

K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades K-4** will assure that students:

- write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials.

Educational experiences in **Grades 5-8** will assure that students:

- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion;
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time;
- examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.

CONTENT STANDARD 2: Local, United States And World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

Educational experiences in **Grades K-12** will assure that students use historical thinking skills to study the following periodization with escalating scale of breadth and depth:

United States, Connecticut and Local History

- first peoples [10,000 BCE to 1500 CE];
- encounters of peoples from the Americas, Western Europe and Western Africa [1440s to 1763];
- European colonization and settlement [1492-1763];
- revolution and the new nation [1754-1820s];
- expansion and reform [1801-1861];
- civil war and reconstruction [1850-1877];
- development of the industrial United States [1870-1900];
- emergence of modern America [1890-1930];
- the Great Depression and World War II [1929-1945];
- Postwar United States [1945 to early 1970s]; and
- contemporary United States [1968 to the present].

World History

- the beginnings of human society;
- early civilizations and the emergence of the pastoral peoples [4000 BCE - 1000 BCE];
- classical traditions, major religions and the giant empires [1000 BCE - 300 CE];
- expanding zones of exchange and encounter [300 - 1000];
- intensified hemispheric interactions [1000 - 1500];
- emergence of the first global age [1450- 1770];

- an age of European prominence and revolutions [1750-1914];
- a half century of crisis and achievement [1900-1945]; and
- the 20th century since 1945 – promises, paradoxes and challenges.

K - 1 2 P E R F O R M A N C E S T A N D A R D S

Educational experiences in **Grades K-4** will assure that students:

- demonstrate a familiarity with peoples, events and places from a broad spectrum of human experience through selected study from historical periods and from the various regions (e.g., East Asia, Europe, the Americas, Africa, South Asia, West Asia);
- locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location;
- demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries; and
- place the history of their own families in the context of local, state, national and world history.

Educational experiences in **Grades 5-8** will assure that students:

- demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war);
- demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II);
- demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of in-and-out migration, suburbanization, racial tensions);

Educational experiences in **Grades 9-12** will assure that students:

- demonstrate an understanding of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world;
- locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location; and
- explain relationships among the events and trends studied in local, national and world history.

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K-12 PERFORMANCE STANDARDS, continued

Educational experiences in **Grades 5-8** will assure that students:

- locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location; and
- explain the relationships among the events and trends studied in local, state, national and world history.

CONTENT STANDARD 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

K - 12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- recognize that people develop traditions that transmit their beliefs and ideals;
- examine family life and cultures of different peoples at different times in history;
- explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people;
- describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people;
- describe some goods, products and ideas which were exchanged as the result of movement;

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Educational experiences in **Grades 5-8** will assure that students:

- explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and migrants to the new world and give examples of ways those beliefs have changed over time;
- explain 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;
- describe the emergence of select governmental systems, principles and institutions;
- describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy);

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Educational experiences in **Grades 9-12** will assure that students:

- describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions;
- give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies;
- demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life;
- identify various parties and analyze their interest in conflicts from selected historical periods;

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