

CCSU Guaranteed, Viable Curriculum

K-12 Power Standards and Power Indicators



Guaranteed, Viable Curriculum
Power Standards and Power Indicators

SOCIAL STUDIES: K

Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Ask a question in response to a prompt b) Identify where to find answers to questions</p> <p><i>Aligns with VT GEs H&SS PK-K: 1, 3</i></p>	<p>a) Sort objects from the past and today</p> <p><i>Aligns with VT GE H&SS PK-K: 8</i></p>	<p>a) Identify a map and a globe as representational of actual places</p> <p><i>Aligns with VT GE H&SS PreK-K: 11</i></p>	<p><i>No power indicators at this level.</i></p>	<p>a) Identify groups to which one belongs</p> <p><i>Aligns with VT GE H&SS PreK-K: 14</i></p> <p><i>Map with Comprehensive Health and Guidance Power Indicators for H&SS PreK-K: 15, 16</i></p>	<p>a) Explain why people make choices</p> <p><i>Aligns with VT GE H&SS PreK-K: 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Develop a question in response to a prompt b) Identify resources for finding answers to questions c) Record information associated with inquiry</p> <p><i>Aligns with VT GEs H&SS 1-2: 1, 3, 4</i></p>	<p>a) Sequence events on a simple timeline b) Compare and contrast objects from the past and today to identify similarities and differences</p> <p><i>Aligns with VT GEs H&SS 1-2: 8, 9, 10</i></p>	<p>a) Use terms related to relative location and direction on a map or a globe (e.g. next to, above, below, across from) b) Use a simple map to identify key areas of a classroom or school</p> <p><i>Aligns with VT GE H&SS 1-2: 11</i></p>	<p><i>No power indicators at this level</i></p>	<p>a) Explain why rules are important</p> <p><i>Aligns with VT GEs H&SS 1-2: 14, 15, 16</i></p> <p><i>Map with Comprehensive Health and Guidance Power Indicators for H&SS 1-2: 14, 15, 16</i></p>	<p>a) Explain how people earn, spend, and save money</p> <p><i>Aligns with VT GE H&SS 1-2: 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Make a plan to organize information about the community b) Display information for presentation</p> <p><i>Aligns with VT GEs H&SS 1-2: 3, 5, 7</i></p>	<p>a) Sequence key events that have occurred within the community b) Sort objects from long ago and today into categories</p> <p><i>Aligns with VT GEs H&SS 1-2: 8, 9, 10</i></p>	<p>a) Identify cardinal directions b) Use a simple legend to locate community landmarks on a map</p> <p><i>Aligns with VT GE H&SS 1-2: 11</i></p>	<p>a) Name two reasons why people move b) Identify two characteristics of culture (i.e. celebrations, food, customs, beliefs, housing and clothing) c) Identify cultural characteristics of the school community and the larger community</p> <p><i>Aligns with VT GEs H&SS 1-2: 12, 13</i></p>	<p>a) Describe two ways you can be a responsible citizen in your community</p> <p><i>Aligns with VT GEs H&SS 1-2: 14, 15, 16</i></p> <p><i>Map with Comprehensive Health and Guidance Power Indicators for H&SS 1-2: 14, 15, and 16</i></p>	<p>a) Give two examples of each: resources, goods, services b) Identify jobs within the community c) Identify choices people make as consumers and producers</p> <p><i>Aligns with VT GEs H&SS 1-2: 18, 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Use a focus question to analyze information about the Champlain Valley Region b) Identify and use simple primary and secondary sources for reconstructing past events c) Make a plan to gather and display information</p> <p><i>Aligns with VT GEs H&SS 3-4: 1, 3, 4</i></p>	<p>a) Sequence key historical events connected to Lake Champlain on a timeline b) Use an artifact to explain how people lived in the past and how that is same and/or different from how people live today within the Champlain Valley Region</p> <p><i>Aligns with VT GEs H&SS 3-4: 8, 10</i></p>	<p>a) Use the compass rose to locate places on a map b) Interpret the symbols in a key to identify lakes, mountains, rivers, and towns in the Champlain Valley Region on a physical map</p> <p><i>Aligns with VT GE H&SS 3-4: 11</i></p>	<p>a) Identify various cultures within the Champlain Valley Region b) Identify cultural characteristics created by the movement of ideas and goods within the Champlain Valley Region (e.g. farming, fishing, recreation, etc.)</p> <p><i>Aligns with VT GEs H&SS 3-4: 12, 13</i></p>	<p>a) Give examples of how responsible citizenship makes a community stronger b) Explain ways cooperation can solve problems within the region</p> <p><i>Aligns with VT GEs H&SS 3-4: 14, 16</i></p> <p><i>Map with Comprehensive Health and Guidance Power Indicators for H&SS 3-4: 14, 16</i></p>	<p>a) Give examples of resources, goods, and services within the Champlain Valley Region b) Identify choices people make as consumers and why those choices are made</p> <p><i>Aligns with VT GEs H&SS 3-4: 18, 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Use a focus question (thesis) to analyze information about Vermont’s environment, history, or current issues</p> <p>b) Locate and use relevant resources (e.g. primary and/or secondary source print, electronic media, people)</p> <p>c) Differentiate among facts, opinions, and multiple perspectives on a single event</p> <p>d) List resources used</p> <p>e) Summarize relevant findings</p> <p>f) Represent findings in a presentation using electronic media</p> <p><i>Aligns with VT GEs H&SS 3-4: 1, 3, 4, 5, 7</i></p>	<p>a) Sequence key historical events in different eras of Vermont history (settlement, industrial, modern) on a timeline</p> <p>b) Give examples of how historical events and historical figures have impacted life in Vermont today</p> <p><i>Aligns with VT GEs H&SS 3-4: 8, 10</i></p>	<p>a) Identify the purpose and features of political maps</p> <p>b) Compare and contrast the features of political and physical maps of Vermont</p> <p>c) Locate major political and physical divisions (i.e. from continents and oceans to Vermont Counties and major physical features)</p> <p><i>Aligns with VT GE H&SS 3-4: 11</i></p>	<p>a) Explain three reasons why people settled in Vermont and three reasons why they left</p> <p>b) Describe influences of diverse cultural communities in Vermont (i.e., Abenaki, French-Canadian, British, and African-American)</p> <p>c) Compare or contrast ways in which cultures in Vermont have changed over time with both positive and negative consequences</p> <p><i>Aligns with VT GEs H&SS 3-4: 12, 13</i></p>	<p>a) Identify three rights and responsibilities of Vermont citizens</p> <p>b) Explain the role of town meeting in local and state decision making</p> <p>c) Name the three branches of government and their functions in the State of Vermont</p> <p><i>Aligns with VT GEs H&SS 3-4: 14, 17</i></p> <p><i>Map with Comprehensive Health and Guidance Power Indicators for H&SS 3-4: 14, 15, 16, 17</i></p>	<p>a) Give examples of goods and services within Vermont</p> <p>b) Identify choices people make as consumers and producers and some of the consequences of those choices</p> <p>c) Describe the production, distribution, and consumption of a Vermont product</p> <p><i>Aligns with VT GEs H&SS 3-4: 18, 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<ul style="list-style-type: none"> a) Develop a focus question (thesis) to analyze and interpret information about the United States b) Distinguish between a primary and a secondary source c) Include one primary source in inquiry d) Cite relevant sources used in inquiry e) Draw a conclusion that can be generalized to personal experiences f) Summarize relevant findings in more than one presentation format (including reports) for multiple audiences <p><i>Aligns with VT GEs H&SS 5-6: 1, 3, 4, 6, 7</i></p>	<ul style="list-style-type: none"> a) Identify an object used by the colonists and explain how the use of this object and the object itself may be different today b) Identify three reasons for European exploration of the North American continent (the “New World”) c) Explain the causes and effects of conflicts among indigenous peoples and the colonists <p><i>Aligns with VT GEs H&SS 5-6: 8, 10</i></p>	<ul style="list-style-type: none"> a) Interpret a political and physical map of a region of the United States b) Locate the major geographical regions of the United State on a map c) Explain how climate and physical features impact ways of life in different regions of the United States d) Explain two significant environmental changes experienced by indigenous peoples during the settlement of various regions of the United States <p><i>Aligns with VT GE H&SS 5-6: 11</i></p>	<ul style="list-style-type: none"> a) Explain two significant cultural changes experienced by colonists during the settlement of New England and their positive and negative consequences b) Explain two ways the populations of indigenous peoples were affected during the settlement of New England c) Identify how cultures within New England have both changed and remained the same d) Describe how indigenous peoples from various regions of the United States have influenced American culture at various times in history e) Describe how settlers and immigrants from various areas of the world have influenced American culture at various times in history <p><i>Aligns with VT GEs H&SS 5-6: 12, 13</i></p>	<ul style="list-style-type: none"> a) Explain the three branches of government as a system of necessary checks and balances b) Identify the Bill of Rights as the first ten amendments of the United State Constitution c) Justify the necessity of the Bill of Rights in a democracy d) Name the Five Freedoms in the First Amendment and explain two important responsibilities associated with those rights e) Explain how a citizen in a democracy creates changes in law <p><i>Aligns with VT GEs H&SS 5-6: 14, 15, 16</i></p> <p><i>Map with Comprehensive Health and Guidance Power Indicators for H&SS 5-6: 14, 15, 16, 17</i></p>	<ul style="list-style-type: none"> a) Define basic economic concepts b) Give examples of goods and services within a region of our country and their importance and impact <p><i>Aligns with VT GEs H&SS 5-6: 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Develop a focus question (thesis) to analyze and interpret contemporary global issues</p> <p>b) Use primary and secondary sources that best support the focus (thesis)</p> <p>c) Analyze events using cause and effect</p> <p>d) Interpret data presented in timelines</p> <p>e) Apply data analysis and statistical interpretation to societal issues</p> <p>f) Proposes solutions to problems or issues based on findings</p> <p>g) Present findings and suggest possibilities for further research</p> <p><i>Aligns with VT GEs H&SS 5-6: 3, 4, 5, 7</i></p>	<p><i>No power indicators at this level</i></p>	<p>a) Use latitude and longitude (grid system) to find selected world locations</p> <p>b) Use latitude and longitude to find selected world locations</p> <p>c) Interpret different viewpoints regarding resource use in selected geographic locations in the world</p> <p>d) Identify selected physical and political regions in the world</p> <p><i>Aligns with VT GE H&SS 5-6: 11</i></p>	<p>a) Evaluate how geography influences culture</p> <p>b) Analyze how a new idea (or an idea that is introduced) has changed a society (technology, human rights, religion, etc.)</p> <p><i>Aligns with VT GEs H&SS 5-6: 12, 13</i></p>	<p>a) Demonstrate an understanding of different forms of governments existing in the world (democracy, republic, constitutional monarchy, monarchy, dictatorship, etc.)</p> <p>b) Explain how government affects the lives of its citizens (justice, government, resources, human rights, etc.)</p> <p><i>Aligns with VT GEs H&SS 5-6: 14, 15, 16</i></p>	<p>a) Define scarcity and explain how it affects our lives</p> <p>b) Assess how trade has impacted cultures throughout the world (movement of people, ideas, resources, etc.)</p> <p><i>Aligns with VT GEs H&SS 5-6: 18, 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Develop a focus question (thesis) relevant to historical contexts of the ancient and medieval world</p> <p>b) Identify and locate the kinds of information sources needed for an inquiry</p> <p>c) Analyze primary sources and identify the bias of the author(s)</p> <p>d) Present findings and suggest possibilities for further research</p> <p><i>Aligns with VT GEs H&SS 7-8: 1, 3, 4, 5, 6, 7</i></p>	<p>a) Identify the causes and effects of multiple historical events (e.g. fall of Rome, rise of Islam, invention of gunpowder, Bantu migration) throughout ancient and medieval times</p> <p>b) Analyze the impact of multiple historical events, historical figures, and discoveries (ideas) throughout the ancient and medieval world on our lives today</p> <p>c) Construct a timeline with the appropriate equidistant intervals of time that designates both pivotal events and events that occurred over time</p> <p>d) Identify similarities between civilizations within a common era (e.g. trading empires, river cultures, military empires)</p> <p><i>Aligns with VT GEs H&SS 7-8: 8, 10</i></p>	<p>a) Identify selected physical and political regions of the ancient and medieval world</p> <p>b) Identify patterns of settlement and/or migration related to physical features in the ancient and medieval world</p> <p>c) Use the Five Themes of Geography (place, location, human/environment interaction, movement, region) to draw conclusions that explain various components of culture and lifestyle</p> <p><i>Aligns with VT GEs H&SS 7-8: 11, 12</i></p>	<p>a) Distinguish among the world's five major religions (Christianity, Judaism, Islam, Hinduism, and Buddhism) in the ancient and medieval world</p> <p>b) Examine the impact of migration of people, goods, and ideas in the ancient and medieval world</p> <p>c) Describe the impact of culture on human interaction using five of the universal characteristics of culture</p> <p><i>Aligns with VT GEs H&SS 7-8: 12, 13</i></p>	<p>a) Connect the development of major forms of government within the ancient and medieval world to political systems today (autocracy, theocracy, republic, and democracy)</p> <p>b) Debate the meaning of citizenship in ancient and medieval civilizations</p> <p>c) Identify ways in which power systems provide opportunities or limit the rights of people</p> <p><i>Aligns with VT GEs H&SS 7-8: 14, 17</i></p>	<p>a) Analyze economic systems (societies' means for distributing resources) and trade in the ancient and medieval world</p> <p>b) Explain how goods and services around the world create economic interdependence between people in different places</p> <p>c) Explain the significance of the changing role of exchange (money, barter, etc) in the ancient and medieval world</p> <p><i>Aligns with VT GEs H&SS 7-8: 18</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p>a) Develop a focus question (thesis) connecting historical contexts to social, environmental, or contemporary issues</p> <p>b) Design a plan for collecting, managing, and critically examining information and sources</p> <p>c) Analyze viewpoints of historical/political figures from primary and secondary sources to evaluate influences and bias in historical perspectives</p> <p>d) Interpret information in order to generalize findings</p> <p>e) Present findings and suggest possibilities for further research</p> <p><i>Aligns with VT GEs H&SS 7-8: 1, 3, 5, 6, 7</i></p>	<p>a) Use primary sources to determine significant causes of the American Revolution and the Civil War</p> <p>b) Interpret data, bias, authenticity and relevance of information related to historical events</p> <p>c) Use cause and effect to make a prediction about the impact of territorial expansion on indigenous peoples</p> <p><i>Aligns with VT GEs H&SS 7-8: 8, 9, 10</i></p>	<p>a) Explain physical and geographic features that impacted growth and development in the regions of the United States</p> <p>b) Locate the thirteen colonies and northern, middle, and southern colonial regions of the United States</p> <p>c) Explain the significance of expanding physical and political regions of the United States (1770-1860)</p> <p>d) Compare and contrast positive contributions of various immigrant groups (e.g. Germanic peoples, Afro-Caribbean, Chinese)</p> <p>e) Assess the consequences of geographic differences on growth and expansion of the nation</p> <p><i>Aligns with Vermont GE's H&SS 7-8: 11, 12, 13</i></p>	<p>a) Explain how the expansion of the United States (ex. New England, Middle and Southern Colonies) impacted diverse culture nationalism</p> <p>b) Analyze patterns of voluntary (i.e. economic and religious reasons) and involuntary (i.e. Trans-Atlantic slave trade, relocation, and religious persecution) migration to (and within) the United States</p> <p>c) Recognize cultural contributions of different groups that became "American"</p> <p><i>Aligns with VT GEs: H&SS 7-8: 12, 13</i></p>	<p>a) Analyze the historical and philosophical underpinnings (e.g. Continental Congress, Articles of Confederation, Constitution, etc.) of our current government in order to build a connection between the rights and privacy of citizens today and those essential documents</p> <p>b) Recognize how political parties originated with emphasis on party platforms</p> <p>c) Debate the link between the rights and responsibilities of a modern citizen</p> <p>d) Explain how individuals and groups have brought about change locally or nationally (e.g. abolitionist movement, temperance, suffrage)</p> <p><i>Aligns with VT GEs H&SS 7-8: 14, 15, 16, 17</i></p>	<p>a) Explain how the economic factors both united and later divided the United States</p> <p>b) Identify how emerging technologies (e.g. waterpower, steam engine, transportation, military, etc.) change the economy in the United States</p> <p>c) Assess the consequences of 19th century industrialization on our world today</p> <p>d) Describe an effect of a government interaction with the economy (e.g. tariffs, laissez faire, taxation)</p> <p><i>Aligns with VT GEs H&SS 7-8: 18, 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p><i>Power indicators for this level are still being developed</i></p>	<ul style="list-style-type: none"> a) Explain historical origins of key ideas and concepts b) Read and interpret historical maps and other historical documents c) Explain transitions between eras <p><i>Aligns with VT GEs H&SS9-12: 8, 9, 10</i></p>	<ul style="list-style-type: none"> a) Interpret and analyze a variety of effective representations of the earth such as maps, globes, and photographs and project future changes b) Locate the physical, political, and cultural regions of the modern world <p><i>Aligns with VT GEs H&SS9-12: 11, 12</i></p>	<ul style="list-style-type: none"> a) Analyze and evaluate the impact of voluntary and involuntary migration patterns in the world b) Analyze the contributions of various cultural groups to the world as well as the impact of globalization on culture <p><i>Aligns with VT GEs H&SS9-12: 13</i></p>	<ul style="list-style-type: none"> a) Analyze the principles in key international documents and how they apply to their own lives (e.g., Universal Declaration of Human Rights) b) Compare and evaluate the basic functions, structures, and purposes of governments, both past and present c) Analyze the effectiveness of behaviors that are intended to foster global cooperation among groups and governments (e.g., League of Nations, United Nations) d) Analyze the impact of interdependence among states and nations (e.g., OPEC, NAFTA) e) Evaluate the significance of governmental and non-governmental international organizations (e.g., WHO, WTO, IMF, World Bank, International Atomic Energy Agency, etc.) <p><i>Aligns with VT GEs H&SS9-12: 14, 15, 16, 17</i></p>	<ul style="list-style-type: none"> a) Explain patterns and networks of economic interdependence that exist internationally and globally (e.g., world trade/globalization) b) Evaluate the importance of the rise of regional economic unions around the world (NAFTA, the EC & Euro, etc.) c) Use economic concepts to analyze and interpret global economic issues and problems d) Examine the causes and effects of people's wants exceeding their resources e) Explain how various economic systems address economic problems (free market, mixed market, command economy) <p><i>Aligns with VT GEs H&SS9-12: 18, 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p><i>Power indicators for this level are still being developed</i></p>	<p>a) Explain historical origins of key ideas and concepts b) Read and interpret historical documents c) Explain transitions between eras d) Sequence events that occurred in our nation's history</p> <p><i>Aligns with VT GEs H&SS9-12: 8, 9, 10</i></p>	<p>a) Interpret and analyze a variety of effective representations of the United States. b) Locate the physical, political, and cultural regions of the United States</p> <p><i>Aligns with VT GEs H&SS9-12: 11, 12</i></p>	<p>a) Analyze and evaluate the impact of migration patterns on the United States b) Analyze the contributions of various cultural groups to the United States</p> <p><i>Aligns with VT GEs H&SS9-12: 13</i></p>	<p>a) Analyze the changing role of government through the course of United States history</p> <p><i>Aligns with VT GEs H&SS9-12: 14, 15, 16, 17</i></p>	<p>a) Analyze the development of the market economy in the United States b) Examine the roles of government in the U.S. market economy c) Explore the effects of globalization on the United States</p> <p><i>Aligns with VT GEs H&SS9-12: 18, 19, 20</i></p>



Social Studies Power Standard #1 Inquiry	Social Studies Power Standard #2 History	Social Studies Power Standard #3 Physical Geography	Social Studies Power Standard #4 Cultural Geography	Social Studies Power Standard #5 Civics, Government, and Society	Social Studies Power Standard #6 Economics
<p>Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)</p>	<p>Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)</p>	<p>Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)</p>	<p>Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)</p>	<p>Students debate the meaning of citizenship in a democracy from local, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)</p>	<p>Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)</p>
<p><i>Power indicators for this level are still being developed</i></p>	<p>a) Explain historical origins of key ideas and concepts</p> <p><i>Aligns with VT GEs H&SS3-4: 8, 9, 10</i></p>	<p><i>No power indicators at this level</i></p>	<p><i>No power indicators at this level</i></p>	<p>a) Analyze the philosophical and historical foundations of the American political system</p> <p>b) Analyze and evaluate the distribution of power among the institutions of the United States government</p> <p>c) Evaluate the extent to which rights & freedoms are guaranteed under the U.S. Constitution</p> <p>d) Understand the role of the citizen in American democracy</p> <p><i>Aligns with VT GEs H&SS9-12: 14, 15, 16</i></p>	<p><i>No power indicators at this level</i></p>