

Voluntown K-8 Social Studies Scope & Sequence ([CT Social Studies Frameworks](#))

Kindergarten ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
<p><i>"Me and My Community" Themes:</i> <i>Citizenship in the Community</i> <i>Diversity and Culture in the World</i> <i>The Impact of Geography on My Life</i> <i>Using Evidence to Learn About our Past</i></p>			
<p align="center">Me as a Citizen in My Community</p> <p><u>Unit 1: Rules, Laws, Community and Me</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • Why were towns/communities created? • What makes a community? • Why is it important to learn to work with others? • How do we take care of and share the resources we have? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • CIV K.1 • CIV K.2 • CIV K.3 • CIV K.4 • CIV K.5 • CIV K.6 • CIV K.7 • CIV K.8 • CIV K.9 	<p align="center">Me, My Family, My Community and the Past</p> <p><u>Unit 2: Long Ago and Today</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • How do our communities and the people who live in them change over time? • Were people in the past the same as people today? • How do we learn about what happened in the past? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST K.1 • HIST K.2 • HIST K.4 • HIST K.5 • HIST K.6 • HIST K.7 • HIST K.8 • ECO K.1 • ECO K.2 	<p align="center">Me, My Family, My Community and Geography</p> <p><u>Unit 3: Maps, Weather and Me</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • How do we use maps and globes to learn about the world? • How does weather and climate affect how you live? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • GEO K.1 • GEO K.2 • GEO K.3 • GEO K.4 	
<u>Inquiry in the Social Studies</u>			
Dimension 1: Developing Questions and Planning Inquiry	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluation Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> • INQ K-2.1 • INQ K-2.2 • INQ K-2.3 • INQ K-2.4 • INQ K-2.5 	<ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<ul style="list-style-type: none"> • INQ K-2.6 • INQ K-2.7 	<ul style="list-style-type: none"> • INQ K-2.10 • INQ K-2.11 • INQ K-2.12 • INQ K-2.13 • INQ K-2.14 • INQ K-2.15 • INQ K-2.16 • INQ K-2.17

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Grade One ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><i>“Society and Ourselves” Themes:</i> <i>Perspectives and Diversity in Our World</i> <i>Using Evidence to Learn About Our Past</i> <i>The Role of Geography</i> <i>The Way We Live Today</i> <i>Democratic Principles and Values</i> <i>Connecting the Past and the Present</i></p>		
<p align="center"><i>Citizenship in Our Community</i></p> <p><u>Unit 1: All About Me</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • What makes me special? • What civic values are important in my school and community? • How can I help others? • How can I affect my community? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • CIV 1.4 • CIV 1.5 • CIV 1.6 • CIV 1.7 • CIV 1.8 <p><u>Unit 2: Community Helpers</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • What makes a community successful? • What are the different roles in a community? • How do the leaders in our community help to make it a good place to live? • What makes a good citizen? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • CIV 1.1 • CIV 1.2 • CIV 1.3 • CIV 1.4 • CIV 1.9 	<p align="center"><i>Geography and Maps</i></p> <p><u>Unit 5: Holidays Around the World</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • How is someone’s life different based on where they live? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • GEO 1.4 <p align="center"><i>The Relationship between Family, School and Community</i></p> <p><u>Unit 6: People Can Change the World</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • Why are communities constantly changing? What changes them? • How do past actions of people in our community still influence our community today? • What cultures and communities were present in my town 25, 50, and 100 years ago? Do they still exist today? • What causes people to want to change the community? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST 1.2 • HIST 1.4 • HIST 1.5 • HIST 1.6 • HIST 1.7 • HIST 1.8 	<p align="center"><i>Our Needs as a Community</i></p> <p><u>Unit 7: Our Needs</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • How do people earn a living within a community? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • ECO 1.1 • ECO 1.2 • ECO 1.3 • ECO 1.4

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Grade One ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
<p><i>The Relationship between Family, School and Community</i></p> <p>Unit 3: Coming to a New World</p> <p>Compelling Questions:</p> <ul style="list-style-type: none"> • What was life like for early settlers in America? How is that different from today? • What was the relationship between the Native Americans and the English? • What historical sources can we use to study the past? <p>Discipline Standards:</p> <ul style="list-style-type: none"> • HIST 1.1 • HIST 1.2 • HIST 1.3 <p align="center"><i>Geography and Maps</i></p> <p>Unit 4: Me on the Map</p> <p>Compelling Questions:</p> <ul style="list-style-type: none"> • What do maps tell us about the communities we belong to? • What features do you include when creating a map, graph, or other representation of a community you belong to? How are these features chosen? <p>Discipline Standards:</p> <ul style="list-style-type: none"> • GEO 1.1 • GEO 1.2 • GEO 1.3 			
Inquiry in the Social Studies			
Dimension 1: Developing Questions and Planning Inquiry	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluation Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> • INQ K-2.1 • INQ K-2.2 • INQ K-2.3 • INQ K-2.4 • INQ K-2.5 	<ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<ul style="list-style-type: none"> • INQ K-2.6 • INQ K-2.7 	<ul style="list-style-type: none"> • INQ K-2.10 • INQ K-2.11 • INQ K-2.12 • INQ K-2.13 • INQ K-2.14 • INQ K-2.15 • INQ K-2.16 • INQ K-2.17

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Second Grade ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><i>“Making a Difference” Themes:</i> <i>Perspectives and Diversity in Our World</i> <i>Democratic Principles and Values</i> <i>Using Evidence to Learn About the Past</i> <i>Connecting the Past and Today</i></p>		
<p><i>Rights and Responsibilities of Citizens in Society</i></p> <p><u>Unit 1: Our Community</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● What is a community? ● Who are some people we depend upon in our community? ● How do individuals and groups make a difference by influencing the way we live and what we have? ● How does what people do in their jobs contribute in some way to the community? ● How do maps help us understand our community? ● What do people do when the environment does not meet their needs? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● CIV 2.7 ● ECO 2.1 ● ECO 2.2 ● ECO 2.3 ● GEO 2.1 ● GEO 2.2 ● GEO 2.3 ● GEO 2.4 ● GEO 2.5 ● GEO 2.6 	<p><i>People and Groups Who Make a Difference in Society</i></p> <p><u>Unit 3: Difference Makers</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How do the actions of people in the past influence us today? ● How is my life at school, at home, and in my town/city has been affected by the actions of people and groups in the past? ● How do people and groups decide how to make the world a better place? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 2.2 ● HIST 2.3 ● HIST 2.4 ● HIST 2.6 ● CIV 2.3 ● CIV 2.7 ● ECO 2.1 ● GEO 2.1 ● GEO 2.6 <p><u>Unit 4: Cultures and Traditions</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How do traditions and perspectives differ based on where someone lives? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● CIV 2.4 ● GEO 2.4 ● GEO 2,5 ● GEO 2.6 	<p><i>How and What We Remember About the Past</i></p> <p><u>Unit 5: Connections to the Past</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How do the actions of people in the past influence us today? ● Why do people have different views about what is good for my school, town, state, and country? ● How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups made a difference in the past? ● How do people and groups decide how to make the world a better place? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 2.1 ● HIST 2.2 ● HIST 2.3 ● HIST 2.4 ● HIST 2.5 ● HIST 2.6 ● HIST 2.7 ● HIST 2.8 ● HIST 2.9 ● HIST 2.10 ● HIST 2.11

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Second Grade ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
<p align="center"><i>Rights and Responsibilities of Citizens in Society</i></p> <p>Unit 2: Citizenship</p> <p>Compelling Questions:</p> <ul style="list-style-type: none"> • What is “government” and what does it do? • How do American ideas such as liberty, freedom, justice, and equality influence how and why people make a difference in society? <p>Discipline Standards</p> <ul style="list-style-type: none"> • CIV 2.1 • CIV 2.2 • CIV 2.3 • CIV 2.4 • CIV 2.5 • CIV 2.6 • CIV 2.7 			
<u>Inquiry in the Social Studies</u>			
<p>Dimension 1: Developing Questions and Planning Inquiry</p> <ul style="list-style-type: none"> • INQ K-2.1 • INQ K-2.2 • INQ K-2.3 • INQ K-2.4 • INQ K-2.5 	<p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<p>Dimension 3: Evaluation Sources and Using Evidence</p> <ul style="list-style-type: none"> • INQ K-2.6 • INQ K-2.7 	<p>Dimension 4: Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> • INQ K-2.10 • INQ K-2.11 • INQ K-2.12 • INQ K-2.13 • INQ K-2.14 • INQ K-2.15 • INQ K-2.16 • INQ K-2.17

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Third Grade ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><i>“Connecticut and Local History” Themes:</i> <i>Cultural Diversity and a Connecticut State Identity</i> <i>The Impact of Science, Technology, and Innovation on the Development of Connecticut Towns and the State</i> <i>Patterns and Causes of Population Development in Connecticut Towns and Cities</i> <i>The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State</i> <i>Using Evidence to Learn About the Past</i></p>		
<p align="center"><i>The Indigenous Peoples of Connecticut</i></p> <p><u>Unit 1: Early Voluntown History</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • What are the histories of the towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut? • How have indigenous peoples affected the history and culture of Connecticut? • How were indigenous peoples in Connecticut similar to indigenous peoples in surrounding regions? How were they similar? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST 3.1 • HIST 3.2 • HIST 3.3 • HIST 3.4 • HIST 3.6 • HIST 3.5 • HIST 3.7 • HIST 3.11 • CIV 3.1 • CIV 3.2 • CIV 3.3 • CIV 3.4 • ECO 3.1 • ECO 3.2 • ECO 3.3 • GEO 3.1 • GEO 3.2 • GEO 3.4 • GEO 3.5 • GEO 3.6 • GEO 3.7 • GEO 3.8 	<p align="center"><i>The Impact of Geography on Population Patterns and Economic Development</i></p> <p><u>Unit 2: Industry, Schools, and Folklore</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • In what ways do the rivers in Connecticut influence economic development? • Why is your town shaped the way it is? • Identify how various groups and industry controlled the use of land and resources in Connecticut and/or your local town? • How did various groups use the rivers and other geographic features in Connecticut to develop communities and economic systems? • How has geography affected the growth and development of your own town and of Connecticut in general? • Overall, have geographic factors aided or hindered economic growth in Connecticut and in your town? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST 3.1 • HIST 3.2 • HIST 3.3 • HIST 3.4 • HIST 3.5 • HIST 3.7 • HIST 3.11 • CIV 3.1 • CIV 3.2 • CIV 3.3 • CIV 3.4 • ECO 3.1 • ECO 3.2 • ECO 3.3 • ECO 3.4 • GEO 3.5 • GEO 3.6 • GEO 3.7 • GEO 3.8 • GEO 3.9 	<p align="center"><i>The Role of Local Towns and Connecticut in the United States (American Revolution, Industrial Revolution, Immigration, Civil War, Westward Expansion, etc.)</i></p> <p align="center"><i>The Structure and Function of State and Local Government</i></p> <p><u>Unit 3: Early Connecticut History</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • What was the significance of Connecticut's contribution to America's story? • Are there specific events and/or periods in America's history where Connecticut played a major role? • Analyze how your local community has contributed to Connecticut's story, past and present. • Are there specific events and/or periods in Connecticut's history where your town played a major role? • What historical monuments and memorials exist in your town? • Why were the events and individuals that these monuments and memorials were created for significant for your community? • What are the key features and structures of government in the state of Connecticut and in your town. • In your town, who makes the important decisions concerning community and educational issues? • How can citizens affect decisions made by state and local officials?
<p>Third Grade ~ Social Studies Scope & Sequence</p>		

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Trimester 1	Trimester 2		Trimester 3
			<p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST 3.8 • HIST 3.9 • HIST 3.10 • CIV 3.1 • CIV 3.2 • CIV 3.3 • CIV 3.4 • CIV 3.5 • CIV 3.6 • CIV 3.7 • ECO 3.1 • ECO 3.2 • ECO 3.3 • GEO 3.1 • GEO 3.2 • GEO 3.4 • GEO 3.5 • GEO 3.6 • GEO 3.7 • GEO 3.8
<u>Inquiry in the Social Studies</u>			
<p>Dimension 1: Developing Questions and Planning Inquiry</p> <ul style="list-style-type: none"> • INQ 3-5.1 • INQ 3-5.2 • INQ 3-5.3 • INQ 3-5.4 • INQ 3-5.5 	<p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<p>Dimension 3: Evaluation Sources and Using Evidence</p> <ul style="list-style-type: none"> • INQ 3-5.6 • INQ 3-5.7 • INQ 3-5.8 • INQ 3-5.9 	<p>Dimension 4: Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> • INQ 3-5.10 • INQ 3-5.11 • INQ 3-5.12 • INQ 3-5.13 • INQ 3-5.14 • INQ 3-5.15 • INQ 3-5.16 • INQ 3-5.17

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Fourth Grade ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><u>“United States Geography” Themes:</u> <i>Human-Environment Interaction</i> <i>Environment and Climate</i> <i>Movements of People and Ideas</i> <i>Defining Regions</i></p>		
<p align="center"><i>Northeast Region</i></p> <p><u>Unit 1: Northeast Region</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • Why was proximity to water so important for settlement in the region? • What was the impact of rivers and waterways on colonial and post-colonial trade? • Why people have moved to and from the Northeast from colonial times to present day? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST 4.2 • HIST 4.3 • CIV 4.1 • GEO 4.1 • GEO 4.2 • GEO 4.4 • GEO 4.5 • GEO 4.8 	<p align="center"><i>Southeast Region</i> <i>Southwest Region</i> <i>Mid-Atlantic Region</i></p> <p><u>Unit 2: Regions of the US: SE, SW, Mid-Atlantic</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • How do geography and climate affect the development of economic and social institutions of the SE and SW regions? • Explore the reasons for and results of development of large cities in the region. • What is the relationship between the people of the SW and their Mexican neighbors, including an emphasis on immigration? • How did the development of canals and waterways affected the economic growth of this region? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST 4.1 • CIV 4.1 • ECO 4.1 • ECO 4.2 • ECO 4.3 • GEO 4.1 • GEO 4.2 • GEO 4.3 • GEO 4.4 • GEO 4.5 • GEO 4.6 • GEO 4.8 	<p align="center"><i>Midwest Region</i> <i>Northwest Region</i> <i>West Region</i></p> <p><u>Unit 3: Regions of the US: Central Plains, Mountains, West</u></p> <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> • How has geography and climate affected the development of economic and social institutions of the Midwest, NW and West region • How are the relationships among the people of these areas affected by the neighboring environmental areas? • How does immigration and migration affect each of these areas? • How do geographic and climate challenges affect each region? • How does the culture of the United States reflect its history? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> • HIST 4.1 • HIST 4.2 • ECO 4.1 • ECO 4.3 • ECO 4.4 • GEO 4.1 • GEO 4.2 • GEO 4.4 • GEO 4.5 • GEO 4.7 • GEO 4.8

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Fourth Grade ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
<i>Map Reading Skills</i>			
Unit 4: Maps of the USA			
Compelling Questions:			
<ul style="list-style-type: none"> • In what ways is the study of geography important in the study of any country or region? • How does the study of various regions of a country help an overall understanding of that country? • What are the properties of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels, meridians) and purposes (road, reference, thematic)? 			
Discipline Standards:			
<ul style="list-style-type: none"> • HIST 4.2 • HIST 4.3 • CIV 4.1 • GEO 4.1 • GEO 4.2 • GEO 4.4 • GEO 4.5 			
<u>Inquiry in the Social Studies</u>			
Dimension 1: Developing Questions and Planning Inquiry	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluation Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> • INQ 3-5.1 • INQ 3-5.2 • INQ 3-5.3 • INQ 3-5.4 • INQ 3-5.5 	<ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<ul style="list-style-type: none"> • INQ 3-5.6 • INQ 3-5.7 • INQ 3-5.8 • INQ 3-5.9 	<ul style="list-style-type: none"> • INQ 3-5.10 • INQ 3-5.11 • INQ 3-5.12 • INQ 3-5.13 • INQ 3-5.14 • INQ 3-5.15 • INQ 3-5.16 • INQ 3-5.17

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Fifth Grade ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><i>“Early United States History” Themes:</i> <i>The Struggle for Freedom, Equality, and Social Justice</i> <i>Cultural Diversity and an American National Identity</i> <i>Gender Roles in Economic, Political and Social Life</i> <i>The Role of Connecticut in U.S. History</i> <i>Economic Prosperity and Equity</i> <i>The Impact of Science and Technology on Society</i> <i>Globalization and Economic Interdependence</i> <i>The Role of the United States in World Affairs</i> <i>The Impact of Geography on History</i></p>		
<p style="text-align: center;"><i>Indigenous Life in New England</i> <i>Europe in the 1400s and 1500s</i></p> <p><u>Unit 1: Early Life, East and West</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 1: Life in the Western Hemisphere ● Chapter 2: Native Americans ● Chapter 3: Life in the Eastern Hemisphere <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● What cultural practices of indigenous Americans and of the colonists influenced how they used land and how they interacted with each other? ● How did conflict affect the voluntary and forced movement of people during colonial development? ● What characteristics make groups of people unique? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 5.1 ● HIST 5.2 ● HIST 5.3 ● HIST 5.4 ● HIST 5.6 ● HIST 5.7 ● CIV 5.1 ● CIV 5.2 ● ECO 5.1 ● GEO 5.1 ● GEO 5.2 ● GEO 5.3 	<p style="text-align: center;"><i>Europe in the 1400s and 1500s</i> <i>Early Settlements</i> <i>13 Colonies</i> <i>Relations with Indigenous People</i></p> <p><u>Unit 2: Early Life, East and West / Connections Across Continents / Colonial Life in North America</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 4: Spain Builds an Empire ● Chapter 5: The Struggle to Found Colonies ● Chapter 6: Life in the English Colonies <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How did colonization affect the indigenous peoples of the Northeast? ● In what ways, and for whom, was America an economic land of opportunity during the colonial period? ● How does technology influence connections among human settlements and the diffusion of culture? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 5.3 ● HIST 5.8 ● HIST 5.9 ● HIST 5.10 ● CIV 5.1 ● CIV 5.2 ● CIV 5.3 ● ECO 5.2 ● GEO 5.1 ● GEO 5.2 ● GEO 5.3 	<p style="text-align: center;"><i>French and Indian War</i> <i>American Revolution</i></p> <p><u>Unit 3: Colonial Life in North America / American Revolution</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 7: The Fight for a Continent ● Chapter 8: Road to War ● Chapter 9: Road to War and Winning the War <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How did the development of the colonies and the American Revolution contribute to an American identity? ● How did a perception of injustice fuel conflict during the colonial period in United States history? ● What was the significance of Connecticut’s contribution to America’s story? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 5.3 ● HIST 5.4 ● HIST 5.5 ● HIST 5.6 ● HIST 5.7 ● HIST 5.8 ● HIST 5.9 ● HIST 5.10 ● CIV 5.4 ● ECO 5.3 ● GEO 5.3

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Fifth Grade ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
<u>Inquiry in the Social Studies</u>			
Dimension 1: Developing Questions and Planning Inquiry	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluation Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> • INQ 3-5.1 • INQ 3-5.2 • INQ 3-5.3 • INQ 3-5.4 • INQ 3-5.5 	<ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<ul style="list-style-type: none"> • INQ 3-5.6 • INQ 3-5.7 • INQ 3-5.8 • INQ 3-5.9 	<ul style="list-style-type: none"> • INQ 3-5.10 • INQ 3-5.11 • INQ 3-5.12 • INQ 3-5.13 • INQ 3-5.14 • INQ 3-5.15 • INQ 3-5.16 • INQ 3-5.17

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Sixth Grade ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><i>“United States History” Themes:</i> <i>The Struggle for Freedom, Equality, and Social Justice</i> <i>Cultural Diversity and a Uniquely American National Identity</i> <i>Gender Roles in Economic, Political and Social Life</i> <i>The Role of Connecticut in U.S. History</i> <i>Economic Prosperity and Equity</i> <i>The Impact of Science and Technology on Society</i> <i>Globalization and Economic Interdependence</i> <i>The Role of the United States in World Affairs</i> <i>The Impact of Geography on History</i></p>		
<p align="center"><i>Pre-Revolutionary War</i> <i>The Revolutionary War</i> <i>The U.S. Constitution</i> <i>Connecticut and Local Connections</i></p> <p><u>Unit 4: Revolutionary War / Life in a New Nation</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 10: Forming a New Government ● Chapter 11: The Young United States <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How did the development of the U.S. constitution and its amendments reflect societal change furthered for the common good? ● How did the physical geography of the United States influence patterns of economic development and migration of people leading up to the American Revolution? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 8.1 ● HIST 8.3 ● HIST 8.4 ● HIST 8.5 ● CIV 8.1 ● CIV 8.2 ● CIV 8.3 ● CIV 8.4 ● GEO 8.1 ● GEO 8.2 	<p align="center"><i>Slavery</i> <i>Westward Expansion</i> <i>The Civil War</i></p> <p><u>Unit 5: A Growing Nation / War Divides the Nation</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 12: Times of Change ● Chapter 13: People Moving South and West ● Chapter 14: A Divided Nation <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How did cultural and environmental characteristics that make places both similar and different from other places? ● How did American conceptions of freedom and equality change during and just after the Civil War period? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 8.1 ● HIST 8.2 ● HIST 8.6 ● HIST 8.7 ● HIST 8.8 ● CIV 8.2 ● GEO 8.2 	<p align="center"><i>Westward Expansion</i> <i>The Civil War</i> <i>The Reconstruction Era</i> <i>Reform Movements</i> <i>Immigration</i></p> <p><u>Unit 6: War Divides the Nation / Crossing the Continent</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 15: War and Reconstruction ● Chapter 16: Rails Across the Nation ● Chapter 17: Inventions and Big Business <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● Did Higher productivity in the U.S economy cause a generalized prosperity for the American people during the 19th century? ● How did the production of cash crops in the American economy during the early 19th century affect international trade? ● How did transportation and communication changes influence Westward Expansion in the United States? ● How did environmental characteristics and productions of goods in the United States?

Voluntown K-8 Social Studies Scope & Sequence ([CT Social Studies Frameworks](#))

Sixth Grade ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
		Discipline Standards: <ul style="list-style-type: none"> • HIST 8.1 • HIST 8.4 • HIST 8.9 • HIST 8.10 • ECO 8.1 • ECO 8.2 • ECO 8.3 • ECO 8.4 • ECO 8.5 • ECO 8.6 • GEO 8.3 • GEO 8.4 	
<u>Inquiry in the Social Studies</u>			
Dimension 1: Developing Questions and Planning Inquiry	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluation Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> • INQ 6-8.1 • INQ 6-8.2 • INQ 6-8.3 • INQ 6-8.4 • INQ 6-8.5 	<ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<ul style="list-style-type: none"> • INQ 6-8.6 • INQ 6-8.7 • INQ 6-8.8 • INQ 6-8.9 	<ul style="list-style-type: none"> • INQ 6-8.10 • INQ 6-8.11 • INQ 6-8.12 • INQ 6-8.13 • INQ 6-8.14 • INQ 6-8.15 • INQ 6-8.16 • INQ 6-8.17

Voluntown K-8 Social Studies Scope & Sequence ([CT Social Studies Frameworks](#))

Seventh Grade ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><i>“World Regional Studies” Themes:</i> <i>Human-Environment Interaction</i> <i>Global Interconnections: Environmental Changes</i> <i>Global Interconnections: Cultural Diffusion</i> <i>Human Population</i> <i>Movements of People</i> <i>Defining Regions</i></p>		
<p style="text-align: center;"><i>Middle East and Northern Africa</i></p> <p><u>Unit 1: Early Civilizations</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 1: The First Civilizations ● Chapter 2: Ancient Egypt ● Chapter 3: Ancient Israelites <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● What was the impact of farming on the development of early civilizations? ● How did the peoples of Mesopotamia and Early Egypt create some of the earliest civilizations. ● What were the important events in the history of Israel? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● CIV 6–7.1 ● ECO 6–7.1 ● ECO 6–7.2 ● GEO 6–7.1 ● GEO 6–7.2 	<p style="text-align: center;"><i>Western Europe</i> <i>East Asia</i> <i>Subcontinental Asia</i></p> <p><u>Unit 2: The Ancient World</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 4: The Ancient Greeks ● Chapter 5: Greek Civilization ● Chapter 6: Early India ● Chapter 7: Early China <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How did the rise in Greek City States and accomplishments in Greek culture lead to the spread of Greek Culture? ● How did Indian Civilizations develop, including the evolution of Hindu and Buddhism? ● How did China’s first civilizations develop-including the Qin and Han dynasties? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● CIV 6–7.2 ● ECO 6–7.3 ● ECO 6–7.4 ● ECO 6–7.5 ● GEO 6–7.3. ● GEO 6–7.4 	<p style="text-align: center;"><i>Middle East and Northern Africa</i> <i>Western Europe</i></p> <p><u>Unit 3: New Empires and New Faiths</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 8: The Rise of Rome ● Chapter 9: Roman Civilization ● Chapter 10: The Rise of Christianity ● Chapter 11: Islamic Civilization <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● What led to the Rise and Fall of Rome? ● How did Christianity develop and spread? ● What were the events that led to the rise of Islam? ● How has trade influenced Western Europe? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● CIV 6–7.3 ● ECO 6–7.6 ● ECO 6–7.7 ● GEO 6–7.5

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Seventh Grade ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
<u>Inquiry in the Social Studies</u>			
Dimension 1: Developing Questions and Planning Inquiry	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluation Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> • INQ 6-8.1 • INQ 6-8.2 • INQ 6-8.3 • INQ 6-8.4 • INQ 6-8.5 	<ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<ul style="list-style-type: none"> • INQ 6-8.6 • INQ 6-8.7 • INQ 6-8.8 • INQ 6-8.9 	<ul style="list-style-type: none"> • INQ 6-8.10 • INQ 6-8.11 • INQ 6-8.12 • INQ 6-8.13 • INQ 6-8.14 • INQ 6-8.15 • INQ 6-8.16 • INQ 6-8.17

Voluntown K-8 Social Studies Scope & Sequence ([CT Social Studies Frameworks](#))

Eighth Grade ~ Social Studies Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><i>“World Regional Studies” Themes:</i> <i>Human-Environment Interaction</i> <i>Global Interconnections: Environmental Changes</i> <i>Global Interconnections: Cultural Diffusion</i> <i>Human Population</i> <i>Movements of People</i> <i>Defining Regions</i></p>		
<p align="center"><i>East Asia</i> <i>Sub-Saharan Africa</i> <i>Eastern Europe</i></p> <p><u>Unit 1: Middle Ages</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 12: China in the Middle Ages ● Chapter 13: Medieval Africa ● Chapter 14: Medieval Japan ● Chapter 15: Medieval Europe <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How did new ideas, technologies, and political systems influence China? ● What cultures grew up in Africa? ● What were the social, economic, and political advances in Japan? ● How did the great turmoil in Medieval Europe create cultural and political advances? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● CIV 6–7.1 ● ECO 6–7.1 ● ECO 6–7.2 ● GEO 6–7.7 ● GEO 6–7.8 	<p align="center"><i>Western Europe</i> <i>Middle America and the Caribbean</i> <i>South America</i></p> <p><u>Unit 2: A Changing World</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 16: The Americas ● Chapter 17: The Renaissance and Reformation <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● How did the ideas of the Italian Renaissance spread to northern Europe? ● What were the beginnings of Protestantism and how did it spread? ● What were the conflicts between Catholics and Protestants? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● CIV 6–7.2 ● ECO 6–7.3 ● ECO 6–7.4. ● ECO 6–7.5 ● GEO 6–7.9 ● GEO 6–7.10 	<p align="center"><i>Middle America and the Caribbean</i> <i>South America</i></p> <p><u>Unit 3: Enlightenment</u></p> <p><u>Chapters:</u></p> <ul style="list-style-type: none"> ● Chapter 18: Enlightenment & Revolution <p><u>Compelling Questions:</u></p> <ul style="list-style-type: none"> ● What were the causes and effects of Age of Exploration? ● How did science give Europeans a new way to understand the universe? ● How did Europeans come to believe that reason could improve government and society? ● What were the events that led to the American Revolution and the formation of the United States? <p><u>Discipline Standards:</u></p> <ul style="list-style-type: none"> ● HIST 6–8.1 ● CIV 6–7.3. ● ECO 6–7.6 ● ECO 6–7.7. ● GEO 6–7.11

Voluntown K-8 Social Studies Scope & Sequence ([CT Social Studies Frameworks](#))

Eighth Grade ~ Social Studies Scope & Sequence			
Trimester 1	Trimester 2	Trimester 3	
<u>Inquiry in the Social Studies</u>			
Dimension 1: Developing Questions and Planning Inquiry	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluation Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> • INQ 6-8.1 • INQ 6-8.2 • INQ 6-8.3 • INQ 6-8.4 • INQ 6-8.5 	<ul style="list-style-type: none"> • HISTORY • CIVICS • ECONOMICS • GEOGRAPHY 	<ul style="list-style-type: none"> • INQ 6-8.6 • INQ 6-8.7 • INQ 6-8.8 • INQ 6-8.9 	<ul style="list-style-type: none"> • INQ 6-8.10 • INQ 6-8.11 • INQ 6-8.12 • INQ 6-8.13 • INQ 6-8.14 • INQ 6-8.15 • INQ 6-8.16 • INQ 6-8.17