understanding of how humans interpret history by...

- Identifying different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history (e.g., interviews, biographies, magazine articles, and eyewitness accounts). **i**
- Reading and interpreting historic maps. **i**
- Identifying multiple perspectives in historic and current events (e.g., How might one of Santa Anna’s soldiers describe the events at the Alamo? How might an American soldier describe the same events?). **i**
- Identifying attitudes, values, and behaviors of people in different historical contexts (e.g., What values justified denying women the vote?). **i**
- Identifying how technology can lead to a different interpretation of history (e.g., archeological excavation, using online primary source documents). **i**

Grades 5-6

H&SS5-6:8

Students connect the past with the present by...

- Explaining differences between historic and present day objects in the United States and/or the world, evaluating how the use of the object and the object itself changed over time, (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes). **i**
- Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).
- Investigating how events, people, and ideas have shaped the United States and/or the world; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened?). **i**

H&SS5-6:9

Students show understanding of how humans interpret history by...

- Identifying different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history (e.g., interviews, biographies, magazine articles, and eyewitness accounts). **i**
- Reading and interpreting historic maps. **I**
- Identifying multiple perspectives in historic and current events (e.g., How might one of Santa Anna’s soldiers describe the events at the Alamo? How might an American soldier describe the same events?). **I**
- Identifying attitudes, values, and behaviors of people in different historical contexts (e.g., What values justified denying women the vote?). **i**
- Identifying how technology can lead to a different interpretation of history (e.g., archeological excavation, using online primary source documents). **i**

Grades 7-8

H&SS7-8:8

Students connect the past with the present by...

- Explaining differences between historic and present day objects in the United States and/or the world, and evaluating how the use of the object and the object itself changed over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes). **i**
- Describing ways that life in the United States and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).
- Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). **i**

H&SS7-8:9

Students show understanding of how humans interpret history by...

- Identifying different types of primary and secondary sources (for example, visual, literary, and musical sources), and evaluating the possible biases expressed in them (e.g., analyzing Paul Revere’s engraving of the Boston Massacre). **i**
- Reading and interpreting historic maps. **i**
- Evaluating the credibility of differing accounts of the same event(s) (e.g., account of the Revolutionary War from a colonist’s perspective vs. British perspective; the bombing of Hiroshima from the perspective of a Japanese citizen vs. an American soldier). **i**
- Evaluating attitudes, values, and behaviors of people in different historical contexts (e.g., examining how religious values have influenced historic events). **i**
- Identifying how technology can lead to a different interpretation of history (e.g., DNA evidence, forensic analysis of a battle site). **i**

Grades 9-12

H&SS9-12:8

Students connect the past with the present by...

- Explaining historical origins of key ideas and concepts (e.g., Enlightenment, Manifest Destiny, religious and governmental philosophies) and how they are reinterpreted over time.
- Assessing how lifestyles and values have undergone dramatic changes in the U.S. and world (e.g., comparing life in China under the early imperial dynasties to present-day life, and assessing the degree of similarity and difference).
- Hypothesizing how critical events could have had different outcomes.
- Predicting possible outcomes of current world events, and supporting these predictions. **i**

H&SS9-12:9

Students show understanding of how humans interpret history by...

- Locating appropriate primary and secondary sources in order to find evidence to support his or her hypothesis.
- Reading and interpreting historic maps, and evaluating bias in these maps (e.g., size of African on European-made maps).
- Evaluating the credibility of differing accounts of the same event(s), and recognizing any existing bias in their own writing about historical events (e.g., comparing accounts of an event in history textbook written in the early 1900s to the same account described in a more recent history text).
- Recognizing media bias in the interpretation of world events, past and present (e.g., World War II propaganda).
- Using technology to interpret history (e.g., using technology to access and interpret historical data). **i**

Grades PreK-K

H&SSPK-K:10

Students show understanding of past, present, and future time by...

- Placing events from their lives in their correct sequence.
- Constructing a time line of events in their own lives.
- Differentiating between broad categories of historical time (e.g., long, long ago; yesterday, today, tomorrow; past, present, and future).
- Identifying an important event in their lives.

Grades 1-2

H&SS1-2:10

Students show understanding of past, present, and future time by...

- Placing events that occurred within the school or community setting in their correct sequence.
- Constructing a time line of events in the history of their own or another family, or of the school or community.
- Measuring calendar time by days, weeks, and months (e.g., How old are you?).
- Identifying an important event in their lives and/or schools, and discussing changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister).

Grades 3-4

H&SS3-4:10

Students show understanding of past, present, and future time by...

- Grouping historical events in the history of the local community and state by broadly defined eras.
- Constructing time lines of significant historical developments in the community and state, and identifying the dates at which each occurred.
- Interpreting data presented in time lines. **I**
- Measuring calendar time by days, weeks, months, years, decades, and centuries (e.g., How old is your town?).
- Making predictions and/or decisions based on an understanding of the past and the present (e.g., What was farming in Vermont like in the past? What is it like now? What will it be like in the future?). **i**
- Identifying an important event in their communities and/or Vermont, and describing a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927, and as a result communication systems have changed to warn people.).

Grades 5-6

H&SS5-6:10

Students show understanding of past, present, and future time by...

- Identifying the beginning, middle, and end of an historical narrative or story.
- Constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.
- Interpreting data presented in time lines. **i**
- Measuring and calculating calendar time by years, decades, centuries, and millennia (e.g., How old are the great pyramids of Egypt?).
- Making predictions and/or decisions based on an understanding of the past and the present.
- Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.
- Explaining transitions between eras that occurred over time (e.g., the end of the Colonial era) as well as those that occurred as a result of a pivotal event (e.g., September 11th, the writing of the Declaration of Independence).

Grades 5-6

H&SS5-6:10

Students show understanding of past, present, and future time by...

- Identifying the beginning, middle, and end of an historical narrative or story.
- Constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.
- Interpreting data presented in time lines. i
- Measuring and calculating calendar time by years, decades, centuries, and millennia (e.g., How old are the great pyramids of Egypt?).
- Making predictions and/or decisions based on an understanding of the past and the present.
- Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.
- Explaining transitions between eras that occurred over time (e.g., the end of the Colonial era) as well as those that occurred as a result of a pivotal event (e.g., September 11th, the writing of the Declaration of Independence).

Grades 7-8

H&SS7-8:10

Students show understanding of past, present, and future time by...

- Identifying the beginning, middle, and end of an historical narrative or story.
- Constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.
- Interpreting data presented in time lines. i
- Measuring and calculating calendar time by days, weeks, months, years, decades, centuries, and millennia (e.g., How long ago did people first come to North America?).
- Understanding a variety of calendars (e.g., Islamic, Jewish, Chinese) and reasons for their organizational structures (e.g., political, historic, religious).
- Making predictions and/or decisions based on an understanding of the past and the present (e.g., after analyzing past events, determining what steps can impact the future).
- Identifying important events in the United States and/or world, and describing multiple causes and effects of those events.
- Explaining transitions between eras that occurred over time (e.g. independence of African nations) as well as those that occurred as a result of a pivotal event (e.g., the invention of the automobile and the light bulb).
- Identifying why certain events are considered pivotal and how they cause us to reorder time (e.g., the explosion of the atom bomb and the beginning of the nuclear age; September 11, 2001).

Grades 9-12

H&SS9-12:10

Students show understanding of past, present, and future time by...

- Creating a historical narrative.
- Locating relevant data for constructing a time line, and constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.
- Identifying how different cultures organize time according to key historical events (e.g., independence days, commemoration of past).
- Interpreting data presented in time lines.
- Measuring and calculating calendar time by days, weeks, months, years, decades, centuries, and millennia.
- Understanding a variety of calendars (e.g., Islamic, Jewish, Chinese) and reasons for their organizational structures (e.g., political, historic, religious).
- Making predictions, decisions, or taking a public stand on a defensible position based on an understanding of the past and present.
- Explaining why certain key events remain the historic consciousness and others do not (e.g., the role of Pilgrims in 1628).
- Explaining transitions between eras that occurred over time as well as those that occurred as a result of a pivotal event, and evaluating the effects of these transitions (e.g., What factors led to various democratic revolutions? What have been the long-term effects of these revolutions?).
- Identifying why certain events are considered pivotal and how they cause us to reorder time (e.g., Muhammad's call to prophecy, the collapse of the Soviet Union).

Grades PreK-K

H&SSPK-K:11

Students interpret geography and solve geographic problems by...

- Verbalizing their names and addresses.
- Recognizing that neighborhood spaces are defined by boundaries – yard, playground, sidewalk, roads.
- Describing or identifying a map or globe.
- Using vocabulary which defines location in space (e.g. near, far, above, below).
- Using a simple map to find something.
- Creating a simple map showing the student in relation to some other meaningful place (e.g., using a flannel board to show the location of the student’s desk in the classroom).

Grades 1-2

H&SS1-2:11

Students interpret geography and solve geographic problems by...

- Writing their names and addresses.
- Identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping. i
- Differentiating between neighborhood, town, and state.
- Identifying the locations of places within the community on a prepared map, and suggesting why particular locations are used for certain human activities (e.g., parks, school, shops, etc.). i
- Identifying a map or globe and using terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north, south, east, west).
- Using a simple map to find something (e.g., locating the teacher’s desk on a map of their classrooms).
- Creating a map as a representation of a space (e.g., making a map of the playground, drawing a treasure map).
- Identifying and using basic elements of the map (e.g., cardinal directions and key).
- Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions. i

Grades 3-4

H&SS3-4:11

Students interpret geography and solve geographic problems by...

- Identifying characteristics of surrounding towns and the state of Vermont using resources such as road signs, landmarks, models, maps, photographs and mental mapping. **i**
- Observing, comparing, and analyzing patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. **i**
- Locating the physical and political regions of Vermont (e.g., six regions, towns, counties).
- Locating countries and major cities in North America.
- Locating major global physical divisions, such as continents, oceans, poles, equator, tropics, Arctic and Antarctic Circles, tropical, mid-latitude and polar regions.
- Creating effective geographic representations using appropriate elements to demonstrate an understanding of relative location, location, size, and shape of the local community, Vermont, the U.S., and locations worldwide (e.g., create a representation of a globe, including continents, oceans, and major parallels).
- Identifying and using basic elements of the map (e.g., cardinal directions and key).
- Using grid systems to locate places on maps and globes (e.g., longitude and latitude).
- Asking appropriate geographic questions and using geographic resources to answer them (e.g., what product is produced in a region and why; atlas, globe, wall maps, reference books). **i**

Grades 5-6

H&SS5-6:11

Students interpret geography and solve geographic problems by...

- Identifying characteristics of states, countries, and continents using resources such as landmarks, models, maps, photographs, atlases, internet, video, reference materials, GIS and mental mapping. **i**
- Observing, comparing, and analyzing patterns of state, national, and global land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. **i**
- Locating the physical and political regions of the United States and the world (e.g., Plains, NE Coast, New England, South, West, etc.).
- Locating selected cities and countries in the world of historical and current importance using absolute and relative location (e.g., capitals, Boston, NYC, London, Iraq, etc.).
- Using absolute and relative location to identifying major mountain ranges, major rivers, and major climate and vegetation zones.
- Constructing and reading a variety of effective representations of the earth such as maps, globes, and photographs (e.g., physical, political, topographic, computer generated, and special purpose maps). **i**
- Identifying and using basic elements of a map.
- Using grid systems to locate places on maps and globes (e.g., longitude and latitude).
- Using appropriate geographic resources to answer geographic questions and to analyze patterns of spatial variation (e.g., Why do more people live in Chittenden County than any other county in Vermont?; examining soil quality in relation to land use). **i**

Grades 5-6

H&SS5-6:11

Students interpret geography and solve geographic problems by...

- Identifying characteristics of states, countries, and continents using resources such as landmarks, models, maps, photographs, atlases, internet, video, reference materials, GIS and mental mapping. **i**
- Observing, comparing, and analyzing patterns of state, national, and global land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. **i**
- Locating the physical and political regions of the United States and the world (e.g., Plains, NE Coast, etc.; New England, South, West, etc.).
- Locating selected cities and countries in the world of historical and current importance using absolute and relative location (e.g., capitals, Boston, NYC, London, Iraq, etc.).
- Using absolute and relative location to identifying major mountain ranges, major rivers, and major climate and vegetation zones.
- Constructing and reading a variety of effective representations of the earth such as maps, globes, and photographs (e.g., physical, political, topographic, computer generated, and special purpose maps). **i**
- Identifying and using basic elements of a map.
- Using grid systems to locate places on maps and globes (e.g., longitude and latitude).
- Using appropriate geographic resources to answer geographic questions and to analyze patterns of spatial variation (e.g., Why do more people live in Chittenden County than any other county?; examining soil quality in relation to land use). **i**

Grades 7-8

H&SS7-8:11

Students interpret geography and solve geographic problems by...

- Identifying characteristics of states, countries, and continents using resources such as landmarks, models, different kinds of maps, photographs, atlases, internet, video, reference materials, GIS and mental mapping. **i**
- Observing, comparing, and analyzing patterns of national, and global land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. **i**
- Locating the physical, political, and cultural regions of the United States and the world (e.g., Sub-Sahara, Middle East, Eurasia).
- Locating and using absolute and relative location, and explaining why selected cities are of historical and current importance (e.g., Palestine; Moscow).
- Using absolute and relative location to identifying major mountain ranges, major rivers, and major climate and vegetation zones and the effects of these on settlement patterns (e.g., Appalachian Mountain's effect on westward movement; overgrazing; Palestinian/Israeli conflict).
- Interpreting a variety of effective representations of the earth such as maps, globes, and photographs and project future changes (e.g., physical, political, topographic, computer generated, and special purpose maps). **i**
- Identifying and using basic elements of a variety of maps.
- Using grid systems to locate places on maps and globes (e.g., longitude and latitude).
- Comparing and contrasting spatial patterns or landforms using geographic resources (e.g., comparing water usage between nations). **i**

Grades 9-12

H&SS9-12:11**Students interpret geography and solve geographic problems by...**

- Identifying characteristics of states, countries, and continents; synthesizing and evaluating characteristics of various areas in relation to a particular variable (e.g., quality of life, economic opportunity, desirability). **i**
- Observing, comparing, and analyzing patterns of national, and global land use over time (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities; speculating as to which areas might be used in the future and the impact of that usage. **i**
- Locating the physical, political, and cultural regions the United States and the world; hypothesizing the effects of current trends on these regions (e.g., the dominance of English as an international language).
- Predicting areas of the world that will increase in future importance and giving reasons to support this prediction.
- Analyzing how technological and environmental changes impact settlement patterns over time (e.g., using tables and maps to show the distribution of refugees from areas affected by natural disasters).
- Interpreting and analyzing a variety of effective representations of the earth such as maps, globes, and photographs and project future changes (e.g., analyzing maps to determine how population density has changed and will change). **i**
- Identifying, utilizing, and evaluating appropriate maps for specific purposes (e.g., choosing resource allocation maps in order to investigate oil distribution).
- Using a variety of grid systems to locate places on maps and globes (e.g., UTM or Public Land Survey Systems).
- Analyzing and synthesizing similar and dissimilar spatial patterns using geographic resources (e.g., examining levels of AIDS infection in relation to population density and literacy). **i**

Grades PreK-K

H&SSPK-K:12

Students show understanding of human interaction with the environment over time by...

- Identifying ways in which they take care of or hurt the environment (e.g., recycling vs. littering, planting trees and flowers).

- Identifying ways in which they adapt to their physical environment (e.g., dressing for seasonal weather, outdoor play opportunities).

H&SSPK-K:13

Students analyze how and why cultures continue and change over time by...

- Identifying ways culture is expressed in their families (e.g., celebrations, food, and traditions).

- Understanding and appreciating that he or she is alike and different from other people in many different ways (e.g., personal physical characteristics, likes and dislikes).

Grades 1-2

H&SS1-2:12

Students show understanding of human interaction with the environment over time by...

- Identifying ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discussing why the trash is there and giving suggestions about how the problem can be helped). **i**

- Participating in taking care of the environment (e.g., gardening, recycling).

- Identifying ways in which people in their community adapt to their physical environment, and discussing how these adaptations have both positive and negative effects. **i**

- Recognizing reasons why friends and family move (e.g., climate, job opportunities, family ties).

H&SS1-2:13

Students analyze how and why cultures continue and change over time by...

- Identifying ways culture is expressed in their communities, such as celebrations, legends, and traditions.

- Describing the contributions of various cultural groups to the community. **i**

Grades 3-4

H&SS3-4:12

Students show understanding of human interaction with the environment over time by...

- Describing how people have changed the environment in Vermont for specific purposes (e.g., clear-cutting, sheep-raising, interstate highways, farming, ski resorts). i
- Identifying and participating in ways they can contribute to preserving natural resources (e.g., creating a class or school recycling center). i
- Describing a community or state environmental issue (e.g., creating a slide show describing the environmental issues surrounding Lake Champlain). i
- Describing how patterns of human activities (for example, housing, transportation, food consumption, or employment) relate to natural resource distribution (e.g., how population concentrations in Vermont developed around fertile lowlands, French/English/Indian conflict for furs in northern Vermont). i
- Recognizing patterns of voluntary and involuntary migration in Vermont (e.g., use maps and place names to hypothesize about movements of people). i

H&SS3-4:13

Students analyze how and why cultures continue and change over time by...

- Identifying expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, material goods, food, clothing, buildings, tools, and machines (e.g., discovering how Abenaki oral tradition reflects and influences their society). i
- Describing the contributions of various cultural groups to Vermont and the U.S. (e.g., describing French cultural diffusion in Vermont). i
- Identifying ways in which culture in Vermont has changed (e.g., Colonists learning maple sugaring from the Indians, Indians acquiring metal tools in exchange for furs). i

Grades 5-6

H&SS5-6:12

Students show understanding of human interaction with the environment over time by...

- Describing how people have changed the environment in the U.S. and world for specific purposes (e.g., development of urban environments, modification of crops, reforestation). i
- Generating information related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to draw conclusions and recommend actions (e.g., accompanying a naturalist working to identify areas in need of preservation). i
- Identifying different viewpoints regarding resource use in the U.S. and world (e.g., interview the owner of a hybrid or electric vehicle.). i
- Describing how the environment influences a particular demographic factor, such as disease/epidemic rates, life expectancy, infant mortality rate, population growth rate (e.g., describe how environmental factors influence income). i
- Recognizing patterns of voluntary and involuntary migration in the U.S. and world.

H&SS5-6:13

Students analyze how and why cultures continue and change over time by...

- Identifying expressions of culture in the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., investigating cultural expressions of the Harlem Renaissance). i
- Describing the contributions of various cultural groups to the world, both past and present. i
- Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location). i
- Identifying ways in which culture in the United States and the world has changed. i

Grades 5-6

H&SS5-6:12

Students show understanding of human interaction with the environment over time by...

- Describing how people have changed the environment in the U.S. and world for specific purposes (e.g., development of urban environments, genetic modification of crops, reforestation). **i**
- Generating information related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to draw conclusions and recommend actions (e.g., accompanying a naturalist working to identify areas in need of preservation). **i**
- Identifying different viewpoints regarding resource use in the U.S. and world (e.g., Interview the owner of a hybrid or electric vehicle.). **i**
- Describing how the environment influences a particular demographic factor, such as disease/epidemic rates, life expectancy, infant mortality rate, population growth rate (e.g., describe how environmental factors influence income). **i**
- Recognizing patterns of voluntary and involuntary migration in the U.S. and world.

H&SS5-6:13

Students analyze how and why cultures continue and change over time by...

- Identifying expressions of culture in the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., investigating cultural expressions of the Harlem Renaissance). **i**
- Describing the contributions of various cultural groups to the world, both past and present. **i**
- Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location). **i**
- Identifying ways in which culture in the United States and the world has changed. **i**

Grades 7-8

H&SS7-8:12

Students show understanding of human interaction with the environment over time by...

- Describing how human activity and technology have changed the environment in the U.S. and world for specific purposes (e.g., development of urban environments, genetic modification of crops, flood control, reforestation). **i**
- Generating information related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to draw conclusions and recommend actions (e.g., damming the Yangtze River). **i**
- Evaluating different viewpoints regarding resource use in the U.S. and world (e.g., debating drilling for oil in a national wildlife refuge). **i**
- Examining multiple factors in the interaction of humans and the environment (e.g., population size, farmland, and food production). **i**
- Recognizing patterns of voluntary and involuntary migration in the U.S. and world.
- Using information to make predictions about future migration.

H&SS7-8:13

Students analyze how and why cultures continue and change over time by...

- Identifying and comparing expressions of culture in Vermont, the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., identifying how the Japanese art of Gyotaku [fish printing] reflects history and culture). **i**
- Describing the contributions of various cultural groups to the world, both past and present. **i**
- Analyzing how location and spatial patterns influence the spread of cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location). **i**
- Identifying ways in which culture in the United States and the world has changed and may change in the future (e.g., the spread of Islam). **i**

Grades 9-12

H&SS9-12:12

Students show understanding of human interaction with the environment over time by...

- Describing and analyzing how human activity and technology currently impact the environment in the U.S. and world, and speculating the impact in the future if current trends continue.
- Generating information related to the impact of human activities on the physical environment in the local, state, national, or global community in order to draw conclusions and recommend actions (e.g., using charts and graphs to analyze the effects of overfishing along the coast of North America or the Philippine archipelago). **i**
- Analyzing different viewpoints regarding resource use in the U.S. and world; expressing and supporting one's personal viewpoint (e.g., after debating the causes and/or existence of global warming, expressing one's opinion). **i**
- Analyzing multiple factors in the interaction of humans and the environment (e.g., analyzing mediating factors that influence the relationship between population distribution and environmental change). **i**
- Using information to analyze and evaluate the impact of current voluntary and involuntary migration patterns in the U.S. and world (ex: census data).

H&SS9-12:13

Students analyze how and why cultures continue and change over time by...

- Analyzing and evaluating the impact of expressions of culture in Vermont, the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., analyzing the influence of black slave culture on subsequent generations of African Americans). **i**
- Analyzing the contributions of various cultural groups to the world, both past and present, including immigrants and native peoples; hypothesizing about the impact of the globalization of culture. **i**
- Analyzing how location and spatial patterns influence the spread of cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location); analyzing the means by which various cultural groups try to retain their cultural identity. **i**
- Analyzing and evaluating ways in which culture in the United States and the world has changed and may change in the future (e.g., how might the spread of Islam change American culture in the future?). **i**

Grades PreK-K

H&SSPK-K:14

Students act as citizens by...

- Identifying various groups that they belong to (e.g., I'm a part of a family, I'm a part of a class, I'm a part of a school, etc.).
- Demonstrating positive interaction with group members (e.g., sharing play space).
- Contributing to the life of the class and the school.

Grades 1-2

H&SS1-2:14

Students act as citizens by...

- Describing what it means to be a responsible member of a group.
- Describing what his/her role is as a member of various groups.
- Demonstrating positive interaction with group members (e.g., working with a partner to complete a task).
- Explaining their own point of view on issues that affect themselves.
- Participating in setting and following the rules of the group, school, community.

Grades 3-4

H&SS3-4:14

Students act as citizens by...

- Identifying the rights and responsibilities of citizenship in a school and local community (e.g., the right to use town roads and speak one’s mind at town meeting, the responsibility to pay town taxes).
- Demonstrating positive interaction with group members (e.g., working with a group of people to complete a task).
- Identifying problems, planning and implementing solutions in the classroom, school or community. i
- Explaining their own point of view on issues that affect themselves and society (e.g., forming an opinion about a social or environmental issue in Vermont, then writing a letter to a legislator to try to influence change).
- Demonstrating the role of individuals in the election processes (e.g., voting in class or mock elections).
- Describing the roots of American culture, its development and many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- Participating in setting, following and changing the rules of the group and school. i

Grades 5-6

H&SS5-6:14

Students act as citizens by...

- Describing and defining the rights, principles, and responsibilities of citizenship in the U.S. (e.g., the right to vote and the responsibility to obey the law).
- Giving examples of ways people act as members of a global community (e.g., purchasing products made in other countries).
- Demonstrating positive interaction with group members (e.g., participating in a service project).
- Identifying problems and proposing solutions in the local community, state, nation, or world. i
- Explaining their own point of view on issues that affect themselves and society; being able to explain an opposing point of view (e.g. bullies, victims, witnesses; voting age; smoking; violence on TV). i
- Giving examples of ways in which political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. i
- Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., interview members of an advocacy group). i
- Describing how an American’s identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples.
- Establishing rules and/or policies for a group, school, and/or community, and defending them. i

Grades 5-6

H&SS5-6:14

Students act as citizens by...

- Describing and defining the rights, principles, and responsibilities of citizenship in the U.S. (e.g., the right to vote and the responsibility to obey the law).
- Giving examples of ways people act as members of a global community (e.g., purchasing products made in other countries).
- Demonstrating positive interaction with group members (e.g., participating in a service project).
- Identifying problems and proposing solutions in the local community, state, nation, or world. i
- Explaining their own point of view on issues that affect themselves and society; being able to explain an opposing point of view (e.g. bullies, victims, witnesses; voting age; smoking; violence on TV). i
- Giving examples of ways in which political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. i
- Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., interview members of an advocacy group). i
- Describing how an American’s identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples.
- Establishing rules and/or policies for a group, school, and/or community, and defending them. i

Grades 7-8

H&SS7-8:14

Students act as citizens by...

- Comparing the rights and responsibilities of citizenship in another country to those of the U.S (e.g., after reading accounts of elections in news articles, compare voting rights) i
- Identifying the various ways people become citizens of the U.S. (e.g., birth, naturalization).
- Giving examples of ways people act as members of a global community (e.g., collecting used textbooks for countries in need).
- Demonstrating positive interaction with group members (e.g., working with a group to design a lesson teaching younger students about rights and responsibilities).
- Identifying problems, proposing solutions, and considering the effects of a course of action in the local community, state, nation, or world.
- Explaining and defending their own point of view on issues that affect themselves and society, using information gained from reputable sources (e.g. communism vs. democracy; war vs. economic sanctions). i
- Explaining and critically evaluating views that are not one’s own. i
- Giving examples of ways in which political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. i
- Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., interview someone involved in civil union legislation). i
- Demonstrating how identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples (e.g. Northern Ireland/Republic; socialism; capitalism). i
- Establishing rules and/or policies for a group, school, or community, and defending them (e.g., dress code policies, establishing a skate board park). i

Grades 9-12

H&SS9-12:14**Students act as citizens by...**

- Analyzing and evaluating changes in the interpretation of rights and responsibilities of citizenship over time (e.g., changes in voting age, changes in voting rights for women and African Americans). **i**
- Analyzing and evaluating the issues related to and criteria for U.S. citizenship, past and present (e.g., analyzing the issues surrounding Japanese citizens during WWII).
- Discussing why people want to become citizens of the U.S. and/or another country (e.g., Why did Americans emigrate to the Soviet Union during the Depression?).
- Analyzing impacts of people's actions as members of a global community (e.g., the Kyoto Agreement).
- Demonstrating positive interaction with group members (e.g., working with a group to draft legislation).
- Identifying problems, proposing solutions, considering the effects of and implementing a course of action in the local community, state, nation, or world.
- Explaining and defending one's own point of view on issues that affect themselves and society, using information gained from reputable sources (e.g. stem cell research, health care issues, federal budget allocations). **i**
- Explaining, critically evaluating, and defending views that are not one's own. **i**
- Analyzing ways in which political parties, campaigns, and elections encourage and discourage citizens to participate in the political process (e.g., voter registration drives, use of the Internet, negative campaign ads).
- Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., research the far-reaching effects of Mohandas Ghandi's beliefs and actions). **i**
- Analyzing how identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples (e.g. nation building in regions with disparate cultures). **i**
- Establishing rules and/or policies for a group, school, or community, and defending them (e.g., senior privileges, curfews). **i**

Advanced at High School

Grades PreK-K

H&SSPK-K:15

Students show understanding of various forms of government by...

- Identifying the need for rules in a variety of settings, and demonstrating appropriate behavior in a variety of settings (e.g., classroom, playground, field trip).
- Explaining that rules are established for the benefit of individuals and groups.

- Identifying authority figures who make, apply, and enforce rules (e.g., at home, in the family, school personnel, police, firefighters, etc.), and how these people help to meet the needs of the people in the community.

Grades 1-2

H&SS1-2:15

Students show understanding of various forms of government by...

- Identifying rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light, wearing bike helmet).
- Explaining why rules and laws are written down.
- Identifying the consequences of not following rules or laws.

- Describing characteristics of good leadership and fair decision-making and how that affects others (e.g., line leader, team captain).

Grades 3-4

H&SS3-4:15

Students show understanding of various forms of government by...

- Comparing similarities of rules and laws (e.g., how are bike helmet and seatbelt laws similar?).
- Knowing where to locate written rules and laws for school and community.
- Explaining what makes a just rule or law (e.g., provides protection for members of the group).
- Describing how characteristics of good leadership and fair decision-making affect others (e.g., cooperative group behavior). **i**

Grades 5-6

H&SS5-6:15

Students show understanding of various forms of government by...

- Describing how rules and laws are created (e.g., participating in a simulation about creating a new law).
- Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution).
- Describing how government decisions impact and/or relate to their lives. **i**
- Identifying the basic functions, structures and purposes of governments within the United States.
- Describing the basic principles of American democracy (e.g., right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion).
- Defining criteria for selecting leaders at the school, community, state, national and international levels. **i**

Grades 5-6

H&SS5-6:15

Students show understanding of various forms of government by...

- Describing how rules and laws are created (e.g., participating in a simulation about creating a new law).
- Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution).
- Describing how government decisions impact and/or relate to their lives. **i**
- Identifying the basic functions, structures and purposes of governments within the United States.
- Describing the basic principles of American democracy (e.g., right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion).
- Defining criteria for selecting leaders at the school, community, state, national and international levels. **i**

Grades 7-8

H&SS7-8:15

Students show understanding of various forms of government by...

- Describing how rules and laws are created (e.g., participating in a simulation about creating a new law).
- Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution).
- Describing how government decisions impact and/or relate to their lives. **i**
- Identifying the basic functions, structures and purposes of governments within the United States.
- Describing the basic principles of American democracy (e.g., right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion).
- Defining criteria for selecting leaders at the school, community, state, national and international levels. **i**

Grades 9-12

H&SS9-12:15

Students show understanding of various forms of government by...

- Evaluating how and why rules and laws are created, interpreted, and changed (e.g., evaluating recent decisions by the U.N.).
- Analyzing the principles in key U.S. and international documents and how they apply to their own lives (e.g., Patriot Act, Universal Declaration of Human Rights).
- Describing how government decisions impact citizens locally, nationally, and internationally. **i**
- Comparing and evaluating the basic functions, structures and purposes of governments, both past and present (e.g., democracy vs. dictatorship, internal and external protection).
- Identifying and debating issues surrounding the basic principles of American democracy (e.g., individual rights vs. common good, majority rule vs. protection of minority rights). **i**
- Defining and analyzing the process for selecting leaders at state, national and international levels (e.g., analyzing pros and cons of the primary process; debating the necessity of the electoral college). **i**

Grades PreK-K

H&SSPK-K:16

Students examine how different societies address issues of human interdependence by...

- Practicing communication skills with individuals and groups.
- Identifying feelings that might lead to conflict (e.g., what happens when two people want the same thing?).

H&SSPK-K:17

Students examine how access to various institutions affects justice, reward, and power by...

- Naming various social, economic, and governmental institutions in their community (e.g., schools, churches, post office, grocery store, etc.).

Grades 1-2

H&SS1-2:16

Students examine how different societies address issues of human interdependence by...

- Explaining that people have rights and needs (e.g. fairness, safety).
- Identifying how the groups to which a person belongs (family, friends, team, community) influence how she or he thinks and acts.
- Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., “I” statements, learning to be assertive, taking care of yourself).
- Giving examples of ways that she or he is similar to and different from others (e.g., gender, eye color, hair color, skin color, likes and dislikes, etc.).
- Identifying examples of interdependence among individuals and groups (e.g., family, sports team).
- Practicing communication skills with individuals and groups.
- Describing feelings and situations that might lead to conflict (e.g., fighting over being first in line).
- Describing ways that people solve problems. i

H&SS1-2:17

Students examine how access to various institutions affects justice, reward, and power by...

- Identifying ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department, ambulances).

Grades 3-4

H&SS3-4:16

Students examine how different societies address issues of human interdependence by...

- Explaining how a community promotes human rights.
- Identifying and describing ways regional, ethnic, and national cultures influence individuals' daily lives (e.g., reading myths and legends to learn about the origins of culture). i
- Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and community (e.g., establishing a clothing drive/swap for the needy; creating a park for roller blades).
- Giving examples of ways that she or he is similar to and different from others (e.g. gender, race, religion, ethnicity.).
- Citing examples, both past and present, of how diversity has led to change (e.g., Native Americans moving to reservations).
- Identifying examples of interdependence among individuals and groups. (e.g., buyers and sellers; performers and audience).
- Identifying behaviors that foster cooperation among individuals.
- Identifying different types of conflict among individuals and groups (e.g., girls and boys, religion, material goods).
- Explaining different ways in which conflict has been resolved, and different ways in which conflicts and their resolutions have affected people (e.g., reservations and Indian schools; Green Mountain Boys; treaties).

H&SS3-4:17

Students examine how access to various institutions affects justice, reward, and power by...

- Describing ways in which local institutions promote the common good (e.g., state police, library, recreation programs).

Grades 5-6

H&SS5-6:16

Students examine how different societies address issues of human interdependence by...

- Identifying a current or historic issue related to basic human rights (e.g., civil rights; women's movement). i
- Explaining how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/ or social position. i
- Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations).
- After examining issues from more than one perspective, defining and defending the rights and needs of others in the, community, nation, and world (e.g., participating in a forum on child slavery). i
- Describing differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity.
- Citing examples, both past and present, of how diversity has led to change (e.g., foods; internment camps; slavery). i
- Identifying examples of interdependence among states and nations (e.g., natural resources).
- Comparing and contrasting behaviors that foster cooperation among groups and governments (e.g., assigned roles of participation; clear expectations and goal setting).
- Explaining conditions that contribute to conflict within and among individuals, communities, and nations (e.g., investigating the political, social, and economic causes of the American Revolution). i
- Explaining ways in which conflicts can be resolved peacefully (e.g., melting pot vs. salad bowl).

H&SS5-6:17

Students examine how access to various institutions affects justice, reward, and power by...

- Describing how different groups gain or have been denied access to various institutions, and exploring alternative ways of getting access (e.g., Women's right to vote, access for disabled, petition).
- Identifying examples of tensions between belief systems and government policies and laws (e.g. Christmas trees may exclude people who are not Christian; Pledge of Allegiance). i

Grades 5-6

H&SS5-6:16

Students examine how different societies address issues of human interdependence by...

- Identifying a current or historic issue related to basic human rights (e.g., civil rights; women’s movement). i
- Explaining how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/ or social position. i
- Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations).
- After examining issues from more than one perspective, defining and defending the rights and needs of others in the, community, nation, and world (e.g., participating in a forum on child slavery). i
- Describing differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity.
- Citing examples, both past and present, of how diversity has led to change. (e.g., foods; internment camps; slavery). i
- Identifying examples of interdependence among states and nations (e.g., natural resources).
- Comparing and contrasting behaviors that foster cooperation among groups and governments (e.g., assigned roles of participation; clear expectations and goal setting).
- Explaining conditions that contribute to conflict within and among individuals, communities, and nations (e.g., investigating the political, social, and economic causes of the American Revolution). i
- Explaining ways in which conflicts can be resolved peacefully (e.g., melting pot vs. salad bowl).

H&SS5-6:17

Students examine how access to various institutions affects justice, reward, and power by...

- Describing how different groups gain or have been denied access to various institutions, and exploring alternative ways of getting access (e.g., Women’s right to vote, access for disabled, petition).
- Identifying examples of tensions between belief systems and government policies and laws (e.g. Christmas trees may exclude people who are not Christian; Pledge of Allegiance). i

Grades 7-8

H&SS7-8:16

Students examine how different societies address issues of human interdependence by...

- Analyzing a current or historic issue related to human, rights, and explaining how the values of the time or place influenced the issue (e.g. Kosovo, China, Vietnam). i
- Analyzing how shared values and beliefs can maintain a subculture (e.g., political parties, religious groups). i
- Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations, NATO, International Red Cross, Amnesty International).
- After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g. AIDS in Africa; One Child Policy in China; nuclear waste disposal). i
- Analyzing differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describing their costs and benefits. i
- Citing examples, both past and present, of how diversity has led to change. (e.g., immigration of Cubans into Miami). i
- Identifying examples of interdependence among states and nations (e.g., transportation systems).
- Analyzing behaviors that foster global cooperation among groups and governments (e.g., lowering trade barriers).
- Explaining conditions, actions, and motivations that contribute to tensions and/or conflict within and among individuals, communities, and nations (e.g., investigating the relationship between poverty and conflict). i
- Explaining ways in which conflicts can be resolved peacefully (e.g., assimilation /separatism; affirmative action; diplomacy).

H&SS7-8:17

Students examine how access to various institutions affects justice, reward, and power by...

- Comparing how different groups gain or have been denied access to various institutions, and describing the impact this has had on these groups in the US and other countries (e.g., Property ownership for voting, ageism, access to education; affirmative action, due process, petition). i
- Identifying and describing examples of tensions between belief systems and government policies and laws, and identifying ways these tensions can be reduced (e.g., Gambling on reservations; neutrality of Switzerland; humanitarian aid). i

Grades 9-12

H&SS9-12:16

Students examine how different societies address issues of human interdependence by...

- Analyzing the impact of a current or historic issue related to human rights, and explaining how the values of the time or place influenced the issue (e.g. Guantanamo, land mines, invasion of Iraq). **i**
- Analyzing how shared values and beliefs can create or maintain a subculture and/or counterculture (e.g., the Ku Klux Klan, Goths, Hippies). **i**
- Evaluating the significance of governmental and nongovernmental international organizations (e.g., World Health Organization, Doctors Without Borders, International Atomic Energy Agency, IMF).
- After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g., gay rights, environmental protection, privatization of government). **i**
- Evaluating the impact of differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits (e.g., affirmative action). **i**
- Describing how diversity contributes to change over time (e.g., how population shifts impact politics, whites becoming a minority in the U.S., interracial marriage). **i**
- Analyzing the impact of interdependence among states and nations (e.g., OPEC, NAFTA).
- Analyzing the effectiveness of behaviors that are intended to foster global cooperation among groups and governments (e.g., League of Nations, nation building, coalition to fight terrorism).
- Explaining conditions, actions, and motivations that contribute to conflict within and among individuals, communities, and nations (e.g., economic conditions, religious beliefs, political repression). **i**
- Proposing and defending ways to ease tensions and/or peacefully resolve conflicts (e.g., assimilation/ separatism; affirmative action; diplomacy). **i**

H&SS9-12:17

Students examine how access to various institutions affects justice, reward, and power by...

- Analyzing and evaluating why groups of people or individuals have accessed or were denied justice. (e.g., utilizing contemporary and current primary and secondary sources to determine how perspectives on the Nisei have changed).
- Analyzing points of conflict between different political ideologies (e.g., creation of party platforms).

Grades PreK-K

H&SSPK-K:18

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...

- Participating in activities as a buyer or seller (e.g., bake sale, school store, etc.).
- Identifying economic activities that use resources in the local region (e.g., farmers' markets).
- Identifying jobs people do in the home and school.

H&SSPK-K:19

Students show understanding of the interconnectedness between government and the economy by...

- Describing ways in which people exchange money for goods.

Grades 1-2

H&SS1-2:18

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...

- Participating in activities as a buyer or seller (e.g., bake sale, school store), and discussing where goods come from (e.g., clothing, toys, foods).
- Identifying economic activities that use resources in the local region (e.g., maple syrup production, logging).
- Identifying jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving).

H&SS1-2:19

Students show understanding of the interconnectedness between government and the economy by...

- Identifying some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection).
- Describing ways in which people exchange money for goods (e.g., buying lunch or snack).

Grades 3-4

H&SS3-4:18

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...

- Tracing the production, distribution, and consumption of goods in Vermont (e.g., after visiting a sugar house, tracing the distribution of locally-produced maple syrup). i
- Describing how producers in Vermont have used natural, human, and capital resources to produce goods and services (e.g., describing the natural, human, and capital resources needed to produce maple syrup).
- Describing the causes and effects of economic activities on the environment in Vermont (e.g., granite industry). i

H&SS3-4:19

Students show understanding of the interconnectedness between government and the economy by...

- Identifying goods and services provided by local and state governments (e.g., firefighters, highways, museums).
- Explaining the relationship between taxation and governmental goods and services in Vermont (e.g., town taxes provide for road upkeep).
- Describing and discussing the advantages and disadvantages of using currency vs. bartering in the exchange of goods and services (e.g., an advantage of bartering is that one doesn't need money, a disadvantage is determining fairness).

Grades 5-6

H&SS5-6:18

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...

- Tracing the production, distribution, and consumption of goods in the U.S. (e.g., creating a map showing the flow of oil to and from the U.S.; creating a map depicting the African slave trade). i
- Examining how producers in the U.S. have used natural, human, and capital resources to produce goods and services and describing long-term effects of these uses (e.g., What long-term effects did the growth of tobacco in the Chesapeake Bay area have on humans?). i
- Describing the causes and effects of economic activities on the environment in the U.S. (e.g., examining why ski areas make snow and the effects of snowmaking on the environment). i

H&SS5-6:19

Students show understanding of the interconnectedness between government and the economy by...

- Identifying goods and services provided by local, state, and national governments (e.g., disaster relief, business subsidies) and why these are needed.
- Explaining the relationship between taxation and governmental goods and services in the U.S. (e.g., given data, students create a pie chart of budget allocations).
- Recognizing that the U.S. government creates its own currency for use as money (e.g., investigating various forms of money printed throughout the history of the U.S.).

Grades 5-6

H&SS5-6:18

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...

- Tracing the production, distribution, and consumption of goods in the U.S. (e.g., creating a map showing the flow of oil to and from the U.S.; creating a map depicting the African slave trade). i
- Examining how producers in the U.S. have used natural, human, and capital resources to produce goods and services and describing long-term effects of these uses (e.g., What long-term effects did the growth of tobacco in the Chesapeake Bay area have on humans?). i
- Describing the causes and effects of economic activities on the environment in the U.S. (e.g., examining why ski areas make snow and the effects of snowmaking on the environment). i

H&SS5-6:19

Students show understanding of the interconnectedness between government and the economy by...

- Identifying goods and services provided by local, state, and national governments (e.g., disaster relief, business subsidies) and why these are needed.
- Explaining the relationship between taxation and governmental goods and services in the U.S. (e.g., given data, students create a pie chart of budget allocations).
- Recognizing that the U.S. government creates its own currency for use as money (e.g., investigating various forms of money printed throughout the history of the U.S.).

Grades 7-8

H&SS7-8:18

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...

- Explaining how goods and services around the world create economic interdependence between people in different places (e.g., writing a persuasive essay about the effects of importing oil, exporting labor, etc.). i
- Examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services, and predicting the long term effects of these uses (e.g., describing how the use of petroleum products will impact the production of hybrid vehicles; examining how the use of human resources in the U.S. has changed over time). i
- Drawing conclusions about how choices within an economic system affect the environment in the state, nation, and/or world (e.g., decisions to build “box” stores and new roads). i

H&SS7-8:19

Students show understanding of the interconnectedness between government and the economy by...

- Identifying goods and services provided by local, state, national, and international governmental and/or nongovernmental organizations (e.g., Red Cross, UN peacekeeping efforts, etc.). i
- Evaluating the costs and benefits of government economic programs to both individuals and groups (e.g., debate the pros and cons of welfare programs). i
- Explaining the relationship between taxation and governmental goods and services in the U.S. and/or world (e.g., how much of the federal budget is devoted to international aid?).
- Recognizing that governments around the world create their own currency for use as money (e.g., examining foreign currency for cultural and political symbols).
- Recognizing that a change in exchange rates changes the relative price of goods and services between two countries (e.g., track the cost in dollars of ordering a Big Mac in Paris over a three week period). i

Grades 9-12

H&SS9-12:18

Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...

- Explaining patterns and networks of economic interdependence that exist nationally and globally (e.g., currency, stock market, world trade). **i**
- Examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services and comparing and contrasting the findings (e.g., compare the use of the labor supply in different countries). **i**
- Drawing conclusions about how choices within various economic systems affect the environment in the state, nation, and/or world (e.g., mixed, command, and market economies). **i**

H&SS7-8:19

Students show understanding of the interconnectedness between government and the economy by...

- Identifying and comparing goods and services provided by local, state, national, and international governmental and/or nongovernmental organizations (e.g., researching and debating socialized medicine vs. private healthcare; investigating the role of the International Monetary Fund). **i**
- Evaluating and debating the ideological underpinnings of government and economic programs (e.g., how much welfare should governments provide, and on what bases do various governments make these decisions?). **i**
- Explaining the global relationship between taxation and governmental goods and services (e.g., exploring the benefits and tradeoffs of foreign aid).
- Recognizing that regional economic unions around the world create their own currency for use as money (e.g., the switch from multiple currencies to the Euro).
- Recognizing that world events and the strength of currencies affects services and prices (e.g., September 11, 2001 and its effect on the stock market).

Grades PreK-K

H&SSPK-K:20

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Recognizing the differences between the basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).
- Explaining why people earn, spend, and save.

Grades 1-2

H&SS1-2:20

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Recognizing the differences between the basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).
- Explaining why people earn, spend, and save.

Grades 3-4

H&SS3-4:20

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Examining factors that influence supply and demand (e.g., Why is Vermont considering investing in wind energy?). i
- Explaining ways people meet their basic needs and wants (e.g., people buy oil because they need heat; people buy video games because they want entertainment).
- Comparing prices of goods and services.
- Explaining how people save (e.g., by giving up something you want, by saving your allowance, by putting money in the bank).

Grades 5-6

H&SS5-6:20

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Defining and applying basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional or national economic question or problem (e.g., what were the opportunity costs of westward migration?). i
- Explaining what happens when people's needs and/or wants exceed their available resources (e.g., analyzing photographs from the Dust Bowl).
- Comparing price, quality, and features of goods and services.
- Identifying the pros and cons of saving money over time (e.g., immediate vs. delayed gratification).

Grades 5-6

H&SS5-6:20

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Defining and applying basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional or national economic question or problem (e.g., what were the opportunity costs of westward migration?). **i**
- Explaining what happens when people's needs and/or wants exceed their available resources (e.g., analyzing photographs from the Dust Bowl).
- Comparing price, quality, and features of goods and services.
- Identifying the pros and cons of saving money over time (e.g., immediate vs. delayed gratification).

Grades 7-8

H&SS7-8:20

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Define and apply basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional, national, or international economic question or problem (e.g., In Colombia, what could be an alternative agricultural product to coca?). **i**
- Examining the causes and long-term effects of people's needs and/or wants exceeding their available resources, and proposing possible solutions (e.g., examining long term effects of population issues in China and India).
- Comparing price, quality, and features of goods and services.
- Analyzing influences on buying and saving (e.g., media, peers). **i**
- Analyzing factors involved in the production of a product or service (e.g., developing a business plan for community fundraising). **i**

Grades 9-12

H&SS9-12:20

Students make economic decisions as a consumer, producer, saver, investor, and citizen by...

- Using economic terms to analyze and interpret global economic issues and problems (e.g., Should there be debt relief for economically unstable countries?). i
- Examining the causes and long term effects of people's needs and/or wants exceeding their available resources, and proposing possible solutions (e.g., distribution and use of fresh water).
- Developing strategies for earning and spending utilizing a system of accounting (e.g., creating a budget).
- Analyzing the impact of media, time, and place on buying and saving (e.g., advertising, current events).
- Demonstrating understanding of patterns and interdependence locally, nationally, and globally that are involved in the production of a product or service (e.g., supply and demand).