

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Connecticut	http://www.ctcurriculum.org/standards_menu.asp	Social Studies Grades 5-8	Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage 	<p>Local, United States and World History Content Standard 2: 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.</p> <p>d. 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</p> <p>e. explain the relationships among the events and trends studied in local, state, national and world history</p> <p>Historical Themes Content Standard 3: 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.</p> <p>g. identify and analyze the various causes and effects of movements of groups of people</p>
			Economics	Historical Themes

			<ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with Europe 	<p>Content Standard 3: 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.</p> <p>b. 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</p> <p>i. explain how economic factors influenced historical events in the United States and other regions of the world</p> <p>Limited Resources Content Standard 13: Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.</p> <p>a. compare the resources used by various cultures, countries and/or regions throughout the world</p> <p>b. explain that households, businesses, governments and societies face scarcity just as individuals do</p> <p>c. define opportunity and cost, giving examples</p>
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				<p>d. present historical and current controversies about the use of resources</p> <p>e. illustrate how resources can be used in a variety of ways f. explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output</p> <p>Economic Interdependence Content Standard 15: Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.</p> <p>a. explain how specialization leads to more efficient use of economic resources and economic growth</p> <p>b. explain why trade encourages specialization</p> <p>c. explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living</p>
			<p>Culture</p> <ul style="list-style-type: none"> • Style and materials for dress and housing of 	<p>Local, United States and World History Content Standard 2: Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United</p>

			<p>European settler</p> <ul style="list-style-type: none"> • Law, justice and punishment • Raids, militias and defense 	<p>States history, world history, and Connecticut and local history.</p> <p>a. 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)</p> <p>c. 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)</p> <p>d. 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</p> <p>e. explain the relationships among the events and trends studied in local, state, national and world history</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European survival • Trade, including fur, seeds, guns, 	<p>Historical Themes</p> <p>Content Standard 3: 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.</p>

			<p>and metal goods</p> <ul style="list-style-type: none">• Treaties and conflict	<p>a. 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</p> <p>f. explain reasons for conflict and the ways conflicts have been resolved</p> <p>j. describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.</p>
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