

# Board of Education Regular Meeting

Monday, May 9, 2011 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

I. Call to Order	<b>Speaker (s)</b> : Dan Harris: Chair
II. Pledge of Allegiance	<b>Speaker (s)</b> : Dan Harris: Chair
III. Approval of Minutes	<b>Speaker (s)</b> : Dan Harris: Chair
IV. Public Comment	<b>Speaker (s)</b> : Dan Harris: Chair
V. Board of Education Committee and Other Reports	<b>Speaker (s)</b> : Dan Harris: Chair
VI. Superintendent Reports and Recommendations	<b>Speaker (s)</b> : Dr. Welch: Superintendent
VI.A. BOE Expenditure/Projection Report	<b>Speaker (s)</b> : Dr. Welch: Superintendent
VI.B. Cafeteria Report	<b>Speaker (s)</b> : Dr. Welch: Superintendent
VII. New Business	<b>Speaker (s)</b> : Dan Harris: Chair
VII.A. Votes Required	<b>Speaker (s)</b> : Dan Harris: Chair
VII.B. Discussion	<b>Speaker (s)</b> : Dan Harris: Chair
VIII. Old Business	<b>Speaker (s)</b> : Dan Harris: Chair
VIII.A. Votes Required	<b>Speaker (s)</b> : Dan Harris: Chair
VIII.B. Discussion	<b>Speaker (s)</b> : Dan Harris: Chair
IX. Information	<b>Speaker (s)</b> : Dan Harris: Chair
X. Executive Session	<b>Speaker (s)</b> : Dan Harris: Chair
XI. Date and Time of Next Meeting	<b>Speaker (s)</b> : Dan Harris: Chair
XII. Adjournment	<b>Speaker (s)</b> : Dan Harris: Chair

**Board of Education Regular Meeting**

April 11, 2011 07:00PM

PVMS Library

**1. Call to Order**

Dan Harris called the meeting to order at 7:04PM. Other members present: Sandra Gauthier, Pauline Andruskiewicz, Charles Raymond and John Moulson arrived at 7:14PM. Deborah Burke-Grabarek and Jim Jancewicz were absent. Also present: Dr. Welch; Superintendent, Gloria Homiski; Recording Secretary, Ivy Davis; Director of Curriculum, Instruction and Special Education and Gary Miller; Interim Business Manager. Audience: Emile Levasseur; Technology Coordinator, Patricia Hibbard; Transportation Coordinator, Dr. Walsh; Principal PVMS, Ray Bernier; Principal PPMS, Mike House; Supervisor of Buildings and Grounds, Susan Strader, Mr. and Mrs. Fitzgerald, Jan Clancey, Karen Davis, Marcia Bartha, Kim Heinzelman, Dawn Riley, Gail Rigney, Lisa Feltes, Amanda and William Migliaccio.

**2. Pledge of Allegiance**

**3. Approval of Minutes**

Moved, to approve the regular meeting minutes of 3-7-11 as amended. Andruskiewicz/Harris. Gauthier also in favor. Raymond abstained. Motion Carries.

**4. Public Comment**

Karen Davis addressed the Board. She has children in grades 1, 2 and 7. She explained that she and other parents met twice with Dr. Welch and Dr. Walsh to review various issues. Parents want to reinstate the advisory board. They are also interested in participating on the Community Relations Sub-Committee. She also talked about her mother's work with the Governance Council in Hartford and her offer to assist PVMS. Mrs. Davis asked if a school climate survey would be offered. Dan Harris stated that once the Community Relations Sub-Committee gets off the ground, the PAB will be contacted by the committee.

Moved, to take the agenda out of order to discuss 7.2 Discussion, School Activity Fund. Andruskiewicz/Gauthier. Unanimous. Motion Carries.

**5. Board of Education Committee and Other Reports**

Transportation Sub Committee: did not meet  
School Consolidation Sub Committee: did not meet  
Audit Sub Committee: did not meet since last time  
Community Relations Sub Committee: Planned to meet, no quorum  
Budget Sub Committee: Met 4/7/11

**6. Superintendent Reports and Recommendations**

The Installation of DCS Energy Solar Panels at the Bus Garage will take place in May. A 90% savings is anticipated after the first year.

**6.1. BOE Expenditure/Projection Report**

Gary Miller reviewed the Expenditure/Projection Report with the BOE.

**6.2. Cafeteria Report**

Cafeteria is also doing well. Daily deposits. State personnel did some training with our staff.

**7. New Business**

## 7.1. Votes Required

Discussion:

**Moved, pursuant to Policy 3160, to approve Purchase Order 110845 (copy paper) as presented. Andruskiewicz/Gauthier. Unanimous. Motion Carries.**

Acquisition of Risers for the Instrumental and Choral Music Programs:  
Dr. Welch introduced Paul Fitzgerald (Instrumental Music) and Lisa Feltes (Choral Music) to the BOE. Currently, their programs borrow risers from St. Bernard. They are heavy, and not always available. Also, safer models are now available for purchase. Mr. Fitzgerald thanked the board for their support and explained that this would be a one time purchase. The risers are necessary for visibility and sound. Lisa Feltes explained that they are necessary for the same reasons for both band and chorus. There is room to store the risers in the music room at PVMS. The goal is to perform in several concerts a year, plus graduation. The cost would be \$16,000 from the state bid list. Pauline Andruskiewicz asked if we could rent the risers. Lisa and Paul explained that we can not. Gail Rigney (Preston Parks and Rec) suggested that some of the money come from the Booster Club. Dr. Welch explained that the bylaws would be reviewed.

**Moved, to authorize the expenditure of up to \$16,500 for risers. Moulson/Raymond. Unanimous. Motion Carries.**

**Moved, to transfer \$16,500 from line item 320, Special Education Services to line item 730, Instructional Equipment for the purpose of purchasing risers. Moulson/Andruskiewicz. Unanimous. Motion Carries.**

## 7.2. Discussion

School Activity Fund:

Dr. Welch, Gary Miller, Gloria Homiski and Deborah Burke-Grabarek have been working on updating the activity account with the help of recommendations from Kostin and Ruffkess. Joe Centofanti, from Kostin and Ruffkess, will be asked to review these changes. Amanda Migliaccio, a 7<sup>th</sup> grade member of the student council, addressed the Board. She explained that the Student Council voted to donate any left over 8<sup>th</sup> grade monies to a reputable charity of the 8<sup>th</sup> grade's choice.

Transportation Services Update:

Gary Miller explained that the Board is currently leasing 2 vans in order to cut back on alternative transportation costs. The vans are on a 2 year lease for 470.00 per month each. Two way radios will be installed in them. Charles Raymond asked if buying the vans was considered. Gary Miller stated that leasing provides more flexibility. John Moulson asked why the leases were not presented to the BOE prior to acceptance. Dr. Welch explained that the administration was acting on the Board's previously expressed interest in leasing.

Dr. Welch also talked about the need to update video surveillance on all buses. Seon is offering the best price for digital imaging at 32,800 including labor, installation and shipping. Dan Harris stated that the Board would not act tonight. He would like to see other pricing scenarios.

**Moved, to extend the meeting by 1/2 hr. Raymond/Andruskiewicz. Gauthier, Harris also in favor. Moulson Opposed. Motion Carries.**

School Consolidation:

Moved, to table the discussion on school consolidation until there is a full board present. Raymond/Gauthier. Unanimous. Motion Carries.

Policy 6162.7 Backup Copies of Copyrighted Computer Software: Approved

Policy 6164.12 Acquired Immune Deficiency Syndrome: Add HIV

Policy 6164.4 Identification of Special Needs and Abilities: Approved

Policy 6172.1 Gifted Children Program: Approved

Policy 6172.11 Relations with Charter Schools: Approved

Policy 6172.4 Title I Parent Involvement: Approved

Policy 6173 Homebound Instruction: Approved

Policy 6174 Summer School: Amend

Moved, to approve Policy 6174 as amended. Andruskiewicz/Gauthier. Unanimous. Motion Carries.

## **8. Old Business**

### **8.1. Votes Required**

Policy 4118.6 Social Networking:

Moved, to approve Policy 4118.6 Social Networking as presented.

Andruskiewicz/no second. Motion does not carry.

Dr. Welch will bring back the regulations that go along with this policy at the next meeting.

Moved, to extend the meeting by ¼ hr. Andruskiewicz/Gauthier. Harris and Raymond also in favor. Moulson Opposed. Motion Carries.

Revised MOA's:

Moved, to authorize the Board Chair to sign amended MOA's between the BOE and BOS as well as the BOE, BOS and BOF relative to the appointment of a Director of Finance and School Business Operations. Raymond/Harris. Unanimous. Motion Carries.

Moved, to authorize the Superintendent to post the position of Director of Finance and School Business Operations following approval of the amended MOA by the Board of Selectmen. Raymond/Gauthier. Unanimous. Motion Carries.

John Moulson asked that the ad is reviewed by the First Selectman before it is posted.

Dr. Welch presented the amended Power Point presentation to the BOE.

Moved, to approve the Superintendent's recommendation relative to a reduction of \$81,552 from the proposed FY12 budget. Raymond/Gauthier. Unanimous. Motion Carries.

### **8.2. Discussion**

The Minimum Budget Requirement was reviewed.

FY12 Public Hearing, April 14<sup>th</sup>, 7:30pm, PPMS

FY12 Town Meeting, May 5<sup>th</sup>, 7:30pm, PPMS

## **9. Information**

Gail Rigney is working with Dr. Walsh and Mike House with regard to holding Summer Camp at PVMS this year. Camp is from 8-4, M thru F.

**10. Date and Time of Next Meeting**

Monday, May 10, 2011, 7PM, PVMS Library

**11. Adjournment**

Moved, to adjourn the meeting at 10:14PM. Raymond/Andruskiewicz. Unanimous.  
Motion Carries.

Special Meeting of the Board of Education

April 15, 2011 5pm

PVMS Library

1. Call to Order

Dan Harris called the meeting to order at 5:30pm. Other members present: Charles Raymond, Jim Jancewicz and John Moulson. No audience present.

2. Old Business: Discussion

Topic: Discussion of lease of two vans

Moved, to rescind the lease and park the vans until approved by the board. Moulson/Raymond. Unanimous. Motion Carries.

Moved, to have the Superintendent and Accounting staff sign an affirmation stating that they will follow policy 3160. Moulson/Jancewicz. Unanimous. Motion Carries.

3. Adjournment

Moved, to adjourn the meeting at 6pm. Moulson/Raymond. Unanimous. Motion Carries.

**Board of Education Special Meeting**

April 25, 2011 05:00PM

PVMS Library

**1. Call To Order**

Dan Harris called the meeting to order at 5PM. Other members present: Pauline Andruskiewicz, Deborah Burke-Grabarek, John Moulson, Charles Raymond, Sandra Gauthier and Jim Jancewicz (arrived at 5:17PM). Also present: Dr. Welch; Superintendent, Gloria Homiski; Recording Secretary and Pat Hibbard; Transportation Supervisor. Audience: Mike and Jan Clancey, Bill Legler, Pearle Potter.

**2. Pledge of Allegiance**

**3. Public Comment**

None

**4. Old Business: Votes Required**

Approval of Van Lease:

Dr. Welch explained that the vans were leased in order to save money on transportation costs.

John Moulson explained that the board objected to the fact that prior notification was not given. He also stated that Policy 3160 might need to be amended.

Dr. Welch explained that the Board was notified in September of the decision to lease vans in order to reduce special education transportation costs (see September 2010 BOE Meeting Minutes).

Charles Raymond was concerned that buying the vans might be a better option.

Dr. Welch explained that leasing the vans gives us more flexibility. Our special education needs are constantly changing.

Moved, to approve the van leases as presented. Andruskiewicz/Gauthier.

Discussion followed.

Charles Raymond asked why the motion was not on the April agenda.

John Moulson requested that the original motion be amended to include "provided the Superintendent agrees this was not a special education cost."

Dr. Welch did not agree with the amendment. He explained that the van lease was a special education expense.

Moved, to approve the van lease provided the Superintendent agrees this was not a special education cost. Moulson/Raymond. Gauthier, Andruskiewicz, Burke-Grabarek, Jancewicz opposed. Motion Failed.

The Board voted on the original motion:

Moved, to approve the van leases as presented. Andrukiewicz/Gauthier. Burke-Grabarek also in favor. Jancewicz abstained. Raymond and Moulson Opposed. Motion Carries.

**5. Adjournment**

Moved, to adjourn the meeting at 5:30PM. Andruskiewicz/Jancewicz. All in Favor. Motion Carries.



## Preston Public Schools

# Memo

**To:** Jack Welch, Superintendent  
**From:** Gary Miller, Interim Business Manager  
**Date:** May 6, 2011  
**Re:** FY2011 Budget Status Report  
**Encl:** (1) Budget Status – April 2011

The attached Budget Status Report reflects the expenses to date for fiscal year 2010-2011 through April 30, 2011 including budget transfers authorized by the Board of Education.

1. Personnel (Object 111 and 112) and Benefits (Object 200) reflect all payroll expenses. The Regular Education Teachers account shows the gross salaries including those covered by the ARRA Stabilization Grant offset of \$436,130. The offset is the same amount as last fiscal year. Due to the departure of the Reading Teacher in mid-November, I am anticipating a savings in the Regular Education Teacher accounts of approximately \$26,704. This savings will more than cover the projected cost of the Interim Business Manager.
2. The Substitutes (Object 113) account was adjusted by the \$25,000 budget transfer authorized on December 13, 2010. The revised budget will be sufficient to support the current rate of absences with only a potential deficit of \$5,000.
3. Health Insurance (Object 212) experience has been good this year. Several unused contingent insurance premiums, budgeted for this school year, and employee elected changes have resulted in the projected estimate balance.
4. Unemployment Compensation (Object 260) is projected to have a surplus of approximately \$30,000 at the current rate of expenditures. Although we continue to pay extended benefits on several former employees, the projected expenditure have been considerably lower that what was anticipated a year ago.
5. Special Education Services (Object 320) shows a large balance due budgeted tuitions for two vocational placements that changed dramatically. One placement was eliminated at the beginning of the school year, and the second placement ended in January.
6. Professional Purchased Services (Object 330) is currently in deficit largely due to the cost of implementing the Phoenix Financial System. The training and implementation costs were not included in the final agreement with Sungard Public Sector signed by both the Town and Board of Education after the FY2011 budget was approved. ADP payroll services were also retained until December 2010, which was one quarter longer than originally budgeted. We also did not budget for the use of the residency investigator to the extent that he has been used this school year.

7. Transportation Vehicle Repairs (Object 421) reflects a projected surplus largely due to turning three old school buses over to the Town for sale. An updated proposal to replace the video camera systems on the school buses will be presented at the Board meeting.
8. Property/Liability Insurance (Object 520) shows the first quarter payment and encumbrance for quarters 3 and 4 to CIRMA for insurance that was formerly paid by the Town and assigned to the BOE after the budget appropriation was approved by the Town of Preston. The Board approved a budget transfer of \$56,096 on January 10, 2011 to cover the unbudgeted expenditure.
9. Special Education Tuition accounts (Objects 563 through 565) reflect the anticipated excess cost reimbursement from the state. Current information from the CT Department of Education shows a reimbursement rate of 80.1% which is higher than the 70% that was used for the budget. The full reimbursement should be received in May. The credits in the Projected column reflect the anticipated reimbursement. The actual reimbursement will not be known until the state payments report displays the May checks later this month.
10. Food Service Stoploss (Object 570) will have a positive balance this year. The need to supplement cafeteria revenue has been much reduced this year.
11. Instructional Equipment (Object 730) shows the encumbrance for the band and choral risers that were delivered this week for the May concert.
12. Dues/Fees (Object 810) account reflects the application of REAP grant funds (\$9000) to cover the unbudgeted cost of Project Oceanography which has traditionally been fund by a grant.
13. The Board has authorized the following budget transfers:
  - a. December 13, 2010 - transfers totaled \$65,000
  - b. January 10, 2011 – transfers totaled \$111,096

**Preston Board of Education**  
**FY2011 Budget Status Report**  
 July 2010 to April 2011

	Account	Current Budget	Expenses	PO Encumb	Projected	Balance
<b>111 · Certified Personnel</b>						
	Superintendent	115,257	97,525	-	17,732	-
	Director of Cir., Inst & Sped	84,460	70,302	-	14,158	-
	Principals	197,713	165,857	-	31,856	-
	Business Manager	88,000	84,510	-	11,988	(8,498)
	Regular Education Teachers	2,314,053	1,669,983	-	617,366	26,704
	ARRA Stabilization Grant Offset	(436,130)	(436,130)	-	-	-
	Special Education Teachers	581,598	439,494	-	142,104	-
	Health Services	95,276	80,291	-	14,985	-
	<b>Total Certified Personnel</b>	<b>3,040,227</b>	<b>2,171,832</b>	<b>-</b>	<b>850,189</b>	<b>18,206</b>
<b>112 · Classified Personnel</b>						
	Instructional Assistants	310,699	233,613	-	77,086	-
	Central Office Staff	97,327	81,037	-	16,290	-
	Technical Coordinator	48,067	40,169	-	7,898	-
	School Secretaries	49,457	47,370	-	2,087	-
	Bldg & Grounds/Custodial	209,525	182,497	-	27,028	-
	Transportation Staff	417,949	285,683	-	60,000	72,266
113 ·	Substitutes	108,000	96,030	-	17,352	(5,382)
114 ·	Homebound Tutors	12,000	1,855	-	1,500	8,645
122 ·	Stipends	21,700	13,562	-	8,138	-
	<b>Total Classified Personnel</b>	<b>1,274,724</b>	<b>981,816</b>	<b>-</b>	<b>217,379</b>	<b>75,529</b>
212 ·	Health Insurance	900,000	810,832	-	28,000	61,168
215 ·	Life Insurance	9,500	6,838	399	2,500	(237)
220 ·	Social Security	161,085	113,566	-	47,519	-
250 ·	Tuition Reimbursement	7,000	7,158	-	4,500	(4,658)
260 ·	Unemployment Comp	44,000	9,046	-	2,000	32,954
270 ·	Workers Comp	58,744	52,916	-	-	5,828
275 ·	Employee Physicals	-	1,266	-	-	(1,266)
291 ·	Annuity Payments	108,000	93,508	3,476	7,000	4,016
295/297 ·	Employee Voluntary Insurances	-	644	-	-	(644)
	<b>Total Benefits</b>	<b>1,288,329</b>	<b>1,095,774</b>	<b>3,875</b>	<b>91,519</b>	<b>97,161</b>
320 ·	Special Education Services	292,146	100,877	34,257	45,000	112,012
322 ·	Staff Development	10,000	2,148	16,836	-	(8,984)
330 ·	Professional Purchased Services	30,970	75,855	-	3,000	(47,885)
340 ·	Legal Services	40,000	59,947	-	10,000	(29,947)
410 ·	Utility Services	-	668	-	-	(668)
420 ·	Refuse Removal	12,000	7,225	-	4,500	275
421 ·	Transportation Vehicle Repairs	50,000	32,366	-	15,000	2,634
430 ·	Repairs & Maintenance	115,473	107,882	19,627	-	(12,036)
431 ·	Maintenance Equipment Repairs	5,000	4,136	2,875	-	(2,011)
432 ·	Technology Equipment Repairs	43,982	33,163	6,428	4,391	-
442 ·	Copier Leases	45,000	42,808	3,379	-	(1,187)
450 ·	Building Improvements	28,000	18,637	12,838	-	(3,475)
	<b>Total Purchased Services</b>	<b>672,571</b>	<b>485,712</b>	<b>96,240</b>	<b>81,891</b>	<b>8,728</b>

**Preston Board of Education**  
**FY2011 Budget Status Report**  
 July 2010 to April 2011

	Account	Current Budget	Expenses	PO Encumb	Projected	Balance
510	Special Educ Transportation	115,000	95,153	-	15,000	4,847
520	Property/Liability Insurance	56,096	43,629	13,959	-	(1,492)
530	Communications	35,880	29,381	-	6,660	(161)
531	Postage	6,000	2,159	-	2,000	1,841
570	Food Service Stoploss	50,000	35,490	-	-	14,510
580	Travel	10,000	4,273	370	2,200	3,157
	<b>Total Other Purchased Services</b>	<b>272,976</b>	<b>210,085</b>	<b>14,329</b>	<b>25,860</b>	<b>22,702</b>
560	Tuition - Designated HS	1,569,575	1,540,684	18,610	-	10,281
561	Tuition - Vo-Ag, Other	134,016	96,013	15,592	11,999	10,412
562	Tuition - Magnet Schools	21,148	22,073	-	-	(925)
563	Tuition - Spec Ed - LEA Placed	1,131,526	1,235,089	189,340	(291,358)	(1,545)
564	Tuition - Spec Ed - DCF Placed	20,000	100,415	-	(78,851)	(1,564)
565	Tuition - Reg Ed - DCF Placed	-	22,346	-	(14,396)	(7,950)
	<b>Total Student Tuition</b>	<b>2,876,265</b>	<b>3,016,620</b>	<b>223,542</b>	<b>(372,606)</b>	<b>8,709</b>
611/612	Instructional/Media Supplies	47,500	42,732	21,296	-	(16,528)
613	Custodial/Maintenance Supplies	36,800	33,092	-	5,909	(2,201)
620/621	Heat Energy/Propane	87,647	54,590	-	23,744	9,313
622	Electricity	137,012	111,439	-	23,550	2,023
626	Gasoline/Diesel	107,870	38,820	-	52,157	16,893
641/642	Textbooks/Workbooks/Library	22,500	31,676	2,536	-	(11,712)
650	Technology Supplies	10,280	4,326	802	5,100	52
690	Non-Instructional Supplies	10,000	16,093	7,001	-	(13,094)
	<b>Total Supplies/Commodities</b>	<b>459,609</b>	<b>332,768</b>	<b>31,635</b>	<b>110,460</b>	<b>(15,254)</b>
730	Instructional Equipment	5,000	81	15,502	-	(10,583)
733	Non-Instructional Equipment	20,000	14,054	1,863	4,000	83
734	Technology Equipment	82,831	69,528	6,462	6,800	41
735	Technology Software/Licenses	15,000	15,705	417	-	(1,122)
	<b>Total Equipment</b>	<b>122,831</b>	<b>99,368</b>	<b>24,244</b>	<b>10,800</b>	<b>(11,581)</b>
810	Dues/Fees	12,500	21,054	-	(9,000)	446
	<b>Total Expense</b>	<b>10,020,032</b>	<b>8,415,029</b>	<b>393,865</b>	<b>1,006,492</b>	<b>204,646</b>

7100

## **New Construction**

### **Planning**

A facilities master plan for the school district shall be developed and maintained with necessary changes to keep it up-to-date. The plan shall reflect the needs of current instructional procedures and projected educational programming and shall incorporate population projections, enrollment projections, site acquisition needs, school plant placement, and financial estimates of providing necessary school facilities.

The master facilities plan shall include how the district will provide an appropriate learning environment for its students which includes, (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among its schools and (3) a safe school setting. Attention shall also be given to how facilities can be utilized to improve academic achievement and to reduce racial, ethnic and economic isolation or to preserve racial and ethnic balance.

**Legal Reference: Connecticut General Statutes**

10-4a Educational interests of state defined.

PA 97-290, An Act Enhancing Educational Choices and Opportunities.

10-220 Duties of Boards of Education.

**Policy adopted: 7/11/05**

7110

**New Construction****Long Range Planning**

The Board of Education shall maintain a long-range facilities planning program. The Board shall direct the Superintendent to update this program annually in order to determine needs.

**Policy adopted: 7/11/05**

7113.1

**New Construction****Retirement of Facilities**

Buildings owned by the school district may be retired from use when the Board of Education determines they are no longer educationally useful to the district and/or are unsuitable to current or projected school district needs. The master facilities plan for the district shall be the basis for consideration of facility closing, and the plan shall require examination of remodeling possibilities for other uses of the facilities.

Because building closures are sensitive community issues, the Board of Education will appoint a committee representing a cross-section of the educational community and of school district points of view to study and recommend alternatives for Board consideration - including facilities retirement, continued school district educational use, possibilities for remodeling and refurbishing, alternative uses, and other recommendations the committee may choose to make.

**Policy adopted: 7/11/05**

7115

## **New Construction**

### **Developing Educational Specification**

As an integral part of planning for new construction of facilities, the Board of Education will develop Educational Specifications that address all educational aspects of a planned facility. Educational Specifications are the means by which the Board of Education shall describe the educational activities, spaces and adjacencies of spaces to be incorporated in a new or renovated facility. They are written statements that serve as a vehicle of communication between the school system and the architect.

### **Development of Educational Specifications**

The Superintendent of Schools will present the Educational Specifications to the Board of Education for adoption. The Board of Education upon approval of Educational Specifications shall present them to the Mayor who shall use them as a strict guideline for developing plans and specifications for the construction project.

### **Content of Educational Specifications**

As a minimum, Educational Specifications shall include the following:

- A. Project rationale,
- B. Master Plan for the district,
- C. Capacity and enrollment data,
- D. Programs to be housed,
- E. Support facilities
- F. Community use,
- G. Systems to incorporated (HVAC, technology, clocks, etc.),
- H. Environment controls,
- I. Handicap access,
- J. Site development
- K. Priority category and rationale (for State Department of Education grant application),
- L. Other data - room sizes, adjacencies, acoustics, lighting levels, configuration of rooms, colors, windows, floor finish, furniture, and classroom equipment.
- M. Automatic sprinkler systems (projects put out to bid after July 1, 2004).
- N. Maximization of natural light.

(cf. 7410 - Project Bids and Quotations)  
(cf. [7230.1](#) - Energy Conserving Construction)

Legal Reference: **Connecticut General Statutes**

[10-283](#) Applications for grants for school building projects

[29-315](#) Fire extinguishing system required for certain buildings for human occupancy; other occupancies. (as amended by PA 01-173)

**Policy adopted: 7/11/05**

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7211

## **New Construction**

### **Architect Selection**

The Board shall work to construct appropriate modern facilities and/or timely renovations to provide the best educational environments possible for all students within fiscal constraints. To assist the Board, an architect shall be commissioned for every major building or renovation project initiated by the Board. In selecting an architect, the following criteria shall be considered:

- A. Training and experience including that of partners and associates.
- B. Planning ability and promptness.
- C. Specification writing, accuracy, and sufficiency of detail.
- D. Design, appearance, and utility.
- E. Supervision in construction phase of project.
- F. Relation with contractors.
- G. Experience with government agencies.

The Board shall appoint an architect screening committee to interview qualified applicants and recommend two or three architect finalists for each project. From the architects recommended by the screening committee, the Superintendent will select an architect to be recommended to the Board of Education. The architect screening committee will be composed of the following:

- A. An outside volunteer architect or person familiar with architectural designing (if available);
- B. Business manager;
- C. Buildings and grounds director
- D. Other central office staff designated by the superintendent;
- E. All Board of Education members who choose to serve on the committee

The Superintendent shall establish the criteria to be used by the committee in ranking applicants and the procedure to be used in conducting interviews. The Superintendent shall also establish a flow chart of design and construction processes showing each step of progression from the inception of the project to its final approval by the Board.

**Policy adopted: 7/11/05**

7221

**New Construction****Site Selection**

School sites should be located as close as possible to the center of attendance areas schools will serve and located to facilitate joint use of sites and adjacent parks, playgrounds, and open space by the school and town recreation.

In recommending sites for school facilities, the following factors should be considered:

- A. Size
- B. Location
- C. Drainage and soil conditions
- D. Topography and elevation
- E. Accessibility
- F. Cost (including development costs)

Legal Reference: **Connecticut General Statutes**  
10-282 School building projects.

**Policy adopted: 7/11/05**

7230.1

**New Construction****Energy-Conserving Construction**

The Board recognizes the importance and need for energy conservation in the construction of new school facilities or renovation of existing facilities. Further, all new school construction and renovation projects shall consider means to maximize natural light.

Proposed construction and renovation projects that contain the most efficient energy-saving plans within an acceptable budget will have high priority. Energy-saving designs will be documented in the architectural evaluation and will comply with educational specifications and cost control checklists as determined by the Board.

A continuous study of energy problems and energy sources will be maintained for future planning.

(cf. 7410 - Project Bids and Quotations)

Legal Reference: **Connecticut General Statutes**

10-283 Applications for grants for school building projects. (as amended by PA 01-173)

**Policy adopted: 7/11/05**

7230.2

## **New Construction**

### **Indoor Air Quality**

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

### **Indoor Air Quality in Existing Facilities**

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report annually, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, and on its air quality program.

Prior to January 1, 2008 and every five (5) years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Indoor Air Quality for Schools Program.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

- A. the heating, ventilating, and air conditioning (HVAC) systems;
- B. radon levels in the air and water;
- C. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
- D. chemical compounds of concern to indoor air quality, including volatile organic compounds;
- E. pest infestation, including insects and rodents;
- F. pesticide usage;
- G. the presence and plans for removal of certain hazardous substances identified under federal law;
- H. ventilation systems;
- I. plumbing, including water distribution systems, drainage systems, and fixtures;
- J. moisture incursion (leaks) ;
- K. the facilities' overall cleanliness;

- L. building structural elements, including roofing, basements, and slabs;
- M. the use of space, particularly in areas designed to be unoccupied; and
- N. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

### **Indoor Air Quality in New or Renovated Facilities**

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

- A. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
- B. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
- C. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
- D. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
- E. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
- F. Fresh air intakes must be located, whenever possible, from all types of vents and exhausts on roofs.
- G. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
- H. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
- I. Attention must be given to the selection of carpeting, carpet adhesives and synthetic

materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.

J. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.

K. Consider the economic feasibility of achieving dehumidification through air conditioning.

L. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.

M. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

Legal Reference: Connecticut General Statutes

[10-220](#) Duties of boards of education.

[10-291](#) Approval of plans and site. Expense limit.

[10-292](#) Review of final plans by Commissioner of Education. Exceptions; role of local officials.

P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.

**Policy adopted: 7/11/05**

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7551

**New Construction****Naming Facilities**

Schools and school facilities shall normally be named for persons who have

- A. attained prominence locally and nationally;
- B. important names in education, science, art, statesmanship, political science, or military achievement;
- C. early pioneers of the community or the State of Connecticut;
- D. outstanding presidents of the United States of America;
- E. geographical landmarks.

General procedures for selecting a school name shall be as follows:

- A. The Board shall appoint a committee of two citizens from the immediate community to be served by the particular school and one representative from each of the following groups: teachers, administrators, PTA/PTO, and two student representatives from the area to be served.
- B. The school-naming committee shall present a list of not less than three names nor more than five names to the Superintendent who will forward them to the Board.
- C. The Board shall then make the final selection of the name from the names submitted by the committee.

**Policy adopted: 7/11/05**

# **PRESTON PUBLIC SCHOOLS**

## **Social Studies Curriculum**

### **Kindergarten through 8<sup>th</sup> Grade**

**MISSION STATEMENT:** Preston's Social Studies Curriculum is based on the Connecticut Social Studies Framework which incorporates content area standards with literacy and critical inquiry standards. Using this guide, teachers integrate history and social studies content with literacy skills, applications and other content areas across grade levels. The curriculum is divided into three areas:

- **Standard 1 – Content:** strands of knowledge from various social studies disciplines (history, geography, civics, economics, social sciences, cultural studies) are combined and organized into Grade Level Expectations which teachers use to develop units of instruction (see Big Ideas, Essential Questions and Summative Assessments document);
- **Standard 2 – Literacy Skills:** reading and writing skills are incorporated into social studies content knowledge with the expectation that teachers are providing frequent opportunities for practice and improvement throughout the school year; and
- **Standard 3 – Application:** understanding of historical and contemporary issues is developed through building empathic awareness; teachers and students engage in the willing suspension of judgment, weigh evidence and examine other points of view. Teachers encourage students to understand and accept difference.

These standards enable teachers to use a variety of instructional and assessment techniques. Student learning styles and ability levels are identified and differentiated through instructional process and product expectations. These standards require teachers to examine personal biases and ensure that teaching, learning and assessment processes are not impacted by personal biases. Finally, this revised curriculum consciously incorporates 21<sup>st</sup> Century Skills to prepare students for today's world in the following ways: students solve real-world problems by thinking critically and working collaboratively; students create and innovate through performance-based assessments; students communicate effectively with a variety of audiences in a variety of ways; students use technology strategically and effectively to learn and communicate ideas; students develop an understanding of being a global citizen.

#### **World Languages Curriculum Committee Members:**

Natalie Rudyk, Kindergarten, PVMS  
Arlene McCullen, 1<sup>st</sup> Grade, PVMS  
Lisa Clark, 2<sup>nd</sup> Grade, PVMS  
Nancy Mattern, 3<sup>rd</sup> Grade, PVMS  
Sandra Bosko, 4<sup>th</sup> Grade, PVMS  
Maureen Felker, 5<sup>th</sup> Grade, PVMS  
Dawn Riley, 6<sup>th</sup> Grade, PPMS  
Jane Deremiah, 7<sup>th</sup> Grade, PPMS  
Christine McNeil, 8<sup>th</sup> Grade, PPMS  
Ivy Davis, Director of Curriculum, Instruction and Special Education.

Approved by Preston Board of Education on

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## Focus Areas to Address Grade Level Expectations

Grade	Content
Kindergarten	The individual and his/her environment include more opportunities related to broader community. Continue to use opportunities from the lives of children and significant others to explore the wider world.
1 <sup>st</sup> Grade	Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states and countries.
2 <sup>nd</sup> Grade	One's town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut.
3 <sup>rd</sup> Grade	One's town as a context to expand knowledge of geography, history, human interdependence, etc., incorporating international comparisons. This may include comparing the history and geography of the local community with at least one other town in the United States and at least two towns or regions in other parts of the world.
4 <sup>th</sup> Grade	Connecticut as the context and include comparisons with another US state and a state, province or area in another country.
5 <sup>th</sup> Grade	Early American history through the American Revolution/Constitution with an emphasis on local history connections and use of primary materials.
6 <sup>th</sup> Grade	World regional studies of up to four countries or regions from different continents considering the geography, two selected periods of history and contemporary cultures of these countries. In that Grades 6 – 7 will provide a student's first significant exposure to world history, the number of topics and regions is limited in favor of an in-depth study using a wide range of resource materials.
7 <sup>th</sup> Grade	World regional studies as a continuation of the Grade 6 program with three to four different countries.
8 <sup>th</sup> Grade	American history from the Constitution through the 19 <sup>th</sup> century with an emphasis on local history connections and extensive use of primary materials.

From Connecticut Social Studies Curriculum Framework, Connecticut State Department of Education, October 2009.

# Social Studies Framework – Kindergarten Standards

## Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 - <b>Recognize events that reoccur and the frequency of reoccurrence.</b>	<b>Recognize</b> reoccurring events.	
	1.1.2 - <b>Compare past and present experiences (e.g., explain what was different when parents were little or what they were like as babies).</b>	<b>Compare</b> past and present experiences.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.3 – <b>Recognize events that reoccur and the frequency of reoccurrence.</b>	<b>Recognize</b> reoccurring events.	
	1.2.4 – <b>Locate yesterday, today and tomorrow on a calendar to sequence events.</b>	<b>Locate</b> yesterday, today and tomorrow on a calendar.	
	1.2.5 – <b>Use terms such as before and after to compare events.</b>	<b>Use “before” and “after” to compare events.</b>	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.6 – <b>Examine similarities and differences between one’s own culture and other cultures to which students are exposed through personal experience or media.</b>	<b>Examine</b> similarities/differences between cultures.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.7 – <b>Explain the geographical relationships of familiar places in one’s own community (e.g., home to school, home to store).</b>	<b>Explain</b> geographical relationships.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
1.5 – Describe the interactions of humans and the environment.	1.4.8 – Identify and explain the significance of important locations in one's neighborhood. 1.5.9 – Discuss how people's actions affect the environment (e.g., why we recycle or conserve energy).	<b>Identify</b> and <b>explain</b> important locations. <b>Discuss</b> how people's actions affect the environment.	
1.6 – Describe patterns of human movement across time and place.	1.6.10 – Describe types of transportation and related geographical features (e.g., boats go in the water, cars have wheels to drive on land). 1.6.11 – <b>Explain how one travels to and from school and other places in the community.</b>	<b>Describe</b> types of transportation; <b>relate</b> to geographical features. <b>Explain</b> how to travel to and from locations.	
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	1.7.12 – <b>State basic classroom, school, family and community rules/laws.</b>	<b>State</b> basic rules/laws.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.7.13 – <b>Explain the reason for rules related to basic safety and fairness.</b> 1.8.14 – <b>Work collaboratively to develop classroom rules.</b>	<b>Explain</b> how rules are based on safety and/or fairness. <b>Work collaboratively</b> to develop rules.	
1.9 – Understand the rights and responsibilities of citizens.	1.9.15 – Participate in leadership roles within the classroom. 1.9.16 – <b>Give basic reasons for the functions of classroom leaders (e.g., line leader, messenger).</b>	<b>Participate</b> in leadership roles. <b>Explain</b> functions of leadership roles.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
	1.9.17 – Discuss responsibilities students have to classmates and school community.	<b>Discuss</b> individual responsibilities.	
1.10 – Explain how limited resources influence economic decisions.	<b>1.10.18 – Problem-solve when materials are limited with teacher support as needed.</b>	<b>Problem-solve</b> limited materials.	
1.11 – Know how different economic systems organize resources.	1.11.19 – Identify and role-play diverse jobs.	<b>Identify</b> and <b>role-play</b> diverse jobs.	
	<b>1.11.20 – Describe basic functions of key community roles (.e.g., police officer, mail carrier, farmer, merchant).</b>	<b>Describe</b> functions of key community roles.	
1.12 – Understand the interdependence of local, national and global economies.	1.12.21 – Understand that money is represented by different forms (coins, currency, credit cards, checks).	<b>Evidence understanding</b> that money is represented in different forms.	
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.22 – Identify cultural characteristics of self and family (e.g., food, language, religion, traditions).	<b>Identify</b> cultural characteristics of self/family.	
<b>Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</b>			
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).	<b>2.1.1 – Find a relevant source of information related to a specific topic (e.g., book about a particular topic, map or globe to find a location).</b>	<b>Find</b> source of information related to specific topic.	--Understand that print gives information. --Develop vocabulary through listening, speaking, reading and writing. --Identify/discuss topic/main idea of texts. --Gather information from material read aloud.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
<p>2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p>	<p><b>2.2.2 – Share and interpret information gathered from senses, print or media sources in a variety of ways (e.g., retell a story, create a simple graph, draw a picture or write to represent an experience).</b></p>	<p><b>Share and interpret</b> information.</p>	<ul style="list-style-type: none"> <li>--Activate prior knowledge and establish purpose for listening.</li> <li>--Make text-to-text and text-to-self connections.</li> <li>--Construct meaning by generating questions while listening.</li> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, categorization).</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions using text evidence.</li> <li>--Develop multiple interpretations of text.</li> <li>--Organize relevant information to use in a summary of informational texts.</li> </ul>
<p>2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.</p>	<p><b>2.3.3 – Draw and write in journals to reflect on one’s own histories.</b></p>	<p><b>Reflect</b> by drawing and writing in journals.</p>	
<p>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p>	<p><b>2.4.4 – Share personal past and future events or experiences through group discussion and dramatization.</b></p>	<p><b>Discuss or dramatize</b> events or experiences.</p>	<ul style="list-style-type: none"> <li>--Listen and respond to stories about and from many cultures and times.</li> <li>--Use oral language to explore ideas before writing.</li> <li>--Use strategies (brainstorming, discussion, etc.) to generate and develop ideas for speaking, writing and visual activities.</li> </ul>
<p>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).</p>	<p>2.5.5 – Represent geographic or community locations, including relevant details, using classroom materials.</p>	<p><b>Represent</b> locations.</p>	<ul style="list-style-type: none"> <li>--Label and write a thought about a picture.</li> <li>--Complete two prompts to be used as the basis for further instruction (may be labeled drawings, dictated story, response to oral prompt, response to story, journal entry).</li> </ul>

**Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.**

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	3.1.1 – Predict how another person might feel given a simple scenario.	<b>Predict</b> how another person might feel.	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	N/A		
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	3.3.2 – <b>Solve conflicts and classroom issues using appropriate strategies.</b>	<b>Solve</b> conflicts/issues appropriately.	

# Social Studies Framework – 1<sup>st</sup> Grade Standards

## Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 – Explain the significance of historical figures and/or history-related holidays (e.g., Presidents Day, Memorial Day, Veterans Day)	Explain significance of historical figures/holidays.	
	1.1.2 – Examine Native American culture through books and art.	<b>Examine</b> Native American culture.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.3 – Compare and contrast personal and peer experiences of to the lives and experiences of people in different generations as it relates to specific topics.	<b>Compare and contrast</b> personal experiences with those of different generations.	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.4 – Analyze how one’s own cultural heritage (e.g., holiday celebrations, dress and customs) has changed over time.	<b>Analyze</b> how cultural heritage changes over time.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.5 – Use map and symbols to locate critical features of one’s town.	<b>Use</b> maps and symbols.	
	1.4.6 – Locate major physical features on maps and globes (e.g., oceans, continents, mountains).	<b>Locate</b> physical features on maps/globes.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
1.5 – Describe the interactions of humans and the environment.	1.5.7 – Identify the changes humans have made in one’s town or neighborhood and how they affect the environment. 1.5.8 – Explain the difference between manmade and natural geographic features.	<b>Identify</b> changes humans have made on the environment.	
	<b>1.5.9 – Observe weather changes and examine how these affect people’s lives.</b>	<b>Differentiate</b> between manmade and natural features.	
1.6 – Describe patterns of human movement across time and place.	1.6.10 – Describe where (town, state, country) members of one’s extended family live. 1.6.11 – Examine the geographic movement of one’s extended family.	<b>Observe</b> weather changes; <b>examine</b> how weather affects people’s lives. <b>Describe</b> where family members live.	
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	<b>1.7.12 – Explain how rules and laws help to establish order and ensure school safety.</b>	<b>Examine</b> geographic movement on one’s family. <b>Explain</b> how rules/laws establish order and ensure safety.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	<b>1.8.13 – Work collaboratively to develop and justify classroom rules that ensure fair treatment.</b>	<b>Work collaboratively</b> to develop and justify rules.	
	<b>1.8.14 – Explain the need for laws and services (police, fire) in one’s town.</b>	<b>Explain</b> the need for laws and services.	
1.9 – Understand the rights and responsibilities of citizens.	1.9.15 – Give examples of an individual’s responsibilities as a citizen in the school	<b>Give examples</b> of individual responsibilities.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
	1.9.16 – Describe characteristics and examples of good citizenship (e.g., student of the week, community volunteers).	Describe characteristics of good citizenship.	
	1.9.17 – Analyze how one’s action affect others.	Analyze how one’s actions affect others.	
1.10 – Explain how limited resources influence economic decisions.	1.10.18 – Identify basic needs and wants by giving personal examples in school and family settings.	Identify basic needs/wants by giving personal examples.	
	1.10.19 – Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	Explain by example how wants are reduced by choice.	
1.11 – Know how different economic systems organize resources.	1.11.20 – Compare and contrast producers and consumers.	Compare and contrast producers and consumers.	
	1.11.21 – Identify examples of goods and services and describe how people obtain them.	Identify examples of good and services; describe how they are obtained.	
1.12 – Understand the interdependence of local, national and global economies.	1.12.22 – Recognize the relative value of common purchased goods.	Recognize value of common purchased goods.	
	1.12.23 – Recognize that the goods one consumes are produced in a variety of locations.	Recognize that locally consumed goods are produced in a variety of locations.	
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.24 – Describe how individuals, family, school and government contribute to a community.	Describe how a community is created by individuals, families, schools and government.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
	1.13.25 – Analyze the need for interpersonal relationships (e.g., family, friends, social organizations).	<b>Analyze</b> why we need interpersonal relationships.	
<b>Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</b>			
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).	2.1.1 – <b>Access and gather information from non-print materials with teacher support (e.g., artifacts, guest speakers, technology).</b>	<b>Access and gather information</b> from non-print sources.	<ul style="list-style-type: none"> <li>--Activate prior knowledge and establish purpose for listening, reading and viewing.</li> <li>--Develop vocabulary through listening, speaking, reading and writing.</li> <li>--Construct meaning by generating questions while listening or reading.</li> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/details).</li> <li>--Follow oral and written directions.</li> </ul>
	2.1.2. – <b>Gather information from listening to and reading nonfiction texts.</b>	<b>Gather information</b> from non-fiction sources.	<ul style="list-style-type: none"> <li>--Listen, read and respond to texts about and from many cultures and times.</li> <li>--Gather information from material read aloud.</li> <li>--Respond to texts by making text-to-self, text-to-text connections.</li> <li>--Visualize to comprehend text.</li> <li>--Identify and discuss the topic or main idea of informational texts.</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions from text evidence.</li> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Distinguish between fact and opinion.</li> </ul>
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).	2.2.3 – <b>Interpret information from pictures, graphs and charts.</b>	<b>Interpret information</b> from pictures, graphs and charts.	N/A

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
	2.2.4 – Identify and explain basic symbols on the map (e.g., cardinal directions, compass rose and key).	Identify and explain basic map symbols.	N/A
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.3.5 – Write to describe one’s personal experiences as they relate to social studies topics.	Write to describe.	<ul style="list-style-type: none"> <li>--Use descriptive modes.</li> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> <li>--Use strategies (brainstorming, discussion, etc.) to generate and develop ideas for speaking, writing and visual activities.</li> <li>--Organize relevant information to use in a summary of informational texts.</li> </ul>
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.4.6 – Participate in group discussions of past and present events, people and/or places.	Participate in group discussions.	<ul style="list-style-type: none"> <li>--Use strategies (brainstorming, discussion, etc.) to generate and develop ideas for speaking, writing and visual activities.</li> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> </ul>
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	2.5.7 – Create simple representations (e.g., maps, dioramas, models) of human and natural features in one’s immediate environment.	Create simple representations.	<ul style="list-style-type: none"> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> </ul>
<b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.</b>			
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	3.1.1 – Describe different points of view of an event.	Describe different points of view.	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	3.2.2 – Give examples of how people’s feelings and views can change over time.	Give examples of how feelings/views change over time.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Connections
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	3.3.3 – Identify contemporary issues and analyze one's responsibility for resolving them (e.g., recycling, nutrition, safety).	Identify issues and analyze who is responsible for developing solutions.	

# Social Studies Framework – 2<sup>nd</sup> Grade Standards

## Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 – Explain the contributions of historical figures (e.g., George Washington, Harriet Tubman, Sacagawea, Squanto, Abraham Lincoln, Cesar Chavez, Martin Luther King, Jr., Rosa Parks).	Explain contributions of historical figures.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.2 – Explain the roles that significant events and people play in shaping town/city history.	Explain how events/people have shaped history.	
	1.2.3 – Identify and explain the significance of local historical sites.	<b>Identify and explain significance</b> of local sites.	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.4 – Investigate one's own family heritage, making comparisons to classmates and community members.	<b>Investigate</b> family heritage; <b>compare</b> to classmates and community members.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.5 – Compare and contrast man-made and physical characteristics in one's town (e.g., rivers, lakes, town hall, high school).	<b>Compare and contrast</b> man-made and physical characteristics.	
	1.4.6 – Identify one's town on a state map.	<b>Identify</b> town on state map.	
1.5 – Describe the interactions of humans and the environment.	1.5.7 – Explain the effects of local and regional changes humans have made and how they affect the environment.	<b>Explain effects</b> of local changes humans have made and environmental impact.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	1.5.8 – Explain how physical systems (weather and climate) affect people and their lives.	<b>Explain</b> how weather and climate affect people's lives.	
1.6 – Describe patterns of human movement across time and place.	1.6.9 – Display and interpret the geographic movement patterns of one's extended family.	<b>Display and interpret</b> geographic movement patterns.	
	1.6.10 – Compare and contrast the differences among rural, suburban and urban areas, and explain why people might move from one area to another.	<b>Compare and contrast</b> rural, suburban and urban areas; <b>explain</b> why people move from area to another.	
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	1.7.11 – Explain how rules and laws help to establish order and ensure safety in one's town.	<b>Explain</b> how rules/laws establish order and safety.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.8.12 – Explain how people elect a government by voting.	<b>Explain</b> how people vote to elect a government.	
	1.8.13 – Experience the democratic process through personal participation.	<b>Experience</b> democratic process.	
1.9 – Understand the rights and responsibilities of citizens.	1.9.14 – Analyze when an individual's rights must be limited to ensure safety.	<b>Analyze</b> when rights must be limited to ensure safety.	
1.10 – Explain how limited resources influence economic decisions.	1.10.15 – Identify the resources needed to fulfill wants and needs.	<b>Identify</b> resources to fulfill wants and needs.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.11 – Know how different economic systems organize resources.	1.10.16 – Compare and contrast resources that are made, learned, built or grown. 1.11.17 – Compare and contrast producers and consumers.	<b>Compare and contrast</b> resources that are made, learned, built or grown. <b>Compare and contrast</b> producers and consumers.	
1.12 – Understand the interdependence of local, national and global economies.	1.11.18 – Discuss how a variety of goods are produced. 1.12.19 – Explain how different occupations contribute to a marketplace (jobs that produce goods vs. jobs that provide services).	<b>Discuss</b> how goods are produced. <b>Explain</b> how occupations contribute to a marketplace.	
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.20 – <b>Identify social institutions (e.g., Scouts, service organizations, sports teams) and explain how they contribute to the well-being of the community.</b> 1.13.21 – Identify and discuss how norms and values vary across cultures.	<b>Identify</b> social institutions; <b>explain</b> how they contribute to community. <b>Identify and discuss</b> how norms and values vary.	

**Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.**

<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
<p>2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p>	<p><b>2.1.1 – Gather information with teacher support using reference materials and electronic media.</b></p>	<p><b>Gather information from varied sources.</b></p>	<ul style="list-style-type: none"> <li>--Activate prior knowledge and establish purpose for listening, reading and viewing.</li> <li>--Develop vocabulary through listening, speaking, reading and writing.</li> <li>--Follow oral and written directions.</li> <li>--Use an appropriate graphic organizer to order ideas.</li> <li>--Identify and discuss the topic or main idea of informational texts.</li> <li>--Respond to texts by making, text-to-self, text-to-text and text-to-world connections.</li> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/detail).</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions using text evidence.</li> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Distinguish between fact and opinion.</li> </ul>
<p>2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p>	<p><b>2.2.2 – Identify and explain symbols on the map (scale, title, intermediate directions, etc.)</b></p>	<p><b>Identify and explain map symbols.</b></p>	<p>N/A</p>

<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.3.3 – Write to describe historical events, people and/or places.	Write to describe.	<ul style="list-style-type: none"> <li>--Organize relevant information to use in a summary of informational texts.</li> <li>--Use descriptive, narrative, expository, persuasive and poetic modes.</li> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> <li>--Speak and write using standard language structures and diction appropriate to audience and task.</li> <li>--Use Standard English for composing and revising written text.</li> <li>--Organize and elaborate ideas and prepare first draft.</li> <li>--Begin to revise texts for organization, elaboration, fluency and clarify.</li> <li>--Demonstrate proficient use of proper mechanics, usage and spelling skills.</li> <li>--Use resources for proofreading and editing.</li> </ul>
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.4.4 – Present basic information about past or present events, people and/or places.	Present basic information.	<ul style="list-style-type: none"> <li>--Develop and discuss multiple interpretations of text.</li> <li>--Support personal viewpoints with evidence from the text.</li> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> <li>--Speak and write using standard language structures and diction appropriate to audience and task.</li> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Construct meaning by generating questions while listening or reading.</li> </ul>
	2.4.5 – Ask for clarification and explanation on social studies topics.	Ask for clarification and explanation.	
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	2.5.6 – Create visual presentations on social studies topics (e.g., poster, chart, picture, timeline).	Create visual presentations.	<ul style="list-style-type: none"> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> </ul>

<b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.</b>			
<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	3.1.1 – Explain why there are different points of view of an event.	<b>Explain</b> why perspectives vary.	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	3.2.2 – Predict how another person might feel in a historical and/or contemporary situation.	<b>Predict</b> how another person might feel.	
	3.2.3 – <b>Analyze</b> how a situation affects the way a person will feel.	<b>Analyze</b> how situations affect the way a person will feel.	
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	3.3.4 – <b>Identify</b> a local contemporary issue and participate in a class or school-wide resolution of the identified issues (e.g., recycling, nutrition, safety).	<b>Identify</b> issues and <b>participate</b> in developing solutions.	

# Social Studies Framework – 3<sup>rd</sup> Grade Standards

Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 – Explain the significance of events surrounding historical figures (e.g., George Washington, Harriet Tubman, Squanto, Sacagawea, Abraham Lincoln, Cesar Chavez, Martin Luther King, Jr., Rose Parks)	<b>Explain</b> significance of events surrounding historical figures.	
	1.1.2 – Recognize and evaluate the significance of historical national documents (e.g., Constitution, Bill of Rights, Declaration of Independence).	<b>Recognize and evaluate</b> significance of historical national documents.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.3 – Identify and examine connections between events in local and regional history.	<b>Identify and examine</b> connections between events in local/regional history.	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.4 – Investigate the national origins of prominent individuals (past and present) in one’s town and examine the influence of their heritage.	<b>Investigate</b> origins of locally important individuals. <b>Examine</b> their influence.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.5 – Identify and locate Earth’s various physical features (e.g., continents, oceans, mountains).	<b>Identify and locate</b> Earth’s physical features.	
	1.4.6 – Create a representation of geographic features (e.g., map, graph, model).	<b>Create</b> a representation of geographic features.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	1.4.7 – Differentiate between absolute and relative locations (e.g., longitude and latitude vs. proximity).	<b>Differentiate</b> between absolute and relative location.	
1.5 – Describe the interactions of humans and the environment.	1.5.8 – Evaluate the ways in which people affect the environment (e.g., dams, mining, global warming, preservation, recycling).	<b>Evaluate</b> the ways people affect the environment.	
	1.5.9 – Discuss how geographical features and natural resources shape people's lives.	<b>Discuss</b> how geographical features/natural resources shape people's lives.	
1.6 – Describe patterns of human movement across time and place.	1.6.10 – Analyze how and why people settled in various areas in their community (e.g., religion, ethnicity, socioeconomic level).	<b>Analyze</b> how and why people settled in specific areas.	
	1.6.11 – Analyze the geographic features that promoted settlement in one's community.	<b>Analyze</b> geographic features that promoted settlement in local community.	
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	1.7.12 – Explain how local government's structure provides basic services.	<b>Explain</b> the structure and basic services of local government.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.8.13 – Explain how residents help create town laws.	<b>Explain</b> how residents create town laws.	
	1.8.14 – Recognize that one purpose of taxes is to finance services.	<b>Recognize</b> the purpose of taxes.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.9 – Understand the rights and responsibilities of citizens.	1.8.15 – Compare the relationship between residents and government in one’s own town with towns in other parts of the United States and the world. <b>1.9.16 – Identify one’s rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws),</b> 1.9.17 – Predict the impact on a state or nation if people did not meet their responsibilities.	<b>Compare</b> local government with structure in other towns/countries.  <b>Identify</b> one’s rights and responsibilities as a citizen.	
1.10 – Explain how limited resources influence economic decisions.	<b>1.10.18 – Give examples of goods and services.</b> <b>1.10.19 – Explain how people use resources to make goods and services (factors of production).</b>	<b>Predict</b> the impact of people not meeting their responsibilities.  <b>Give examples</b> of goods and services.  <b>Explain</b> how resources make goods and services.	
1.11 – Know how different economic systems organize resources.	1.11.20 – Compare and contrast how different communities determine what, how and for whom to produce goods and services. 1.12.21 – Analyze why certain products are produced in specific locations.	<b>Compare and contrast</b> how different communities produce goods and services.  <b>Analyze</b> why products are produced in specific locations.	
1.12 – Understand the interdependence of local, national and global economies.	1.13.22 – Explain characteristics that help define an ethnic group (e.g., language, religion, clothing).	<b>Explain</b> characteristics that define ethnic groups.	
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.23 – Compare and contrast individual identity (e.g., beliefs, values, abilities) with that of peer group and other ethnic/cultural groups.	<b>Compare and contrast</b> individual identity with peer/ethnic groups.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<p><b>Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</b></p> <p>2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p>	<p>2.1.1 – Gather information in content areas through independent use of reference materials and electronic media.</p>	<p><b>Gather information</b> through independent use of references materials/media.</p>	<ul style="list-style-type: none"> <li>--Develop vocabulary through listening, speaking, reading and writing.</li> <li>--Activate prior knowledge and establish purpose for listening, reading and viewing.</li> <li>--Respond to texts by making text-to-self, text-to-text and text-to world connections.</li> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/detail).</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions using text evidence.</li> <li>--Construct meaning by generating questions while listening or reading.</li> <li>--Follow oral and written directions.</li> <li>--Listen, read, respond to and compare texts about and from many cultures and times.</li> </ul>
<p>2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p>	<p>2.1.2 – Answer questions about content gathered from print and non-print sources.</p> <p>2.2.3 – Explain different points of view expressed in fiction and nonfiction materials.</p>	<p><b>Answer questions</b></p> <p><b>Explain different points of view</b></p>	<ul style="list-style-type: none"> <li>--Organize relevant information to use in a summary of informational texts.</li> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Distinguish between fact and opinion.</li> <li>--Develop and discuss multiple interpretations of text.</li> <li>--Support personal viewpoints with evidence from the text.</li> </ul>

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	2.2.4 – Compare and summarize information from political and physical maps by using map symbols.	<b>Compare and contrast</b> information from maps.	N/A
	2.2.5 – Compare and summarize information from charts and graphs.	<b>Compare and contrast</b> information from charts and graphs.	N/A
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.3.6 – Create written work (e.g., reports, poems) based on information gathered on a social studies topic, citing one source.	<b>Create</b> written work, citing one source.	<ul style="list-style-type: none"> <li>--Determine purpose, point of view and audience.</li> <li>--Use strategies (brainstorming, discussion, etc.) to generate and develop ideas for speaking, writing and visual activities.</li> <li>--Use descriptive, narrative, expository, persuasive and poetic modes.</li> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> <li>--Speak and write using standard language structures and diction appropriate to audience and task.</li> <li>--Use Standard English for composing and revising written text.</li> </ul>
	2.3.7 – Organize information in graphic organizers.	<b>Organize</b> information.	<ul style="list-style-type: none"> <li>--Use or create an appropriate graphic organizer to order ideas.</li> <li>--Gather information from two sources for a specific purpose.</li> <li>--Examine sources of information to determine validity.</li> </ul>
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.4.8 – Present information gathered on a social studies topic with clarity, voice and fluency.	<b>Present</b> information with clarity, voice and fluency.	<ul style="list-style-type: none"> <li>--Determine purpose, point of view and audience.</li> <li>--Use strategies (brainstorming, discussion, etc.) to generate and develop ideas for speaking, writing and visual activities.</li> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> <li>--Speak and write using standard language structures and diction appropriate to audience and task.</li> </ul>

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	<p><b>2.4.9 – Respond to questions related to information presented.</b></p> <p>2.5.10 – Prepare maps of one's town depicting relevant information.</p>	<p><b>Respond to questions.</b></p> <p><b>Prepare maps.</b></p>	<p>N/A</p> <p>N/A</p>
	<p><b>2.5.11 – Create timelines of important event in one's town or community.</b></p>	<p><b>Create timelines.</b></p>	<p>N/A</p>
<p><b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.</b></p>			
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	<p><b>3.1.1 – Use evidence to examine different points of view of an event.</b></p>	<p><b>Use evidence to examine different points of view.</b></p>	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	<p>3.2.2 – Discuss various points of view related to a historical situation.</p>		
	<p>3.2.3 – Predict various points of view people might have on a contemporary issue (local level).</p>	<p><b>Predict points of view.</b></p>	
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	<p><b>3.3.4 – Identify a contemporary issue and develop a plan for resolving the issue (e.g., recycling, helping with a social need, nutrition, safety).</b></p>	<p><b>Identify a contemporary issue; develop a plan to resolve it.</b></p>	
	<p>3.3.5 – Participate in implementing a plan in one's class or school that addresses a contemporary issue.</p>	<p><b>Participate in implementing plan.</b></p>	

# Social Studies Framework – 4<sup>th</sup> Grade Standards

Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 – Identify the culture and traditions of Native American peoples before colonization.	Identify Native American pre-colonization culture and traditions.	
	1.1.2 – Compare and contrast the impact of colonization on both Native American peoples and the colonists in Connecticut.	Compare and contrast impact of colonization in CT.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.3 – Identify and analyze the impact of individuals, groups and event on Connecticut history (e.g., Mark Twain, Samuel Colt, Harriet Beecher Stowe, Nathan Hale, Native American tribes).	Identify and analyze historical impact of CT individuals, groups and events.	
	1.2.4 – Research the significance of Connecticut historical sites.	Research significant CT historical sites.	
	1.2.5 – Analyze the impact of historical changes on the state or region (e.g., location of capitol, transportation).	Analyze impact of historical changes.	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.6 – Explain the influences that contributed to European exploration and colonization in Connecticut.	Explain influences on European exploration/CT colonization.	
	1.3.7 – Trace the national origins of prominent individuals (past and present) in Connecticut.	Trace origins of prominent CT individuals.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.4 – Demonstrate an understanding of geographical space and place.	1.4.7 – Differentiate between absolute and relative location (e.g., longitude, latitude, proximity).	<b>Differentiate</b> between absolute and relative location.	
	<b>1.4.8 – Locate man-made and physical characteristics of Connecticut.</b>	<b>Locate</b> man-made and physical characteristics.	
	<b>1.4.9 – Compare and contrast map types (e.g., political, physical, population).</b>	<b>Compare and contrast</b> map types.	
1.5 – Describe the interactions of humans and the environment.	<b>1.5.10 – Describe how physical systems (weather and climate) have affected people's lives in Connecticut (e.g., economy, recreation, transportation).</b>	<b>Describe</b> affects of weather and climate on people's lives in CT.	
	1.5.11 – Explain the relationship between the environment and Native Americans' way of life in Connecticut.	<b>Explain</b> relationship between CT environment and Native American's way of life.	
1.6 – Describe patterns of human movement across time and place.	<b>1.6.12 – Trace and explain Connecticut immigration settlement patterns over time.</b>	<b>Trace and explain</b> immigration settlement patterns.	
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	<b>1.7.13 – Explain how state government's structure provides basic services.</b>	<b>Explain</b> how the state provides basic services.	
	<b>1.7.14 – Analyze how a constitution provides structure for a government.</b>	<b>Analyze</b> how Constitution provides government structure.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	<b>1.8.15 – Explain the process for making and implementing laws in Connecticut.</b>	<b>Explain</b> process for making and implementing laws.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.9 – Understand the rights and responsibilities of citizens.	1.8.16 – Evaluate the impact of specific Connecticut laws on residents. 1.9.17 – <b>Explain significant characteristics of an effective and responsible resident in one’s state (e.g., voting, participating in government).</b>	<b>Evaluate</b> impact of CT laws on residents. <b>Explain</b> characteristics of effective and responsible citizen.	
1.10 – Explain how limited resources influence economic decisions.	1.10.18 – <b>Explain that when we buy something we also give up something (opportunity cost).</b> 1.10.19 – <b>Hypothesize how people use their personal resources (e.g., spending, saving).</b>	<b>Explain</b> how when we buy something we also give something up. <b>Hypothesize</b> how people use their personal resources.	
1.11 – Know how different economic systems organize resources.	1.11.20 – <b>Compare and contrast barter and cash exchanges.</b> 1.11.21 – <b>Explain how taxes in Connecticut are used to provide goods and services.</b>	<b>Compare and contrast</b> barter and cash exchanges. <b>Explain</b> how CT taxes provide goods and services.	
1.12 – Understand the interdependence of local, national and global economies. 1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.12.22 – Analyze how trade among colonists and native Americans in Connecticut affected each group. 1.13.23 – Compare and contrast different ethnic groups’ contributions to the community and the state (e.g., literature, the arts, politics, festivals, cuisine, museums).	<b>Analyze</b> how trade affected Native Americans and colonists in CT. <b>Compare and contrast</b> contributions of different ethnic groups to community and state.	

<b>Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</b>			
<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).	2.1.1 – Identify the difference between a primary and secondary source.	Identify primary and secondary sources.	<ul style="list-style-type: none"> <li>--Compare and respond to text about multicultural experiences.</li> <li>--Gather information from two sources for a specific purpose.</li> <li>--Examine sources of information to determine validity.</li> </ul>
	2.1.2 – Summarize information from primary and secondary sources.	Summarize information from sources.	<ul style="list-style-type: none"> <li>--Develop vocabulary through listening, speaking, reading and writing.</li> <li>--Activate prior knowledge and establish purpose for listening, reading and viewing.</li> <li>--Respond to texts by making text-to-self, text-to-text and text-to-world connections.</li> <li>--Construct meaning by generating questions while listening or reading.</li> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> </ul>
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).	2.2.3 – Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details.	Interpret cause and effect, fact and opinion, main idea and supporting details.	<ul style="list-style-type: none"> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/detail).</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions using text evidence.</li> <li>--Identify and discuss the topic or main idea of informational texts.</li> <li>--Distinguish between fact and opinion.</li> </ul>
	2.2.4 – Distinguish between useful and irrelevant information.	Distinguish useful from irrelevant information.	<ul style="list-style-type: none"> <li>--Organize relevant information to use in a summary of informational texts.</li> </ul>

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.3.5 – Create written work (e.g., news articles, brochure) to describe historical events, people and/or places using evidence.	<b>Create</b> written work using evidence.	<ul style="list-style-type: none"> <li>--Use descriptive, narrative, expository, persuasive and poetic modes.</li> <li>--Prepare, publish and/or present work appropriate to audience, purpose and task.</li> <li>--Speak and write using standard language structures and diction appropriate to audience and task.</li> <li>--Use Standard English for composing and revising written text.</li> </ul>
	2.3.6 – <b>Organize information in outlines and graphic organizers.</b>	<b>Organize</b> information into outlines and graphic organizers.	<ul style="list-style-type: none"> <li>--Use or create an appropriate graphic organizer to order ideas.</li> <li>--Determine purpose, point of view and audience.</li> <li>--Use strategies (brainstorming, discussion, etc.) to generate and develop ideas for speaking, writing and visual activities.</li> </ul>
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.4.7 – <b>Respond appropriately in a discussion, both listening and participating, with relevant information and questions.</b>	<b>Listen and participate</b> during discussions.	<ul style="list-style-type: none"> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Support personal viewpoints with evidence from the text.</li> </ul>
	2.4.8 – <b>Present information orally and answer questions about a social studies topic.</b>	<b>Present orally and answer questions.</b>	<ul style="list-style-type: none"> <li>--Speak and write using standard language structures and diction appropriate to audience and task.</li> <li>--Use Standard English for composing and revising written text.</li> <li>--Use strategies (brainstorming, discussion, etc.) to generate and develop ideas for speaking, writing and visual activities.</li> </ul>
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	2.5.9 – <b>Prepare accurate charts or graphs depicting relevant social studies information (e.g., immigration, exports, imports, population growth).</b>	<b>Prepare charts and graphs</b> depicting relevant information.	N/A

<b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.</b>			
<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	<b>3.1.1 – Evaluate the evidence related to different points of view of an event.</b>	Evaluate evidence related to different points of view.	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	<b>3.2.2 – Cite evidence to explain the various feelings/points of view of people in a historical situation.</b>	<b>Cite evidence to explain</b> various points of view.	
	<b>3.2.3 – Predict various points of view people might have on a contemporary issue.</b>	<b>Predict</b> points of view.	
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	<b>3.3.4 – Analyze articles from appropriate sources that propose solutions to contemporary issues.</b>	<b>Analyze</b> appropriate sources; <b>analyze</b> proposed solutions.	

# Social Studies Framework – 5<sup>th</sup> Grade Standards

Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<b>Standard 1: Knowledge of concepts and information form history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	<p>1.1.1 – Explain how specific individuals and their ideas and beliefs influenced US history (e.g., John Smith, Anne Hutchinson, Uncas, Benjamin Franklin).</p> <p>1.1.2 – Compare and contrast the economic, political and/or religious differences that contributed to conflicts (e.g., French and Indian Wars, American Revolution).</p> <p>1.1.3 – Analyze how some conflicts have been resolved through compromise (e.g., US Constitution, Northwest Ordinance).</p> <p>1.1.4 – Evaluate the relative influence of individual events that contributed to the American Revolution.</p> <p>1.1.5 – Explain the significance of the results achieved at the Constitution Convention.</p> <p>1.2.6 – Explain the connections between local, state and national events (e.g., charter, Connecticut Constitution, colonization, American Revolution, US Constitution).</p>	<p>Explain how individuals influenced US History</p> <p>Compare and contrast economic, political and/or religious differences that contributed to conflicts.</p> <p>Analyze conflicts resolved by compromise.</p> <p>Analyze events contributing to American Revolution.</p> <p>Explain results achieved at Constitution Convention.</p> <p>Explain connections between local, state and national events.</p>	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.			

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.7 – Trace the evolving relationship between England and the American Colonies.	Trace relationship between England and American Colonies.	
	1.3.8 – Compare the perspectives of England and the Colonies relative to the events preceding the American Revolution.	Compare perspectives of England and American Colonies regarding pre-Revolution events.	
	1.3.9 - Compare and contrast the factors leading to Colonial settlement.	Compare and contrast factors leading to colonial settlement.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.9 – Locate and describe specific places on a map using latitude and longitude.	Locate and describe using latitude and longitude.	
	1.4.10 – Compare and contrast the value of using local/regional/thematic maps to research early settlements in America.	Compare and contrast value of using specific map types to research early American settlements.	
	1.4.11 – Examine the geographical/topographical significance of the location of early American Colonial settlements (e.g., coastal areas, mountains, rivers, plains).	Examine significance of location of early American colonial settlements.	
1.5 – Describe the interactions of humans and the environment.	1.5.12 – Describe how early colonists had to adapt to their new environment (e.g., building materials, food).	Describe how colonists adapted to new environment.	
1.6 – Describe patterns of human movement across time and place.	1.6.13 – Compare and contrast settlement patterns in specific areas of the 13 American Colonies.	Compare and contrast settlement patterns in 13 colonies.	
	1.6.14 – Analyze and assess factors that contributed to European migration.	Analyze and assess factors contributing to European migration.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	1.7.15 – Describe our national government's purpose, structure and functions.	<b>Describe</b> purpose, structure and functions of national government.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.7.16 – Analyze how local, state and national governments share power in the United States.	<b>Analyze</b> how US local, state and national governments share power.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.8.17 – Explain the process through which citizens can influence lawmaking in the United States (e.g., Colonial government, state constitution).	<b>Explain</b> process by which US citizens influence lawmaking.	
1.9 – Understand the rights and responsibilities of citizens.	1.9.18 – Demonstrate one's rights and responsibilities as a citizen (e.g., voting, paying taxes, obeying laws).	<b>Demonstrate</b> citizen's rights and responsibilities.	
1.10 – Explain how limited resources influence economic decisions.	1.10.19 – Explain that when resources vary, so does wealth and poverty.	<b>Explain</b> how varied resources cause varied wealth and poverty.	
1.11 – Know how different economic systems organize resources.	1.10.20 – Analyze how businesses use limited resources to create goods and services.	<b>Analyze</b> how businesses use resources to create goods and services.	
1.12 – Understand the interdependence of local, national and global economies.	1.11.21 – Demonstrate examples of disagreements between government and citizens regarding taxation.	<b>Demonstrate</b> examples of disagreements regarding taxation.	
1.12 – Understand the interdependence of local, national and global economies.	1.12.22 – Illustrate how trade has linked different parts of the world (e.g., exploration, Colonial settlement, triangle trade, intra-Colonial trade).	<b>Illustrate</b> how trade has linked parts of the world.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.23 – Examine different ethnic/cultural groups’ contributions to the settlement and growth of the United States.	Examine contributions of different groups to US settlement and growth.	
<b>Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</b>			
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).	2.1.1 – Locate and gather information from primary and secondary sources.	Locate and gather information from primary and secondary sources.	<ul style="list-style-type: none"> <li>--Develop vocabulary through listening, speaking, reading and writing.</li> <li>--Activate prior knowledge, establish purposes and adjust the purposes while listening, reading, viewing.</li> <li>--Respond to texts by making text-to-self, text-to-text and text-to-world connections.</li> <li>--Construct meaning by generating questions while listening or reading.</li> <li>--Identify and discuss the topic or main idea of informational texts.</li> <li>--Distinguish between fact and opinion.</li> </ul>
	2.1.2 – Identify map symbols and map types (e.g., physical, political, economic products).	Identify map symbols and types.	N/A
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).	2.2.3 – Describe an author’s point of view using relevant social studies information (e.g., editorials).	Describe author’s point of view.	<ul style="list-style-type: none"> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/detail).</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions using text evidence.</li> <li>--Identify literary techniques and discuss how an author uses the techniques to contribute to meaning.</li> </ul>

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	2.2.4 – Compare and contrast information provided by primary and secondary sources.	<b>Compare and contrast</b> information provided by primary and secondary sources.	--Compare, respond to and interpret texts that represent many multicultural experiences. --Gather information from two sources for a specific purpose. --Examine sources of information to determine validity.
	2.2.5 – Interpret information from various map types using map symbols.	<b>Interpret</b> information from various map types.	N/A
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.3.6 – Create written work (e.g., historical fiction essays) using primary sources (e.g., newspaper article, formal essay, poetry, play).	<b>Create</b> written work using primary sources.	--Use descriptive, narrative, expository, persuasive and poetic modes. --Prepare, publish and/or present work appropriate to audience, purpose and task. --Speak and write using standard language structures and diction appropriate to audience and task. --Use Standard English for composing and revising written text.
	2.3.7 – Organize information in outlines and graphic organizers.	<b>Organize</b> information in outlines and graphic organizers.	--Organize relevant information to use in a summary of informational texts. --Use or create an appropriate graphic organizer to order ideas. --Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. --Use a range of strategies to generate and develop ideas for speaking, writing and visual activities.
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.4.8 – Debate conflicting points of view on historical issues or events using evidence.	<b>Debate</b> conflicting points of view using evidence.	--Make and support judgments about texts and respectfully share opinions based on texts. --Support personal viewpoints with evidence from the text.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	2.4.9 – Give oral presentations on social studies events or issues and use evidence from more than one source.	<b>Present orally and use evidence</b> from more than one source.	--Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. --Prepare, publish and/or present work appropriate to audience, purpose and task. --Speak and write using standard language structures and diction appropriate to audience and task.
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	2.5.10 – Create maps of the United States (e.g., physical features, immigration, settlement, historical events).	Create maps of US.	N/A
	2.5.11 – Create timelines of significant events from a historical period.	Create timelines of significant events.	N/A
<b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.</b>			
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	3.1.1 – Identify and explain different points of view about a historical event (cause and effect).	Identify and explain different points of view.	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	3.1.2 – Make and support judgments about the quality of information in text material. 3.2.3 – Analyze why people might have different points of view on a national contemporary issue.	<b>Make and support judgments</b> about quality of information in texts. <b>Analyze</b> why people have different points of view on a single issue.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	<p>3.2.4 – Describe views and feelings of people in the past (e.g., slavery, Colonial reaction to British regulations and taxes) using personal experience and/or outside readings.</p>	<p><b>Describe</b> views and feelings using personal experience and/or outside readings.</p>	
<p>3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p>	<p>3.3.5 – Predict how a current issue or event might affect one's life.</p>	<p><b>Predict</b> how an issue might affect one's life.</p>	
	<p>3.3.6 – Assess the potential impact of proposed solutions to contemporary issues.</p>	<p><b>Assess</b> impact of proposed solutions.</p>	

# Social Studies Framework – 6<sup>th</sup> Grade Standards

Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 – Identify examples of interactions between the United States and other countries/areas worldwide.  1.1.2 – Compare and contrast historical events in other nations with those in US history (e.g., settlement, revolution, US Constitution). [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Identify</b> interactions between US and other countries.  <b>Compare and contrast</b> historical events.	
	1.1.3 – Compare and contrast the influence of leaders in other nations with those in US history. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Compare and contrast</b> US and world leaders.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.4 – Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United State in relation to other areas worldwide. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Compare and contrast</b> family, gender and ethnicity between US and other countries.	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	<b>1.3.5 – Explain how a civilization/nation’s art, architecture, music and literature reflect its culture and history.</b> [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Relate</b> art, architecture, music, literature to culture/history.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	1.3.6 – Analyze how specific individuals and their ideas and beliefs influenced world history. [Applies to different countries/regions than 7 <sup>th</sup> grade]	Analyze influence of ideas and beliefs.	
	1.3.7 – Compare and contrast cultural contributions of a variety of past and present civilizations.	<b>Compare and contrast</b> cultural contributions.	
	1.3.8 – Identify examples where cultural differences have contributed to conflict among civilizations or nations.	<b>Identify</b> cultural differences that have led to conflict.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.9 – Locate and describe specific places on a map using latitude and longitude.	<b>Locate and describe</b> using latitude and longitude.	
	1.4.10 – Examine geographic factors that help explain historical events or contemporary issues. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Examine</b> geographic factors related to events/issues.	
	1.4.11 – Explain the distribution of physical features across the Earth’s surface using appropriate maps.	<b>Explain</b> distribution of physical features.	
1.5 – Describe the interactions of humans and the environment.	1.5.12 – Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill, projects).	<b>Describe</b> technology used to manipulate environment.	
	1.5.13 – Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.	<b>Analyze and illustrate</b> environment’s effect on economic/social development.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.6 – Describe patterns of human movement across time and place.	1.6.14 – Compare and contrast significant world trade patterns in both the past and present. 1.6.15 – Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Compare and contrast</b> trade patterns.  <b>Evaluate</b> impact of human migration.	
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	1.7.16 – Compare and contrast different forms of governance in the past and present (e.g., monarchy, dictatorship, representative democracy, parliament).	<b>Compare and contrast</b> forms of governance.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.8.17 – Compare and contrast the roles of citizens in different forms of governments.	<b>Compare and contrast</b> role of citizens in governments.	
	1.8.18 – Analyze and critique examples where governments in other nations have changed through violent or peaceful means. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Analyze and critique</b> examples of change through violent or peaceful means.	
1.9 – Understand the rights and responsibilities of citizens.	1.9.19 – Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Compare and contrast</b> citizens' rights and responsibilities under different forms of government.	
1.10 – Explain how limited resources influence economic decisions.	1.10.20 – Compare and contrast the availability and distribution of resources across world regions.	<b>Compare and contrast</b> availability and distribution of resources.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.11 – Know how different economic systems organize resources.	1.11.21 – Compare and contrast different economic systems in the world. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Compare and contrast</b> economic systems.	
1.12 – Understand the interdependence of local, national and global economies.	1.12.22 – Identify economic resources in the world and analyze their relationship to international trade. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Identify</b> resources and <b>analyze</b> relationship to trade.	
	1.12.23 – Analyze the impact of specialization on production and trade. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Analyze</b> impact of specialization on production/trade.	
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.24 – Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions). [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Compare and contrast</b> cultural groups.	
	1.13.25 – Analyze the relationship among culture, government and social systems in various countries. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Analyze</b> relationships among culture, government and social systems.	
	1.13.26 – Describe how social, cultural and economic circumstances influence individual lives.	<b>Describe</b> influence on individuals of social, cultural and economic circumstances.	

**Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.**

<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
<p>2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p>	<p>2.1.1 – Gather information from charts, graphs and maps using labels and symbols (e.g., scale, elevation, projection).</p>	<p><b>Gather information</b> from charts, graphs and maps.</p>	<p>N/A</p>
<p>2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p>	<p>2.2.2 – Make inferences from both primary and secondary sources.</p>	<p><b>Make inferences</b> from primary and secondary sources.</p>	<p>--Develop vocabulary through listening, speaking, reading and writing.                      --Activate prior knowledge, establish purposes and adjust the purposes while listening, reading and writing.                      --Respond to texts by making text-to-self, text-to-text and text-to-world connections.                      --Construct meaning by generating questions while listening or reading.                      --Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/details).                      --Make predictions based on clues from text and prior knowledge.                      --Make inferences and draw conclusions using text evidence.                      --Identify and discuss the topic or main idea of informational texts.                      --Distinguish between fact and opinion.                      --Compare, respond to and interpret texts that represent many multicultural experiences.</p>
	<p>2.2.3 – Assess an author’s purpose and point of view and respond in literal, critical, and evaluative ways. [Applies to different countries/regions than 7<sup>th</sup> grade]</p>	<p><b>Assess and evaluate</b> an author’s purpose and point of view.</p>	<p>--Make and evaluate judgments about texts and respectfully share opinions based on texts.                      --Support personal viewpoints with evidence from the text.                      --Develop a critical stance and cite evidence to support the stance.                      --Identify literary techniques and discuss how an author uses the techniques to contribute to meaning.</p>

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.2.4 – Understand and explain historical content using maps. 2.3.5 – <b>Create written work (e.g., persuasive or informational pieces) that incorporates research and information to describe a social studies event or issue.</b>	<b>Understand and explain</b> historical content. <b>Create</b> written work based on research.	N/A  --Use descriptive, narrative, expository, persuasive and poetic modes. --Prepare, publish and/or present work appropriate to audience, purpose and task. --Speak and write using standard language structures and diction appropriate to audience and task. --Use Standard English for composing and revising written text.
	2.3.6 – <b>Organize information in outlines and graphic organizers.</b>	<b>Organize</b> information.	--Organize relevant information to use in a summary of informational texts. --Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. --Use a range of strategies to generate and develop ideas for speaking, writing and visual activities. --Gather information from two or more sources for a specific purpose. --Examine sources of information to determine validity. --Use or create an appropriate graphic organizer to order ideas.
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.4.7 – <b>Respond orally to opposing points of view and cite appropriate evidence.</b>	<b>Respond orally</b> with evidence to differing points of view.	--Make and evaluate judgments about texts and respectfully share opinions based on texts. --Support personal viewpoints with evidence from the text. --Develop a critical stance and cite evidence to support the stance.
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	2.5.8 – <b>Create maps of areas, regions or nations and provide relevant information. [Applies to different countries/regions than 7<sup>th</sup> grade]</b>	<b>Create</b> maps to present relevant information.	N/A

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	2.5.9 – Present social studies topics using visual forms of evidence (e.g., maps, pictures, portraits, graphs).	<b>Present</b> information using visual forms of evidence.	<ul style="list-style-type: none"> <li>--Make and evaluate judgments about texts and respectfully share opinions based on texts.</li> <li>--Support personal viewpoints with evidence from the text.</li> <li>--Develop a critical stance and cite evidence to support the stance.</li> <li>--Speak and write using standard language structures and diction appropriate to audience and task.</li> </ul>
	<b>2.5.10 – Make and use maps, globes, models and databases to analyze spatial distributions and patterns.</b>	<b>Analyze</b> spatial distributions and patterns.	N/A
<b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.</b>			
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	<b>3.1.1 – Evaluate the impact of historical background on a specific event or issue.</b>	<b>Evaluate</b> impact to event or issue of related background information.	
	3.1.2 – Evaluate the quality of evidence from various sources supporting a point of view. [Applies to different countries/regions than 7 <sup>th</sup> grade]	<b>Evaluate</b> quality of evidence.	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	<b>3.2.3 – Compare and contrast how two or more groups or nations might view an historical or contemporary issue.</b>	<b>Compare and contrast</b> differing perspectives on a single issue.	
	3.2.4 – Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g., immigrant experience, wartime experiences).	<b>Summarize</b> varying perspectives with evidence.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	3.3.5 – Identify and evaluate the significance of any one factor influencing a contemporary event.	<b>Identify and evaluate</b> significance of one factor influencing an issue.	

# Social Studies Framework – 7<sup>th</sup> Grade Standards

**Power Grade Level Expectations shown in bold.**

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 – Evaluate the impact of interactions between the United States and other countries/areas worldwide.	<b>Evaluate</b> impact of interactions between countries and US.	
	1.1.2 – Compare and contrast historical events in other nations with those in US history (e.g., settlement, Revolution, Constitution). [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Compare and contrast</b> international global historical events with US events.	
	1.1.3 – Compare and contrast the influence of leaders in other nations with those in US history. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Compare and contrast</b> influence of leaders across nations with those in US history.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.4 – Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Compare and contrast</b> how family, gender and ethnicity evolved in CT and US in relation to other countries.	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.5 – <b>Explain how a civilization/nation’s arts, architecture, music and literature reflect its culture and history.</b> [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Explain</b> how arts, architecture, music and literature reflect culture and history.	
	1.3.6 – Analyze how specific individuals and their ideas and beliefs influenced world history. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Analyze</b> influence of individuals, ideas and beliefs.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	1.3.7 – Evaluate the cultural contributions of a variety of past and present civilizations.	<b>Evaluate</b> cultural contributions of past and present civilizations.	
	1.3.8 – Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.	<b>Analyze</b> how cultural differences contribute to conflict.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.9 – Identify selected countries and determine the advantages and challenges created by their locations.	<b>Determine</b> advantages and challenges created by location.	
	1.4.10 – Examine geographic factors that help explain historical events or contemporary issues. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Examine</b> geographic factors that explain events/issues.	
	1.4.11 – Analyze settlement patterns in different world regions using appropriate maps.	<b>Analyze</b> settlement patterns.	
1.5 – Describe the interactions of humans and the environment.	1.5.12 – Compare and contrast technology’s impact on the environment at different times and in different places.	<b>Compare and contrast</b> technology’s impact on environment.	
1.6 – Describe patterns of human movement across time and place.	1.6.13 – Analyze and describe how technology influenced migration patterns in a region/country.	<b>Analyze and describe</b> how technology influenced migration patterns.	
	1.6.14 – Assess how ideas/religions affected migration in different regions (e.g., Crusades, South African trek, founding of Israel).	<b>Assess</b> how ideas/religions affected migration.	
	1.6.15 – Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Evaluate</b> positive/negative impacts of mass migrations.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	1.7.16 – Identify the powers and functions of international governmental bodies.	Identify powers and functions of governmental bodies.	
	1.7.17 – Evaluate the strengths and weaknesses of different forms of government in the past and present (e.g., monarchy, dictatorship, representative democracy, parliament).	Evaluate strengths/weaknesses of different forms of government.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.8.18 – Analyze the factors that led to the rise of different types of governments worldwide.	Analyze factors that led to rise of different types of government.	
	1.8.19 – Analyze and critique examples where governments in other nations have changed through violent or peaceful means. [Applies to different countries/regions than 6 <sup>th</sup> grade]	Analyze and critique examples of governments that have changed through violent or peaceful means.	
1.9 – Understand the rights and responsibilities of citizens.	1.9.20 – Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world. [Applies to different countries/regions than 6 <sup>th</sup> grade]	Compare and contrast rights and responsibilities of citizens under different forms of government.	
1.10 – Explain how limited resources influence economic decisions.	1.10.21 – Analyze how resources or lack of resources influenced a nation/region's development (e.g., diversification vs. one-crop economies).	Analyze how resources influence a nation's/region's development.	
1.11 – Know how different economic systems organize resources.	1.11.22 – Compare and contrast different economic systems in the world. [Applies to different countries/regions than 6 <sup>th</sup> grade]	Compare and contrast economic systems.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.12 – Understand the interdependence of local, national and global economies.	1.12.24 – Identify economic resources in the world and analyze their relationship to international trade. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Analyze</b> how economic systems guide production and distribution. <b>Identify</b> global resources and <b>analyze</b> relationship to trade.	
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.26 – Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions). [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Analyze</b> impact of specialization on production and trade. <b>Compare and contrast</b> cultural groups.	
	1.13.27 – Analyze the relationship among culture, government and social systems in various countries. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Analyze</b> relationship among culture, government and social systems.	
	1.13.28 – Recognize how values, beliefs and attitudes develop in different cultures.	<b>Explain</b> how values, beliefs and attitudes develop.	
<b>Standard 2: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</b>			
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).	2.1.1 – Gather information from thematic maps (e.g., climate, population, GNP).	<b>Gather</b> information from maps.	N/A

<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).	2.2.2 – Explain why one would use a primary or secondary source in a specific context.	<b>Given a context, explain why a primary or secondary source should be used.</b>	<ul style="list-style-type: none"> <li>--Develop vocabulary through listening, speaking, reading and writing.</li> <li>--Activate prior knowledge, establish purposes and adjust the purposes while listening, reading, and viewing.</li> <li>--Respond to texts by making text-to-self, text-to-text and text-to-world connections.</li> <li>--Construct meaning by generating questions while listening or reading.</li> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/detail).</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions using text evidence.</li> <li>--Identify and discuss the topic or main idea of informational texts.</li> <li>--Distinguish between fact and opinion.</li> <li>--Compare, respond and analyze texts that represent many multicultural experiences.</li> </ul>
	2.2.3 – Assess an author’s purpose and point of view and respond in literal, critical and evaluative ways. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Assess and evaluate an author’s purpose and point of view</b>	<ul style="list-style-type: none"> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Support personal viewpoints with evidence form the text.</li> <li>--Develop a critical stance and cite evidence to support the stance.</li> <li>--Identify literary techniques and discuss how an author uses the techniques to contribute to meaning.</li> <li>--Examine sources of information to determine validity.</li> </ul>
	2.2.4 – Interpret maps and charts to draw conclusions about historical events.	<b>Draw conclusions about events based on maps and charts.</b>	N/A

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.3.5 – Create written work expressing more than one point of view (e.g., perspective from a historical figure’s viewpoint or persuasive piece) and properly cite evidence.	<b>Create</b> written work expression more than one point of view and properly citing evidence.	--Write using appropriate features of narrative, expository, persuasive and poetic writing.
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.3.6 – Organize information in outlines and graphic organizers.	<b>Organize</b> information.	--Organize relevant information to use in a summary of informational texts. --Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. --Use a range of strategies to general and develop ideas for speaking, writing and visual activities. --Gather information from two or more sources for a specific purpose. --Examine sources of information to determine validity. --Use or create an appropriate graphic organizer to order ideas.
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	2.4.7 – <b>State and defend points of view using relevant evidence.</b>	<b>State and defend</b> points of view using relevant evidence.	--Make and support judgments about texts and respectfully share opinions based on texts. --Support personal viewpoints with evidence from the text. --Develop a critical stance and cite evidence to support the stance.
	2.5.8 – <b>Create maps of areas, regions or nations and provide relevant information. [Applies to different countries/regions than 6<sup>th</sup> grade]</b>	<b>Create maps</b> and represent relevant information.	N/A
	2.5.9 – Compare two countries/regions or two historical periods in the same country/region using visual representations (e.g., charts, maps, graphs).	<b>Use visual representations to compare</b> two regions or time periods	N/A

<b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</b>			
<b>Performance Indicator</b>	<b>Grade Level Expectation</b>	<b>Concept &amp; Skill Statements (Skills shown in bold)</b>	<b>Correlated Language Arts Standards</b>
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	3.1.1 – Use evidence to describe and/or predict the impact of history on a nation’s policies or behavior.  3.1.2 – Evaluate the quality of evidence from various sources supporting a point of view. [Applies to different countries/regions than 6 <sup>th</sup> grade]	<b>Use evidence to describe or predict impact of history on nation’s policies/behavior.</b>  <b>Evaluate quality of evidence.</b>	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	3.2.3 – Compare, contrast and evaluate two or more views of a contemporary national issue (e.g., immigration, economy, energy, civil liberties).	<b>Compare, contrast and evaluate two or more points of view of an issue.</b>	
	3.2.4 – Explain the point of view of people engaged in a historical event (e.g., immigrant experience, wartime experiences) using primary sources. 3.3.5 – Compare, contrast and evaluate the significance of any one factor in influencing a contemporary event.	<b>Explain points of view of people engaged in event using primary sources.</b>	
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.		<b>Compare, contrast and evaluate significance of one factor in influencing an event.</b>	

# Social Studies Framework – 8<sup>th</sup> Grade Standards

Power Grade Level Expectations shown in bold.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
<b>Standard 1: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b>			
1.1 – Demonstrate an understanding of significant events and themes in United States history.	1.1.1 – Describe examples of conflicts that have been resolved through compromise (e.g., compromises over slavery, social reforms).	<b>Describe</b> conflicts resolved through compromise.	
	1.1.2 – Describe the influences that contributed to American social reform movements.	<b>Describe</b> influences contributing to American social reform movements.	
	1.1.3 – Explain how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity.	<b>Explain</b> how arts, architecture, music and literature of US reflect history and cultural heterogeneity.	
	1.1.4 – Explain how specific individuals and their ideas and beliefs influenced US history.	<b>Explain</b> how individuals, ideas and beliefs influenced US history.	
	1.1.5 – Compare and contrast the causes and effects of the American Revolution and the Civil War.	<b>Compare and contrast</b> causes and effects of American Revolution and Civil War.	
	1.1.6 – Examine the significance of precedents established during the Federalist era.	<b>Examine</b> precedents established during the Federalist era.	
	1.1.7 – Analyze the similarities and differences between Manifest Destiny in the 1940s and late 19 <sup>th</sup> century imperialism.	<b>Analyze</b> similarities and differences between Manifest Destiny and Imperialism.	
	1.1.8 – Evaluate the impact of America’s westward expansion on Native American nations (e.g., Trail of Tears, Dawes Act).	Evaluate impact of westward expansion on Native American nations.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
	1.1.9 – Evaluate the impact of the compromises made at the Constitutional Convention.	<b>Evaluate</b> impact of compromises made at Constitutional Convention.	
1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United State history.	1.2.10 – Analyze the connections among local, state and national historical events (e.g., immigration, Civil War participation, trade, manufacturing)	<b>Analyze</b> connections among local, state and national events.	
1.3 – Demonstrate an understanding of significant events and themes in world history/international studies.	1.3.11 – Assess the slave trade’s impact on American social institutions.	<b>Assess</b> slave trade’s impact on American social institutions.	
	1.3.12 – Analyze foreign reactions to the institution of slavery in America (e.g., Amistad, Liberia, English abolition).	<b>Analyze</b> foreign reactions to American slavery institution.	
	1.3.13 – Describe examples of the US influence on other cultures and world events (e.g., trade wars, Monroe Doctrine).	<b>Describe</b> examples of US influence on other cultures/events.	
1.4 – Demonstrate an understanding of geographical space and place.	1.4.14 – Examine how geography influenced the economic and political development of the United States.	<b>Examine</b> influence of geography on US economic and political development.	
1.5 – Describe the interactions of humans and the environment.	1.5.15 – Weigh the impact of America’s Industrial Revolution, industrialization and urbanization on the environment.	<b>Weigh impact</b> on US environment of Industrial Revolution, industrialization and urbanization.	
1.6 – Describe patterns of human movement across time and place.	1.6.16 – Analyze and draw conclusions on immigration’s impact on the United States at different stages in its history.	<b>Analyze and draw conclusions</b> about impact of immigration on US development.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels.	1.7.17 – Differentiate the functions (including checks and balances) of the United States’ three branches of government, using contemporary examples.	<b>Differentiate</b> functions of US branches of government.	
1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.	1.8.18 – Evaluate the impact of the US Constitution on the lives of US citizens (e.g., amendments, court cases).	<b>Evaluate</b> impact of US Constitution on US citizens.	
1.9 – Understand the rights and responsibilities of citizens.	1.9.19 – Explain US citizens’ rights and responsibilities under the Constitution.	<b>Explain</b> US citizen’s constitutional rights and responsibilities.	
	1.9.20 – Analyze the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights.	<b>Analyze</b> impact of court cases that expanded/limited rights and responsibilities (implies knowledge of rights established under Constitution and Bill of Rights).	
	1.9.21 – Debate instances where rights and responsibilities of citizens are in conflict (e.g., free speech and public safety, private property and eminent domain).	<b>Debate</b> instances where citizens’ rights/responsibilities are in conflict.	
1.10 – Explain how limited resources influence economic decisions.	1.10.22 – Analyze how technology has influenced productivity (e.g., cotton gin, steam power, interchangeable parts).	<b>Analyze</b> influence of technology on productivity.	
1.11 – Know how different economic systems organize resources.	1.11.23 – Show the relationship between supply and demand and the prices of goods and services in a market economy.	<b>Show relationship</b> between supply and demand in a market economy.	

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
1.12 – Understand the interdependence of local, national and global economies.	1.12.24 – Identify and analyze specific factors that promoted growth and economic expansion in the United States.	<b>Identify and analyze</b> specific factors that promoted US growth and economic expansion.	
	1.12.25 – Outline how trade affected nationalism and sectionalism in US history (e.g., roads, canals, railroads, “cotton culture”)	<b>Outline</b> how trade affected US nationalism and sectionalism.	
1.13 – Understand the characteristics of and interactions among culture, social systems and institutions.	1.13.26 – Compare similarities and differences of ethnic-cultural groups in the United States (e.g., beliefs, values, traditions) and their impact on American social systems.	<b>Compare</b> similarities and differences of cultural groups in US.	
	1.13.27 – Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time.	<b>Analyze</b> contributions and challenges of cultural/ethnic groups in US.	
	1.13.28 – Examine how stereotypes develop and explain the impact in history and contemporary events.	<b>Examine</b> how stereotypes develop and explain their impact.	
<b>Standard 2: Competence in literacy, inquire and research skills is necessary to analyze, evaluate and present history and social studies information.</b>			
2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).	2.1.1 – Gather information from historical maps (e.g., Lewis and Clark, Colonial settlement, Civil War).	<b>Gather information</b> from historical maps.	N/A

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).	2.2.2 – Compare information about the same event using a variety of primary sources.	<b>Compare information from a variety of sources.</b>	<ul style="list-style-type: none"> <li>--Develop vocabulary through listening, speaking, reading and writing.</li> <li>--Activate prior knowledge, establish purposes, and adjust the purposes while listening, reading, and viewing.</li> <li>--Respond to texts by making text-to-self, text-to-text and text-to-world connections.</li> <li>--Construct meaning by generating questions while listening or reading.</li> <li>--Use organizational patterns to construct meaning (sequence, compare/contrast, cause and effect, main idea/detail).</li> <li>--Make predictions based on clues from text and prior knowledge.</li> <li>--Make inferences and draw conclusions using text evidence.</li> <li>--Identify and discuss the topic or main idea of informational text.</li> <li>--Distinguish between fact and opinion.</li> <li>--Compare, respond to and analyze texts that represent many multicultural experiences.</li> </ul>
	2.2.3 – Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.	<b>Assess primary and secondary sources to determine accuracy and validity.</b>	<ul style="list-style-type: none"> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Examine sources of information to determine validity.</li> </ul>
	2.2.4 – Detect and analyze propaganda, censorship and bias.	<b>Detect and analyze propaganda, censorship and bias.</b>	<ul style="list-style-type: none"> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Support personal viewpoints with evidence from the text.</li> <li>--Develop a critical stance and cite evidence to support the stance.</li> <li>--Identify literary techniques and discuss how an author uses the techniques to contribute to meaning.</li> <li>--Examine sources of information to determine validity.</li> </ul>
	2.2.5 – Evaluate the credibility of a speaker (e.g., hidden agendas, slants or biases).	<b>Evaluate the credibility of a speaker.</b>	
	2.2.6 – Analyze maps and charts to support conclusions about historical events.	<b>Analyze maps and charts to support conclusions.</b>	N/A

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
2.3 – Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.	2.3.7 – Create written work (e.g., brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.	Create written work that expresses personal opinion and support it with relevant evidence.	--Write using appropriate features of narrative, expository, persuasive and poetic writing.
	2.3.8 – Organize and cite evidence from primary and secondary sources to support conclusions in an essay.	<b>Organize and cite evidence</b> from primary and secondary sources to support conclusions.	--Organize relevant information to use in a summary of informational texts. --Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. --Use a range of strategies to generate and develop ideas for speaking, writing and visual activities. --Gather information from two or more sources for a specific purpose. --Use or create an appropriate graphic organizer to order ideas.
2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.	2.4.9 – Orally present information on social studies events or issues and support with primary and secondary evidence.	<b>Orally present information</b> and support with evidence from primary and secondary sources.	--Make and support judgments about texts and respectfully share opinions based on texts. --Support personal viewpoints with evidence from the text. --Develop a critical stance and cite evidence to support the stance.
	2.4.10 – Participate in formal debates on issues related to social studies.	<b>Participate in debates.</b>	--Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. --Make and support judgments about texts and respectfully share opinions based on texts. --Support personal viewpoints with evidence from the text. --Develop a critical stance and cite evidence to support the stance.

Performance Indicator	Grade Level Expectation	Concept & Skill Statements (Skills shown in bold)	Correlated Language Arts Standards
2.5 – Create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).	2.5.11 – Present persuasive pieces on historical questions and use appropriate visual evidence.	Present persuasive pieces and use appropriate visual evidence.	<ul style="list-style-type: none"> <li>--Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</li> <li>--Make and support judgments about texts and respectfully share opinions based on texts.</li> <li>--Support personal viewpoints with evidence from the text.</li> <li>--Develop a critical stance and cite evidence to support the stance.</li> </ul>
<b>Standard 3: Civic competence in addressing historical issues and current problems requires the use of information skills and empathic awareness.</b>			
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.	3.1.1 – Compare and contrast two or more interpretations of a historical event.	Compare and contrast two or more interpretations of one event.	
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.	3.1.2 – Cite evidence to support and/or critique a historian’s interpretation of an event. 3.2.3 – Analyze the options available to an individual in an historical or contemporary situation.	Cite evidence to support and/or critique historian’s interpretation of an event. Analyze options available in historical or contemporary situation.	
	3.2.4 – Justify why people might have different points of view on a historical or contemporary issue.	Justify different points of view.	
3.3 – Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.	3.3.5 – Develop a plan of action to provide a solution to a local, state or national issue.	Develop a plan of action to provide a solution to an issue.	
	3.3.6 – Compare and contrast possible solutions to a current issue citing relevant information.	Compare and contrast possible solutions to an issue citing relevant information.	

# Social Studies Framework – Kindergarten Standards

## Lesson Plan Guide

### CONCEPTS – What Students Need to Know:

#### Concepts of time

- Before and after
- Past and present
- Yesterday, today, tomorrow
- Reoccurring events

#### Awareness of People

- Predict how someone might feel
- Create solutions
- Implement multiple age-appropriate strategies for problem solving
- Cultural and familial similarities and differences
- How and why people move about
- Responsibilities of student to school community

#### Home/School/Community Structure

- Basic rules and laws
- Importance of Leadership
- Importance of community helpers
- Responsibilities of community helpers

#### Local Geography

- Impact of individual actions on environment
- Importance of Recycling
- Locate Important Landmarks on a Preston map
- Important locations

### SKILLS – What Students Need to Be Able to Do:

#### Knowledge:

- Recognize reoccurring events.
- Locate information using visual representations.
- State basic rules/laws.
- Identify information.
- Find source of information related to specific topic.

#### Comprehension:

- Identify and explain important locations.
- Identify and role-play diverse jobs.
- Discuss social studies topics.
- Describe with details.
- Explain social studies topics.
- Evidence understanding that money is represented in different forms.
- Predict how another person might feel.

#### Application:

- Use “before” and “after” to compare events.
- Work collaboratively to develop rules.
- Participate in leadership roles.
- Problem-solve limited materials.
- Share and interpret information.

#### Analysis:

- Compare past and present experiences.
- Examine similarities/differences.
- Reflect by drawing and writing in journals.

#### Synthesis:

- Discuss how people's actions affect the environment.
- Represent locations (create a representation).
- Solve conflicts/issues appropriately.

# Social Studies Framework – 1<sup>st</sup> Grade Standards

## Lesson Plan Guide

### **CONCEPTS – What Students Need to Know:**

#### **Significance of historical figures and/or history of related holidays, e. g.**

- Labor Day
- Columbus Day
- Presidents' Day
- Memorial Day
- Veterans' Day

#### **Native American Culture**

- Through books and art.

#### **Personal Heritage:**

- Personal experiences with those of different generations.
- How cultural heritage changes over time.
- Where family members live.
- Geographic movement of one's family.

#### **Geography:**

- Maps and symbols.
- Physical features on maps and globes, e.g. oceans, continents, mountains.
- Changes humans have made on the environment.
- Manmade and natural features.
- Weather changes; how weather affects people's lives.

#### **Citizenship:**

- How rules and laws establish order and ensure safety.
- Develop and justify rules.
- The need for laws and services e.g. police, fire.
- Individual responsibilities.
- Characteristics of good citizenship.
- How one's actions affect others.

#### **Producers and Consumers:**

- Basic needs and wants by giving examples.
- Why people cannot have everything they want and how they respond to that.
- Producers and consumers.
- Examples of goods and services and how they are obtained.
- Value of common purchased goods.
- Locally consumed goods are produced in a variety of locations.

#### **Community:**

- How a community is created by individuals, families, schools, and government.
- Why we need interpersonal relationships.

### **SKILLS – What Students Need to Be Able to Do:**

#### **Knowledge:**

- Locate features on a map.
- Identify basic map symbols.
- Observe weather changes.
- Give examples.
- Recognize values.
- Access/gather information from non-print and non-fiction sources.

#### **Comprehension:**

- Explain basic map symbols, e.g. cardinal directions, compass rose, key.
- Describe personal experiences related to topics.
- Discuss social studies topics.

#### **Application:**

- Interpret information from pictures, graphs and charts.
- Use maps to gain information.

#### **Analysis:**

- Examine social studies topics.
- Compare and contrast personal experiences, producers/consumers.
- Analyze different points of view.
- Differentiate between manmade and natural features.

**Synthesis:**

- Work collaboratively.
- Write to describe.
- Create simple representations, e.g. maps, dioramas, models.

# Social Studies Framework – 2<sup>nd</sup> Grade Standards Lesson Plan Guide

## CONCEPTS – What Students Need to Know:

### Significant Events in CT and Local History:

- Contributions of historical figures, e.g.
  - George Washington
  - Harriet Tubman
  - Sacagawea
  - Squanto
  - Abraham Lincoln
  - Cesar Chavez
  - Martin Luther King Jr.
  - Rosa Parks
- How events/people have shaped history.
  - Farming
  - Early trades (e.g., blacksmith, grist mill, shoe making, silversmith etc.)
- Significance of local sites.
  - Amos Lake
  - Blacksmith shop
  - Preston Public Library
  - Preston Town Hall
  - Norwich State Hospital
- Family heritage; compare to classmates and community members.

### Geography

- Man-made and physical characteristics
- Town on state map.
- Effects of local changes humans have made and environmental impact.
- Weather and climate affect people's lives.
- Geographic movement patterns.
- Rural, suburban, and urban areas; explain why people move from one area to another.

### Citizenship:

- Rules/laws establish order and safety.
- Democratic process
- Rights must be limited to ensure safety.

### Economics:

- Resources to fulfill wants and needs.
- Resources that are made, learned, built, or grown.
- Producers and consumers
- How goods are produced.
- Occupations to a marketplace.
  - jobs that produce products
  - jobs that provide services

### Community & Culture:

- Social institutions; explain how they contribute to the community.
  - Scouts
  - Service organizations
  - Sports teams
- Norms and values vary across cultures.

## SKILLS – What Students Need to Be Able to Do:

### Knowledge:

- Identify map symbols.
- Gather information from varied sources (non-fiction texts, internet).

### Comprehension:

- Explain map symbols (e.g., scale, title, intermediate directions, compass rose, key/legend).
- Discuss social studies topics.
- Clarify information and ask for explanations as necessary.
- Make relevant predictions based on textual evidence and background knowledge.

### Application:

- Experience democratic process.
- Interpret patterns.
- Write to describe historical events, people and/or places.
- Present basic information re past and present events, people and places.

**Analysis:**

- Compare and contrast social studies topics.
- Investigate social studies topics.
- Analyze different points of view or feelings related to a single event/situation.

**Synthesis:**

- Display patterns on a map.
- Create visual presentations (e.g., poster, chart, picture, timeline).
- Participate in resolution of class/school-wide issue.

# Social Studies Framework – 3<sup>rd</sup> Grade Standards

## Lesson Plan Guide

### **CONCEPTS – What Students Need to Know:**

#### **Significance of events involving historical figures, e.g.**

- George Washington
- Harriet Tubman
- Squanto
- Sacagawea
- Abraham Lincoln
- Cesar Chavez
- Martin Luther King, Jr.
- Rosa Parks

#### **Significance of historical national documents, e.g.**

- Constitution
- Bill of Rights
- Declaration of Independence.

#### **Significant events/people in local/regional history. e.g.**

- Thomas Hooker
- Nathan Hale
- Prudence Crandall
- Benedict Arnold
- Roger Sherman
- Uncas
- Noah Webster
- Ella Grasso

#### **Geographic features and map representations, e.g.**

- Continents
- Oceans
- Mountains
- Map
- Graph
- Model
- Absolute location (longitude, latitude)
- Relative location

#### **Ways people affect the environment, e.g.**

- Dams
- Mining
- Global warming
- Preservation
- Recycling

#### **Reasons for settlement, e.g.**

- Religion
- Ethnicity
- Socioeconomic level
- Geography

#### **Local government – structures and services, e.g.**

- Board of Selectmen
- Board of Education
- Board of Finance
- Town Clerk
- Tax Collector
- Tax Assessor
- Registrar of Voters
- Parks and Recreation
- Zoning Board
- Public Works
- Youth Service Bureau
- Town Meetings
- How laws are made

#### **Civic responsibilities, e.g.**

- Voting
- Paying taxes
- Obeying laws

## **Resources – goods and services**

### **Ethnicity**

## **SKILLS – What Students Need to Be Able to Do:**

### **Knowledge:**

- Recognize significance of historical documents.
- Identify connections between events.
- Locate Earth's physical features.
- Give examples.
- Gather information (through independent use of resources)

### **Comprehension:**

- Explain social studies topics.
- Discuss events, issues, different points of view.
- Predict impacts; points of view.

### **Application:**

- Answer questions.
- Present information with clarity, voice and fluency.

### **Analysis:**

- Evaluate significance of historical documents.
- Examine connections.
- Examine influence of events, people.
- Differentiate between absolute and relative location.
- Analyze patterns.
- Compare and contrast social studies topics.
- Investigate origins of important individuals.
- Organize information.
- Use evidence of examine different points of view.

### **Synthesis:**

- Create written work (citing one source), timelines.
- Prepare maps.
- Develop a plan to resolve an issue, participate in implementing plan.

### **Evaluation:**

- Evaluate significance of documents, ways people affect the environment.

# Social Studies Framework – 4<sup>th</sup> Grade Standards

## Lesson Plan Guide

### **CONCEPTS – What Students Need to Know:**

**Native American pre-colonization culture and traditions.**

**Impact of colonization in CT.**

**Historical impact of CT individuals, groups and events, e.g.**

- Mark Twain
- Samuel Colt
- Harriet Beecher Stowe
- Nathan Hale
- Native American Tribes

**Significant CT historical sites:**

- Pequot Fort/Massacre Site, Mystic
- Mashantucket Pequot Museum, Mashantucket
- Custom House, New London
- Long Society Meeting House, Preston
- Town Green & environs, Lebanon & Norwich
- Old Newgate Prison, East Granby
- Fort Griswold Battlefield State Park, Groton
- Stonington Point & Lighthouse, Stonington
- Mystic Seaport Museum, Mystic
- Up and Down Sawmill, Ledyard
- Old Town Mill, New London
- Yantic Falls, Norwich
- Colt Armory, Hartford
- Textile Museum, Willimantic
- Prudence Crandall Home, Canterbury
- Harriet Beecher Stowe Home, Hartford
- Fort Trumbull, New London
- Coast Guard Academy & Barque Eagle, New London
- Old & Present State Capitols, Hartford
- Nautilus & Submarine Force Museum, Groton
- Griswold Museum/House & Art Colony, Old Lyme
- Nathan Hale School House, New London
- Nathan Hale Homestead, Coventry
- Yale University, New Haven

**Impact of historical changes in state/region, e.g.**

- Location of capitol
- Transportation

**Influences on European exploration/CT colonization.**

**Geography and map representations, e.g.**

- Man-made and physical characteristics
- Map types (political, physical, population)

**Affects of weather and climate on people's lives in CT, e.g.**

- Economy
- Recreation
- Transportation

**Relationship between CT environment and Native American's way of life.**

**Immigration settlement patterns in CT.**

**State government, e.g.**

- Provision of basic services
- How Constitution provides structure for government
- Process for making and implementing laws.
- Impact of specific CT laws on residents.

**Characteristics of effective and responsible citizen, e.g.**

- Voting
- Participating in government.

**Economic exchange, e.g.**

- When we buy something we also give something up (opportunity cost).

- How people use their personal resources
- Barter and cash exchanges
- How CT taxes provide goods and services
- How trade affected Native Americans and colonists in CT

### **Contributions of different ethnic groups to community and state**

#### **SKILLS:**

##### **Knowledge:**

- Identify primary and secondary sources
- Locate man-made and physical characteristics.

##### **Comprehension:**

- Research social studies topics.
- Explain social studies topics.
- Trace origins of individuals.
- Trace and explain patterns.
- Describe effects of weather and climate.
- Summarize information from sources.
- Cite evidence to explain different points of view.
- Predict points of view.

##### **Application:**

- Interpret cause and effect, fact and opinion, main idea and supporting details.
- Listen and participate during discussions.
- Present information orally, visually and in writing.
- Answer questions.

##### **Analysis:**

- Compare and contrast social studies topics.
- Analyze appropriate sources, proposed solutions.
- Hypothesize based on relevant information.
- Distinguish useful from irrelevant information.
- Organize information.
- Differentiate between absolute and relative location.

##### **Synthesis:**

- Create written work using evidence.
- Prepare charts and graphs.

##### **Evaluation:**

- Evaluate evidence related to different points of view.

# Social Studies Framework – 5<sup>th</sup> Grade Standards

## Lesson Plan Guide

### CONCEPTS – What Students Need to Know:

#### How individuals influenced US History, e.g.

- John Smith
- Anne Hutchinson
- Uncas
- Benjamin Franklin

#### Conflicts: Cause and Resolution:

- Economic, political and/or religious differences that contributed to conflicts, e.g.
  - French and Indian Wars
  - American Revolution
- Conflicts resolved by compromise, e.g.
  - US Constitution
  - Northwest Ordinance

#### American Revolution:

- Relationship between England and American Colonies.
- Perspectives of England and American Colonies regarding pre-Revolution events.
- Events contributing to American Revolution.
- Results achieved at Constitution Convention.
- connections between local, state and national events, e.g.
  - Charter
  - Connecticut Constitution
  - Colonization
  - American Revolution
  - US Constitution

#### American colonial settlement:

- Factors leading to colonial settlement.
- Value of using specific map types to research early American settlements.
- Significance of location of early American colonial settlements, e.g.
  - Coastal areas.
  - Mountains
  - Rivers
  - Plains
- How colonists adapted to new environment, e.g.
  - Building materials
  - Food
- Settlement patterns in 13 colonies.
- Factors contributing to European migration.

#### US Government:

- Purpose, structure and functions of national government.
- How US local, state and national governments share power.
- Process by which US citizens influence lawmaking., e.g.
  - Voting
  - Paying taxes
  - Obeying laws
- Citizen's rights and responsibilities.
- Examples of disagreements regarding taxation.

#### Resources: Developing Economies?

- How varied resources cause varied wealth and poverty.
- How businesses use resources to create goods and services.
- How trade has linked parts of the world, e.g.
  - Exploration
  - Colonial settlement
  - Triangle trade
  - Intra-Colonial trade

#### Contributions of different groups to US settlement and growth.

#### Map symbols and types, e.g.

- Physical, political and economic products maps.
- Local/regional/thematic maps.

### SKILLS:

#### Knowledge:

- Locate and gather information from primary (e.g., newspaper articles, formal essays, poetry, plays) and secondary sources.

- Identify map symbols and types.

**Comprehension:**

- Explain social studies topics.
- Identify and explain different points of view.
- Trace relationships between events and historical figures.
- Describe author's point of view.
- Illustrate how trade links parts of the world.
- Organize information.
- Predict how an issue might affect one's life.

**Application:**

- Demonstrate citizens' rights and responsibilities.
- Interpret information.
- Debate conflicting points of view using evidence.
- Present orally and use evidence from more than one source.

**Analysis:**

- Compare and contrast.
- Analyze issues; documents; perspectives.
- Examine significance patterns, events.

**Synthesis:**

- Create written work, e.g., historical fiction essays, maps (e.g., physical feature, immigration, settlement, historical events), timelines.

**Evaluation:**

- Make and support judgments about quality of information in texts.

# Social Studies Framework – 6<sup>th</sup> Grade Standards

## Lesson Plan Guide

### CONCEPTS – What Students Need to Know:

#### Countries/Regions Studied by 6<sup>th</sup> grade:

- Early Man – Paleolithic and Neolithic Ages
- Greece – 1400 BC to 331 BC
- Rome – 509 BC – 306 AD

#### Global Studies (specific to countries/regions studied in 6<sup>th</sup> grade):

- Interactions between US and other countries.
- Historical events (e.g., settlement, revolution, US Constitution).
- US and world leaders.
- Family, gender and ethnicity between US and other countries.
- Art, architecture, music, literature in relation to culture/history.
- Influence of ideas and beliefs.
- Cultural contributions.
- Cultural differences that have led to conflict.
- Impact of human migration.

#### Geography (specific to countries/regions studied by 6<sup>th</sup> grade):

- Latitude and longitude.
- Geographic factors related to events/issues.
- Distribution of physical features.
- Technology used to manipulate environment (e.g., canals, dams, landfill, projects).

#### Economics (specific to countries/regions studied by 6<sup>th</sup> grade):

- Environment's effect on economic/social development.
- Trade patterns.
- Availability and distribution of resources.
- Economic systems.
- Resources and relationship to trade.
- Impact of specialization on production/trade.

#### Civics (specific to countries/regions studied by 6<sup>th</sup> grade):

- Forms of governance (e.g., monarchy, dictatorship, representative democracy, parliament).
- Role of citizens in governments.
- Examples of change through violent or peaceful means.
- Citizens' rights and responsibilities under different forms of government.

#### Cultural Studies (specific to countries/regions studied by 6<sup>th</sup> grade):

- Cultural groups (e.g., beliefs, values, traditions, institutions).
- Relationships among culture, government and social systems.
- Influence on individuals of social, cultural and economic circumstances.

### SKILLS:

#### Knowledge:

- Identify cultural differences; resources.
- Identify significance of one factor influencing an issue.
- Gather information from charts, graphs and maps (e.g., scale, elevation, projection).

#### Comprehension:

- Relate information and make connections.
- Locate and describe using longitude and latitude.
- Describe and illustrate information.
- Understand and explain social studies topics.

#### Application:

- Organize information.
- Respond orally with evidence to differing points of view.
- Present information using visual forms of evidence (e.g., maps, pictures, portraits, graphs).

#### Analysis:

- Compare and contrast information; differing perspectives on a single issue.
- Analyze social studies topics; spatial distribution and patterns.
- Analyze spatial distribution and patterns.
- Examine, analyze and critique social studies topics.
- Make inferences from primary and secondary sources.
- Summarize varying perspectives with evidence.

**Synthesis:**

- Create written work based on research (e.g., persuasive, informational).
- Create maps to present relevant information.

**Evaluation:**

- Evaluate information and make judgments.
- Assess and evaluate an author's purpose and point of view.
- Evaluate impact to event or issue of related background information.
- Evaluate quality of evidence.
- Evaluate significance of one factor influencing an issue.

# Social Studies Framework – 7<sup>th</sup> Grade Standards

## Lesson Plan Guide

### CONCEPTS – What Students Need to Know:

#### Countries/Regions Studied by 7<sup>th</sup> Grade:

- Mesopotamia and Egypt – 4000 BC (Sumerians) through 30 BC (end of Ptolemaic Dynasty)
- India – Mughal Empire (17<sup>th</sup> Century) through 1977 (defeat of Prime Minister Indira Gandhi)
- China – Shang Dynasty (1766 BC) through Tianamen Square Protests (1989).

#### Global Studies (specific to countries/regions studied in 7<sup>th</sup> grade):

- Impact of interactions between countries and US.
- International global historical events and relationship to US events (e.g., settlement, Revolution, Constitution).
- Influence of world leaders and relationship to US leaders.
- How family, gender and ethnicity evolved in CT and US in relation to other countries.
- How arts, architecture, music and literature reflect culture and history.
- Influence of individuals, ideas and beliefs.
- Cultural contributions of past and present civilizations.
- How cultural differences contribute to conflict.
- Settlement patterns.
- How technology influenced migration patterns.
- How ideas/religions affected migration (e.g., Crusades, South African trek, founding of Israel).
- Positive/negative impacts of mass migrations.

#### Geography (specific to countries/regions studied by 7<sup>th</sup> grade):

- Advantages and challenges created by location.
- Geographic factors that explain events/issues.
- Technology's impact on environment.

#### Economics (specific to countries/regions studied by 7<sup>th</sup> grade):

- How resources influence a nation/region's development (e.g., diversification vs. one-crop economies).
- Economic systems.
- How economic systems guide production and distribution.
- Global resources and relationship to trade.
- Impact of specialization on production and trade.

#### Civics (specific to countries/regions studied by 7<sup>th</sup> grade):

- Powers and functions of governmental bodies.
- Strengths/weaknesses of different forms of government (e.g., monarchy, dictatorship, representative democracy, parliament).
- Factors that led to rise of different types of government.
- Examples of governments that have changed through violent or peaceful means.
- Rights and responsibilities of citizens under different forms of government.

#### Cultural Studies (specific to countries/regions studied by 7<sup>th</sup> grade):

- Cultural groups (e.g., beliefs, values, traditions, institutions).
- Relationship among culture, government and social systems.
- How values, beliefs and attitudes develop.

### SKILLS:

#### Knowledge:

- Identify relevant information.
- Gather information from maps (e.g., climate, population, GNP).

#### Comprehension:

- Explain social studies issues.
- Explain points of view of people engaged in event using primary sources (e.g., immigrant experience, wartime experiences).
- Given a context, explain why a primary or secondary source should be used.
- Determine advantages, disadvantages, differing perspectives.

#### Application:

- Examine social studies issues.
- Organize information.

#### Analysis:

- Compare and contrast two or more points of view on an issue.
- Compare and contrast significance of one factor in influencing an event.
- Describe analyze and critique social studies issues.
- Draw conclusions about events based on maps and charts.

#### Synthesis:

- Create written work expression more than one point of view and properly citing evidence (e.g., perspective from historical figure's viewpoint or persuasive piece).

- State and defend points of view using relevant evidence.
- Create maps and represent relevant information.
- Use visual representations to compare two regions or time periods (e.g., charts, maps, graphs).
- Use evidence to describe or predict.

**Evaluation:**

- Evaluate quality of evidence.
- Evaluate two or more points of view.
- Evaluate significance of one factor in influencing an event.
- Assess and evaluate an author's purpose and point of view

# Social Studies Framework – 8<sup>th</sup> Grade Standards

## Lesson Plan Guide

### CONCEPTS – What Students Need to Know:

#### US History and Contemporary Events:

- Conflicts resolved through compromise (e.g., compromises over slavery, social reforms).
- Influences contributing to American social reform movements.
- How arts, architecture, music and literature of US reflect history and cultural heterogeneity.
- How individuals, ideas and beliefs influenced US history.
- Causes and effects of American Revolution and Civil War.
- Precedents established during the Federalist era.
- Similarities and differences between Manifest Destiny and Imperialism.
- Impact of westward expansion on Native American nations (e.g., Trail of Tears, Dawes Act).
- Impact of compromises made at Constitutional Convention.
- Connections among local, state and national events (e.g., immigration, Civil War participation, trade, manufacturing).
- Slave trade's impact on American social institutions.
- Foreign reactions to American slavery institution (e.g., Amistad, Liberia, English abolition).
- Examples of US influence on other cultures/events (e.g., trade wars, Monroe Doctrine).
- Impact of immigration on US development.

#### Geography:

- Influence of geography on US economic and political development.
- Environmental impacts of Industrial Revolution, industrialization and urbanization.

#### Economics:

- Influence of technology on productivity (e.g., cotton gin, steam power, interchangeable parts).
- Relationship between supply and demand in a market economy.
- Specific factors that promoted US growth and economic expansion.
- How trade affected US nationalism and sectionalism (e.g., roads, canals, railroads, "cotton culture").

#### Civics:

- Functions of US branches of government.
- Impact of US Constitution on US citizens (e.g., amendments, court cases).
- US citizen's constitutional rights and responsibilities.
- Impact of court cases that expanded/limited rights and responsibilities (implies knowledge of rights established under Constitution and Bill of Rights).
- Instances where citizens' rights/responsibilities are in conflict (e.g., free speech and public safety, private property and eminent domain).

#### Cultural Studies:

- Similarities and differences of cultural groups in US (e.g., beliefs, values, traditions).
- Contributions and challenges of cultural/ethnic groups in US.
- How stereotypes develop and their impact.

### SKILLS:

#### Knowledge:

- Describe with specificity.
- Outline information.
- Gather information from historical maps.

#### Comprehension:

- Explain social studies issues.

#### Application:

- Debate social studies issues and justify arguments.
- Show relationships and connections.

#### Analysis:

- Compare information from a variety of sources.
- Compare and contrast two or more interpretations of one event.
- Compare and contrast possible solutions to an issue citing relevant information.
- Examine social studies issues.
- Differentiate information.
- Assess primary and secondary sources to determine accuracy and validity.
- Analyze maps and charts to support conclusions.
- Analyze options available in historical or contemporary situation.
- Analyze and draw conclusions based on relevant information.

#### Synthesis:

- Create written work that expresses personal opinion and support it with relevant evidence.
- Organize and cite evidence from primary and secondary sources to support conclusions.
- Orally present information and support with evidence from primary and secondary sources.

- Participate in debates.
- Present persuasive pieces and use appropriate visual evidence.
- Cite evidence to support and/or critique historian's interpretation of an event.
- Develop a plan of action to provide a solution to an issue.

**Evaluation:**

- Evaluate the credibility of a speaker.
- Assess ad weight impacts.
- Detect and analyze propaganda, censorship and bias.
- Justify different points of view.

# Social Studies Curriculum

## Big Idea/Essential Questions/Summative Assessments

### Grades K – 8

Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
K	<p>Events reoccur and affect people's lives.</p> <p>--People can be different but still have feelings and ideas.</p> <p>--People can work together to solve problems.</p>	<p>How are you different now than when you were a baby? How is your family different? What traditions do you celebrate? How is today different from yesterday?</p>	<p>1.1.1, 1.1.2, 1.2.5</p>	<p>--Draw and write about a family tradition - include pictures and/or objects.</p> <p>--Create visual timeline from beginning of year to end of school year.</p> <p>--Draw and write about things learned or experienced during the year (possibly structured as an autobiography).</p> <p>--Daily journal/diary</p> <p>--Display of personal artifacts; with explanations of the importance of items selected.</p> <p>--Complete a summary of the holidays and/or vacations celebrated through the year.</p> <p>--Create a graph about their favorite weather, food, color, toy, etc.</p> <p>On-going assessments:</p> <p>--Use puppets to act out feelings.</p> <p>--Discuss an event that caused specific feelings.</p>
	<p>--People can be different but still have feelings and ideas.</p> <p>--People can work together to solve problems.</p> <p>--Good citizens create safe communities.</p> <p>--There are important places in our town.</p>	<p>How do we know how someone feels? Why do we share our ideas? Why should we work together?</p> <p>How can you be a good citizen? How do good citizens make places safe? Why do we need important places? Which places are important?</p>	<p>3.1.1, 3.3.2, 1.3.6, 1.8.14, 1.9.16, 1.11.20</p>	<p>--Role-play community helpers doing a specific job.</p> <p>--Brainstorm solutions to common school problems such as access to a desired toy or material through shared writing and dictation. Practice using those solutions. Switch places and practice using another student's solution.</p> <p>--Draw and write about community helpers and jobs and why their jobs are important (could incorporate use of puppets and specific dialogue).</p> <p>--Create a poster of community helpers and their places of work.</p>
	<p>Individual choices help or hurt our environment.</p>	<p>How can our actions help to keep our environment safe? How can our actions hurt the environment?</p>	<p>1.4.8, 1.6.11, 1.7.12, 1.7.13, 1.10.18</p> <p>1.5.9</p>	<p>--Develop and act out skits about making a poor choice and what a person or animal could tell them about the impact of that choice; focus of skit would be to encourage good choices.</p> <p>--Draw and write about one thing that each person could do that would help maintain the environment (or improve it).</p> <p>--Create a collage of things that are nature-made and man-made from items collected on a nature walk.</p>

1 <sup>st</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	<p>--We celebrate holidays to connect the past with the present.</p> <p>--Family members share a culture.</p>	<p>What are some things you do every year with your family that are part of your family history? What is a favorite holiday? Why? What does your family do that is always special? What are some things your family does that make you different and special?</p>	<p>1.1.1, 1.1.2, 1.2.3</p>	<p>Each student will contribute information about their family traditions for a particular holiday which will be charted for the class to compare and contrast.</p> <p>Suggested items are:</p> <ul style="list-style-type: none"> <li>o photo collections;</li> <li>o recipes;</li> <li>o memoirs of holiday experiences;</li> <li>o reenactment of a holiday tradition in a particular family.</li> </ul> <p>Possible extensions: make a graph of traditions/foods that are similar across cultures.</p>
	<p>--Rules and laws are important for the safety of all people.</p> <p>--It is important for people to work together to be productive.</p>	<p>Why do we feel safe when we know there are rules and laws to follow? What could happen if no one had to follow rules and laws? What do people need to do to work together well? How do people act when they are working together? What could happen if people didn't work together?</p>	<p>1.7.12, 1.8.13, 1.8.14, 1.9.16, 1.9.17, 3.1.1, 3.2.2, 3.3.3</p>	<p>--Collaboratively develop rules for classroom.</p> <p>--Create a puppet show that compares appropriate and inappropriate behaviors</p> <p>--Assign a group project. Children work on teams to complete it. Each group comes up with a list of how to instructions to complete the task.</p>
	<p>Maps and globes help us learn where we are in the world.</p>	<p>Why are maps/globes important? Why do we use them?</p>	<p>1.4.5, 1.4.6</p>	<p>--Create bulletin board of the continents, oceans, islands, etc. Use compass rose to explain where each is on the Earth.</p> <p>--Draw a map of the state of Connecticut and place the town of Preston correctly on the map.</p> <p>--Each student creates a map of their street in Preston or a map of an important location in Preston.</p>
	<p>Learning what we need is important for living.</p>	<p>What to you need every day to be healthy? What are some things that you want? Do you need them to be healthy? Why or why not?</p>	<p>1.10.19, 1.11.20, 1.5.9</p>	<p>--Create a collage of representative needs/wants.</p> <p>--Create an advertisement promoting the needs for life</p> <p>--Students make individual displays of things that are a necessity in their life and things that they want.</p>

2 <sup>nd</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	<p>--Many people play significant roles in history.</p> <p>--Social institutions contribute to our community.</p>	<p>Who has influenced our town's history? How has Preston been a part of history? Who has contributed to our community? How have they contributed to our community? How do we contribute?</p>	<p>1.1.1, 1.13.20</p>	<p>--Write a biography explaining the significant roles and contributions an individual has had in Preston's history.</p> <p>--Create a museum display with a variety of artifacts that reflect the significant roles/contributions of an individual in state/local history.</p> <p>--Develop a classroom scrapbook including captions for explanation of individuals who have played significant roles in Preston's history.</p> <p>--Create a brochure for specific institutions (scouts, service organizations, sports teams, etc.) explaining how they contribute to our community.</p>
	<p>People can develop solutions to problems.</p>	<p>What is a problem? What do you do when there is a problem? Why is it important to work together?</p>	<p>3.2.3, 3.3.4</p>	<p>Possible on-going assessments:</p> <p>--Engage in class discussions regarding perspectives and feelings on the same situation.</p> <p>--Given a task and directions, students will work together to</p> <ul style="list-style-type: none"> <li>o efficiently use resources;</li> <li>o share team work equably;</li> <li>o ensure completion based on directions.</li> </ul>
	<p>--People participate in government.</p> <p>--Rules and laws help to maintain order and safety.</p>	<p>What is government? How do we choose our leaders? What is safety? How can we stay safe?</p>	<p>1.7.11, 1.8.13</p>	<p>--Develop a set of rules for the classroom and create a poster to display these rules. Also, develop a set of rules and/or laws for when one is out in the community (grocery store, park, movie theatre, etc.) and create a poster to display these rules/laws.</p> <p>--Participate in a school-wide or classroom election for a specific purpose. Also, design brochures or posters about the candidates/issues.</p>
	<p>Every town has different features.</p>	<p>How are towns the same? How are they different? Can a town affect the way you live?</p>	<p>1.4.5</p>	<p>--Compare and contrast the features of different towns including Preston by creating collages that incorporate each town's individual features.</p> <p>--Develop a photo collection depicting the different features of a variety of towns including Preston.</p>
	<p>Changes affect people and their environment.</p>	<p>How does our environment change? How does the environment affect people?</p>	<p>1.5.7, 1.5.8, 1.6.10</p>	<p>--Make a chart of rural, suburban and urban settings (describe settings, types of housing, local resources, transportation, etc.) and analyze the benefits and drawbacks of living in all three locations.</p> <p>--Interview family members to determine where ancestors and descendants have lived; chart former and current locations of family members' residences on a map and present explanations of why members moved over time.</p> <p>--Identify severe weather (i.e., hurricane, tornado, drought, etc.) and explain how these events impact people's lives; use non-fiction sources (newspapers, magazines, Internet postings) to document real events and their impact.</p>

<b>2<sup>nd</sup> Grade</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Targeted Power Standards</b>	<b>Recommended Summative Assessments</b>
	There are many kinds of resources.	What are resources? How do they vary?	1.10.15, 1.10.16	--Make a chart of resources available in CT/Preston (identify type of resource, where located, whether each is naturally occurring or man-made, how each is useful). Students develop individual charts of resources required to meet individual needs and wants.

3 <sup>rd</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	<p>--Several historical documents impact the way we live in the US.</p> <p>--Many people play significant roles in our country's history.</p> <p>--There are connections between events in our local history and regional history.</p>	<p>What historical documents affect the way we live in the United States? How do these documents impact the lives of people in the U.S.? Who has influenced our country's history? How have the ideas of these individuals influenced our country's history? How is our local and/or state history connected to significant events in our country's history?</p>	<p>1.1.1, 1.1.2, 1.2.3, 3.1.1</p>	<p>--Create a scrapbook for the purpose of highlighting the contributions and events surrounding a significant historical figure in our local, regional or national history.</p> <p>--Conduct a news interview with one historical figure that played a significant role in the formation of one of our historical national documents (e.g., Constitution, Bill of Rights, Declaration of Independence).</p> <p>--Write a thank you letter to a historical figure for his or her contribution/s (e.g. James Madison/the Constitution, Rosa Parks/civil rights) which influences and affects the way individuals live in the U.S. today. Include statements about how life would be different today without his/her contribution.</p> <p>--Create an illustrated timeline highlighting significant events in local and or regional history.</p> <p>--Create a bulletin board or museum display showcasing the life and accomplishments of an individual who has influenced our country's history.</p>
	<p>Many different landforms and bodies of water form the surface of the Earth.</p>	<p>What are some major landforms on the surface of the Earth? What are some major bodies of water on the surface of the Earth?</p>	<p>1.4.5, 1.4.6, 1.4.7</p>	<p>--Create/label a map to show major landforms and bodies of water which form the surface of the Earth.</p> <p>--Create different types of maps for a specific region (political, physical, climate, product, resource, population, etc.). Include a key with the appropriate symbols and other important features for each map.</p> <p>--Create a photo collection of various cities or attractions in the world. Display photos on a wall size map of the world. In the caption for each photo identify the site and give appropriate absolute and/or relative location.</p>

<b>3<sup>rd</sup> Grade</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Targeted Power Standards</b>	<b>Recommended Summative Assessments</b>
	<p>People's lives affect and are affected by geography and natural resources.</p> <p>People move for various reasons.</p>	<p>How do geography and natural resources affect the way people live? How do humans affect the environment? How can this impact people's lives within a community? Why did people settle in various areas in their community? Why do people move today?</p>	<p>1.5.8, 1.5.9, 1.6.10, 1.6.11, 1.10.18, 1.10.19</p>	<p>--Create a poster, flyer or radio commercial advertising life in a specific region of the country. Include key information (geographical features, natural resources, occupational opportunities, educational or cultural information) or any other important facts which will promote settlement in this area.</p> <p>--Write several diary or journal entries describing your life now that you have settled in your new community. Describe your new home and community. Why did you choose to live in this community? Describe your family's move to this community. Compare your way of living in this community with your lifestyle in your previous community.</p> <p>--Write a letter to your family back home. Describe your experience of moving to your new community. Why have you settled in this new community? Describe your lifestyle, occupation and others who live in this community. How are they alike or similar to you? How do you feel about your new home?</p> <p>--Design a travel guide or brochure highlighting a specific region. Include information (geographic, economic, historic etc.) that would be important for future residents of this community.</p>
	<p>Citizens need to be involved in their government.</p>	<p>What role do citizens play in their government? Why do citizens need to be involved in their government?</p>	<p>1.7.12, 1.8.13, 1.9.16, 1.9.17, 3.3.4</p>	<p>--Design a bumper sticker or newspaper advertisement encouraging eligible residents of a community to vote.</p> <p>--Take on the role of citizens and government officials in a community. Identify the need for a specific law in your community. Reenact the process of creating laws in your community.</p> <p>--Identify a contemporary issue. After researching the issue design a campaign (speeches, slogans, newspaper and other media ads, letters to the editor posters, etc.) to inform the public or residents in a community. Take the role of the proponent or the opponent.</p> <p>--Write a letter or complaint to your government officials about an important issue in your community.</p> <p>--Use graphic organizers to identify the structure and basic services of your local government.</p> <p>--Create a brochure for new residents in your community. Illustrate the need for them to be involved in their government. (This can be done on the local, state or national level.) Identify their rights and responsibilities as citizens of this community.</p>

<b>4<sup>th</sup> Grade</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Targeted Power Standards</b>	<b>Recommended Summative Assessments</b>
	Individuals and events influence history.	What events have brought about changes in CT's history? How have they done so? Which people have brought about changes in CT's history? What has their influence been?	1.1.1, 1.1.2, 1.2.3, 1.2.4, 3.1.1, 3.2.2, 3.2.3, 3.3.4	<p>--Students choose a person from a list of individuals determined to be influential to CT's history in order to do an oral presentation. They must prove that the figure in question did indeed influence CT's history by creating or helping to create change. Students will:</p> <ul style="list-style-type: none"> <li>o read a biography/autobiography;</li> <li>o research individual online or by using other relevant text resources;</li> <li>o write a report or create a PowerPoint explaining the contribution to CT's history made by the individual;</li> <li>o create a poster/timeline of significant events in individual's life.</li> </ul> <p>--Acting in the role of a reporter or a contemporary, students write about an event that influenced CT's history. Students will create an article or journal/diary entries about the impact of the event on the community/their life and the lives of those closest to them. The event is followed over a period of time (determined by its nature). Students use primary and secondary and primary sources to conduct research.</p> <p>Students develop either a group or individual oral presentation with maps based one of the following situations:</p> <ul style="list-style-type: none"> <li>o Your Native American Council has asked you to scout areas in "CT" that would be good for settlement (provide areas suitable for hunting / farming / shelter);</li> <li>o The church elders have asked you to investigate suitable areas for settlement south of the MA Bay Colony;</li> </ul> <p>A group of wealthy investors has asked you to find sites along CT's rivers that would be ideal for trade &amp;/or manufacturing during the colonial or federal or industrial time periods.</p>
	Natural resources, climate and landscape will influence where and how people live.	How do the natural resources, climate, and physical features of an area influence its choice as a settlement site?	1.4.8, 1.4.9, 1.5.10	

4 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	<p>People migrate for many reasons, but where they settle will impact the people who are already there.</p>	<p>What influences people to leave their home and start a new life elsewhere?            What economic and geographic factors influence where people decide to settle? How are people impacted when a new group of people moves into their area?</p>	<p>1.1.2, 1.6.12</p>	<p>Students choose a cultural group (from the British Isles, Germany, Eastern Europe, Asia, the Caribbean, etc.) and investigate the wave(s) of migration into the colony/state of CT. Through information presented in class and gathered on their own the student(s) will determine the motivation for emigration.            Areas of settlement within the state should be presented in map format.            Other ways the group has influenced or is influencing Connecticut, such as contributions to the workforce, to a specific trade (Italian stone masons), to culture (the arts, music, food, etc.), and other areas should be presented as well.</p>
	<p>In order to feel safe and taken care of, people want and need rules.</p>	<p>Why do people make rules?            Why are rules important for groups/societies?</p>	<p>1.7.13, 1.7.14, 1.8.15,            1.9.17, 1.11.21</p>	<p>After learning in class about the way government works and how people give to and receive from a government:</p> <ul style="list-style-type: none"> <li>o student pairs or groups will generate an explanation or argument of the pros and/or cons of (teacher chosen) laws/taxes/citizen responsibilities that are generally considered to be the most basic in order for any government to function effectively.</li> <li>o student groups will each come up with what they consider to be the laws, taxes, and citizen responsibilities that a government needs in order to be effective. They must include justification for the various laws and taxes and explain why the chosen responsibilities are important. They will need to explain what they think the consequences would be if a government does not have the laws/taxes they have identified.</li> </ul>

4 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	To obtain goods and services, people must give up something.	What do people do to provide for themselves and their family?	1.10.18, 1.10.19, 1.11.20	<p>After being provided with a basic explanation of various value exchange systems (trade, barter, currency, etc.) and generating a list of those things considered to be life's necessities (food, water, shelter, clothing, etc.):</p> <ul style="list-style-type: none"> <li>o students will create a settlement/town and situations where exchanges take place;</li> <li>o students are given a situation where 20 families are going to create a new settlement. The students need to decide what trades, businesses, vocations, professions need to be represented for a successful, self-sustained community. Students identify situations when trade, barter or currency can be used.</li> <li>o students will generate a list of necessary or generally standard purchases that need to be planned and saved for over a period of time. Ways in which an individual would need to make choices in order to save for the purchases need to be considered.</li> </ul> <p>After being provided with a basic explanation of various value exchange systems (trade, barter, currency, etc.) and generating a list of those things considered to be life's necessities (food, water, shelter, clothing, etc.):</p> <ul style="list-style-type: none"> <li>o students will create a settlement/town and situations where exchanges take place;</li> <li>o students are given a situation where 20 families are going to create a new settlement. The students need to decide what trades, businesses, vocations, professions need to be represented for a successful, self-sustained community. Students identify situations when trade, barter or currency can be used.</li> <li>o students will generate a list of necessary or generally standard purchases that need to be planned and saved for over a period of time. Ways in which an individual would need to make choices in order to save for the purchases need to be considered.</li> </ul>

5 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	Differences can be resolved through conflict or compromise.	When has a difference been solved by compromise? When has a difference been solved by conflict?	1.1.3, 1.1.4, 1.1.5, 1.2.6, 3.1.1	<ul style="list-style-type: none"> <li>--Assign roles and reenact the Constitutional Convention, focusing on specific topics, such as representation of large states vs. small states, slavery, etc.</li> <li>--Write a letter to King George as a Patriot or Loyalist regarding your stance on whether or not to break ties with Great Britain.</li> <li>--Write a journal about colonial events from King George III's perspective after a specific event, such as the Boston Massacre, Boston Tea Party, etc.</li> <li>--Write a newspaper article about colonial events from a colonist's perspective after a specific event, such as the Boston Massacre, Boston Tea Party, etc.</li> <li>--After reading the Declaration of Independence, write a reaction from the point of view of a Patriot, Loyalist, delegate/signer, or King George III. Use specific text examples to support your viewpoint.</li> </ul>
	Individuals can influence history.	Who has influenced US history? How have their ideas influenced US history?	1.1.1, 1.1.4, 1.1.5, 1.2.6, 3.2.4, 3.3.5	<ul style="list-style-type: none"> <li>--Research and write a biography on a historical figure. Emphasizing his/her important contribution(s) to U.S history, write a thank you note, create a personal scrapbook, gather props/costume to act out this role for classmates, or create a PowerPoint presentation.</li> <li>--Interview an historical figure. Write both the questions and responses.</li> <li>--Choose an explorer and write/give a speech that details why his exploration/discovery was very important.</li> <li>--Complete a cause/effect graphic organizer on the American Revolution.</li> </ul>
	<ul style="list-style-type: none"> <li>--Geography influences migration.</li> <li>--Resources are dependent on geography.</li> </ul>	Why did people come to North America? Where did they come from and where did they settle in North America? How did the geographical/topographical characteristics of North America impact where Europeans settled?	1.3.9, 1.4.9, 1.4.11, 1.5.12, 1.6.14, 1.13.23	<ul style="list-style-type: none"> <li>--Write multiple journal entries from a colonist's point of view regarding experiences leaving Europe, the voyage to the New World, where he/she settled, and why this was or was not a good choice. Include predictions for the future.</li> <li>--Create a poster advertisement for a particular colony. Describe the colony and the benefits of living there.</li> <li>--Create a travel guide of places to settle in North America. Include latitude and longitude coordinates.</li> </ul>

5 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	Trade links people and resources.	How has trade linked different parts of the world and our country?	1.10.19, 1.12.22	<ul style="list-style-type: none"> <li>--Create/label a map to show the Columbian exchange.</li> <li>--Create/label a map to show the triangular trade route.</li> <li>--Create a map with a key to show the chief products of the 13 colonies.</li> <li>--Write a sea captain's log about his involvement in the triangular trade. Discuss his itinerary, the cargo (carried and what traded for), people he encounters, and events during his voyage.</li> <li>--Using books and the Internet, research the Triangular Trade and create a museum display. A rubric could be used that outlines the requirements such as including at least one artifact from each trade partner with a provenance card that explains the history of the artifact.</li> <li>--Complete a graphic organizer that outlines the 3 branches of government (who heads it, duties of, etc.).</li> <li>--Using a graphic organizer, compare/contrast U.S. local (Preston), state (CT) &amp; national governments.</li> <li>--After brainstorming issues and/or taxes, take the position of a constituent and: <ul style="list-style-type: none"> <li>• write a letter to the First Selectman of Preston regarding your opinion on a current town issue.</li> <li>• write a letter to the governor of Connecticut regarding your opinion of a particular state tax.</li> <li>• write a letter to the President of the U.S. regarding your opinion on a particular federal tax.</li> </ul> </li> <li>--Stage debates with each side arguing the pros or cons of voting, paying taxes, obeying laws.</li> <li>--After reading specific folktales or fables (such as Aesop's), write your own fable with a moral that explains the importance of government. For example: "Laws are necessary in order to protect people's rights", or "A successful government requires participation by its people".</li> <li>--Within groups, students create their own fictional town/city, state, or country using the appropriate structure of our current government.</li> </ul>
	Government has a structure which requires participation.	How is government structured at the local, state, & national levels? What roles do citizens have in government? Why do citizens need to have these roles?	1.7.15, 1.7.16, 1.9.18	

6 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	All people have their own point of view.	How does point of view influence a person's view of an issue?	1.1.2, 1.1.3, 1.3.6, 1.3.8, 3.1.1, 3.2.2, 3.3.5	<p>--Explain what events led up to:</p> <ul style="list-style-type: none"> <li>o The First Persian War OR</li> <li>o Peloponnesian War.</li> </ul> <p>Include in your explanation the view point and strategy of Sparta/Athens or leaders such as Pericles.</p> <p>--Write a letter as a Spartan, Persian or Athenian to convince your fellow citizens to take up your cause and follow you into battle.</p> <p>--Construct a timeline to identify the events that led to the Persian War or Peloponnesian War. Be sure to identify the view point.</p>
	<p>--Arts, music, architecture, etc. explain culture.</p> <p>-- Migration/movement is related to culture.</p>	How do art, music, architecture, etc. explain a culture? How is culture related to migration/movement? How and why does this culture move?	1.3.5, 1.3.7, 1.6.15, 1.13.24, 1.13.26	<p>--Write a two-part poem for two voices to be chorally read (potential source—<i>A Joyful Noise</i>) about the legacies of art, music, architecture and literature from Ancient Greece and Rome.</p> <p>--The Seven Wonders of the Ancient World are to be destroyed by a group of ancient statesmen. They want to use the land for building purposes. Design a campaign to convince the statesmen not to go forward with their plan. Be sure to include your reasons for your opposition including the relevance of these sites to the modern day world.</p>
	<p>--All citizens have rights, roles and responsibilities.</p> <p>-- Government evolves over time.</p>	What are the rights, roles and responsibilities of citizens in this region/country? How do government structures and systems change over time in this region?	1.7.16, 1.9.19	<p>--Make a T-bar comparing/contrasting the roles and responsibilities of the citizens of Greece and Rome. Make a time line illustrating the evolution of the two civilizations over time. Prepare an oral presentation.</p> <p>--Write a letter to Cleisthenes, the father of democracy, comparing the government of ancient Greece to the government of the US. Explain each branch and its function.</p>
	<p>--Geographic factors help explain historical events or contemporary issues.</p> <p>-- Maps, charts, graphs, labels and symbols organize information about a region.</p>	How does geography explain historical events? Contemporary events? How do maps, charts, graphs, labels and symbols help us to understand a region?	1.4.9, 1.4.10, 1.4.11, 2.1.1, 2.5.8, 2.5.10	<p>--Design a series of thematic maps that illustrate the following:</p> <ul style="list-style-type: none"> <li>o Physical features of Greece;</li> <li>o Products of Greece;</li> <li>o Land use of Greece;</li> <li>o Climate of Greece;</li> <li>o Journey of Alexander the Great.</li> </ul> <p>--Design a series of thematic maps that illustrate the following:</p> <ul style="list-style-type: none"> <li>o Physical features of Rome/Italy;</li> <li>o Products of Rome/Italy;</li> <li>o Land use of Rome/Italy;</li> <li>o Climate of Rome/Italy;</li> <li>o Battles/journeys/occupations conducted by Augustus, Hannibal, Scipio and Caesar.</li> </ul>

6 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	<p>--Humanity impacts environment; environment impacts humanity. -- Economics are based on resources and the systems that define them.</p>	<p>How do people impact the environment? How does the environment impact people? What are the resources of this region? What are the systems that define its economy?</p>	<p>1.5.13, 1.11.21, 1.13.26</p>	<p>--Design a guide for the people of ancient Greece explaining how to maximize their environment and use it to their advantage. Be sure to respond to each of these questions:</p> <ul style="list-style-type: none"> <li>o How do people impact the environment?</li> <li>o How does the environment impact people?</li> <li>o What are the resources of this region?</li> </ul> <p>What are the systems that define its economy?</p>

7 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	All people have their own point of view.	How does point of view influence a person's view of an issue?	1.1.3, 1.3.8, 1.13.27, 3.1.2, 3.2.3, 3.3.4	--Participate in a panel discussion to determine which world leader of those studied was the most successful and had the most influence within his country as well as around the world during his lifetime. Students not on the panel will respond to points made by those on the panel. Non-panelists will then justify which ruler they determine to be the most successful by identifying five key factors.
	--Arts, music, architecture, etc. explain culture. -- Migration/movement is related to culture.	How do art, music, architecture, etc. explain a culture? How is culture related to migration/movement? How and why does this culture move?	1.3.5, 1.3.7, 1.13.26, 1.6.14, 1.6.15, 1.13.27, 1.13.27	--Design and/or make a model of an Egyptian tomb. Explain the objects that would be placed in the tomb as well as their significance. Create visual presentation of artifacts/objects. --Create a poster to show and explain the influence of Buddhism and Hinduism on Indian art and architecture. --Design a tourist brochure which highlights and explains China's cultural hotspots.
	--All citizens have rights, roles and responsibilities as a citizen. -- Government evolves over time.	What are the rights, roles and responsibilities of citizens in this region/country? How do government structures and systems change over time in this region?	1.7.16, 1.7.17, 1.9.20, 1.13.27	--Create a guide for newcomers on being a responsible citizen in China. Explain the rules, rights and responsibilities of citizens. --Create a three minute skit to illustrate life on a Chinese commune during the Maoist regime. --Create a timeline that depicts the evolution of the role of women in India from the Mughal Empire to Indira Gandhi. Include at least five women. --Choose one Mesopotamian leader and one Egyptian Pharaoh. Compare their ruling styles to answer the following questions: How did their subjects respond to them? What made them successful or unsuccessful leaders?
	--Geographic factors help explain historical events or contemporary issues. -- Maps, charts, graphs, labels and symbols organize information about a region.	How does geography explain historical events? Contemporary events? How do maps, charts, graphs, labels and symbols help us to understand a region?	1.4.9, 2.1.1, 2.2.4, 2.5.8	--Design a series of maps that illustrate the following: o The Kingdoms of Egypt; o The route followed to collect materials to build the pyramids. --Design a series of maps that illustrate the following: o Land use of India; o The Monsoons in South Asia; o The Spread of Buddhism and Hinduism. --Design a series of maps that illustrate the following: o The Silk Road; o The physical features of China.

7 <sup>th</sup> Grade	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Targeted Power Standards</b>	<b>Recommended Summative Assessments</b>
	<p>--Humanity impacts the environment; the environment impact humanity.</p> <p>-- Economics are based on resources and the systems that define them.</p>	<p>How do people impact the environment? How does the environment impact people? What are the resources of this region? What are the systems that define its economy?</p>	<p>1.5.12, 1.10.21, 1.11.22, 1.12.24</p>	<p>--Choose one location along the Nile River and create a visual presentation depicting how the Nile has impacted the people and how the people have impacted the Nile.</p> <p>--Create a visual presentation on how the monsoons affect the people of India. Answer the following question: Why is the water supply a problem in many parts of the subcontinent?</p> <p>--Create a visual presentation on how the physical environment affects the Chinese population. Answer the following question: How has the population of China affected its environment.</p>

8 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	Individuals, ideas and beliefs influenced US history.	Who has influenced US history? How have their ideas and beliefs been influential?	1.1.2, 1.1.3, 1.1.4, 1.2.10, 1.3.11, 1.13.26, 1.13.27, 1.13.28, 3.1.1, 3.1.2	<p>--You are the publisher of a newspaper in 1842. One of your reporters has written an article about Dorr's Rebellion (<i>We the People</i>, pg. 107). Respond with an editorial either supporting or attacking Dorr.</p> <p>--Research and write a biography on one of the representative to the Constitutional Convention. Emphasize his contributions and create one of the following:</p> <ul style="list-style-type: none"> <li>o A personal journal relating his experience each day at the Convention;</li> <li>o A personal scrapbook of items significant to the Convention;</li> <li>o A skit with appropriate props/costumes to act out the representative's role;</li> <li>o A PowerPoint presentation on the role this representative played at the Convention.</li> </ul> <p>--Interview one of the founders/frameers of the Constitution. Write both the questions and the responses.</p> <p>--After accessing the Constitution through the National Archives, read the Preamble and interpret it using modern day language.</p>
	Differences are resolved through compromise or conflict.	How have differences been resolved by conflict? How have differences been resolved by compromise?	1.1.1, 1.1.5, 1.1.8, 1.1.9, 1.9.21, 3.1.1, 3.2.3, 3.2.4, 3.3.6	<p>--Choose a stance in one of the following conflicts:</p> <ul style="list-style-type: none"> <li>o Constitutional Convention (North vs. South, abolition of slavery);</li> <li>o Revolutionary War (i.e., Tories vs. Whigs, Patriots vs. Loyalists);</li> <li>o Westward Expansion (settlers vs. Native Americans, concentration of Native Americans on reservations)</li> </ul> <p>Conduct a debate on the issue, justifying each different point of view.</p>

8 <sup>th</sup> Grade	Big Ideas	Essential Questions	Targeted Power Standards	Recommended Summative Assessments
	<p>--Each branch of the US government has a different function.</p> <p>-- US citizens have constitutional rights and responsibilities.</p>	<p>What are the functions of each branch of US government? What are the constitutional rights of US citizens? What are the constitutional responsibilities of US citizens?</p>	<p>1.7.17, 1.8.18, 1.9.19, 1.9.20, 1.9.21</p>	<p>--Conduct a public hearing on the passage of proposed legislation (ex: <i>We the People</i>, pg. 84 – 86). Divide into two groups, one group taking the role of a Senator and staff, the other group representing citizens of the Senator's state. State citizens prepare for the public hearing by researching the topic of the bill and preparing arguments either for or against its passage; Senator and staff listen to arguments and present responses based on Constitutions rights (i.e., individual rights, protections, common welfare).</p> <p>--Differentiate the functions of the three branches of government by creating a map of Washington showing the locations of each branch and explaining who leads each branch as well as the duties and responsibilities of those who hold positions in each branch.</p> <p>--Create a three minute skit explaining what it would be like to live in a country that is in a "state of nature" or that has no Bill of Rights.</p>
	<p>--Geography influences US economic and political development.</p> <p>--Specific factors promoted US growth and economic expansion.</p> <p>--The migration of cultural groups influences specific US regions.</p>	<p>How has geography influenced US economic development? How has geography influenced US political development? Describe the factors that have promoted US growth and economic expansion. How has the migration of cultural groups influenced specific US regions?</p>	<p>1.1.8, 1.4.14, 1.6.16, 1.11.23, 1.12.24, 1.12.25</p>	<p>--Research a Gilded Age industrialist and answer the following question: Does the industrialist deserve the title, Robber Baron?</p> <p>--Take on the role of either a Chinese or Irish immigrant working on the Transcontinental Railroad. Write a letter or diary entry back home describing what life is like.</p> <p>--Research and create a model of one communication invention during the Industrial Age. Explain how the invention helped business by promoting growth and economic expansion.</p>

# Preston Board of Education

## Policies, Regulations, and Bylaws

4118.6

4218.6

### **Personnel - Certified-Non-Certified**

#### **Rights, Responsibilities and Duties**

#### **Policy on Social Networking**

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

- 1) interferes with the work of the school district;
- 2) is used to harass coworkers or other members of the school community;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees,
- 5) disrupts the work of the school district;
- 6) harms the goodwill and reputation of the school district in the community; or
- 7) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

#### **Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

**Policy adopted:**

# Preston Board of Education

## Policies, Regulations, and Bylaws

4118.6

4218.6

### Personnel - Certified-Non-Certified

#### Rights, Responsibilities and Duties

#### Regulation on Social Networking

##### **ADMINISTRATIVE REGULATIONS REGARDING USE OF SOCIAL MEDIA**

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

- 8) interferes with the work of the school district;
- 9) is used to harass coworkers or other members of the school community;
- 10) creates a hostile work environment;
- 11) breaches confidentiality obligations of school district employees,
- 12) disrupts the work of the school district;
- 13) harms the goodwill and reputation of the school district in the community; or
- 14) violates the law, board policies and/or other school rules and regulations.

##### **Definitions:**

Social media includes, but is not limited to, social networking sites, such as Twitter, Facebook, LinkedIn, YouTube, and MySpace.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

##### **Rules Concerning Personal Social Media Activity**

1. An employee may not mention, discuss or reference the Board of Education, the school district or its individual schools, programs or teams on personal social networking sites, unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.
2. Employees must refrain from mentioning other Board of Education employees or other members of the school community (e.g., parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to same.

3. **Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal social media, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.**
4. **Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note that this prohibition extends to the use of logos or trademarks associated with individual schools, programs or teams of the school district.**
5. **Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.**
6. **Employees are individually responsible for their personal posts on social media. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. As such activities are outside the scope of employment, employees may be personally liable for such claims.**
7. **Employees are required to comply with all Board of Education policies and procedures with respect to the use of computer equipment, networks or electronic devices when accessing social media sites. Any access to personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.**
8. **The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any personal communication or post made through social media while using district computers, cellular telephones or other electronic data devices.**
9. **All posts on personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.**
10. **An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post**

Board of Education material on a social media site or webpage without written permission of his/her supervisor.

11. All Board of Education policies that regulate off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

### **Rules Concerning District-Sponsored Social Media Activity**

1. If an employee seeks to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her supervisor prior to setting up the site.
2. If an employee wishes to use Facebook or other similar social media site to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or an school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
  - o The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel, and "monitored" (e.g. the employee had the ability to access and supervise communications on the social media site).
  - o When Facebook is used as the social media site, members will not be established as "friends," but as members of the group list. When other social media sites are used, the employee will establish a similar parameter on the basis of the functionality of the social media site utilized.
  - o Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator, supervisor or coach). Persons desiring to access the page may join only after the employee invites them and allows them to join.
  - o Parents shall be permitted to access any site that their child has been invited to join.
  - o Access to the site may only be permitted for educational purposes related to the club, activity, organization or team.
  - o The employee responsible for the site will monitor it regularly.
  - o The employee's supervisor shall be permitted access to any site established by the employee for a school-related purpose.
  - o Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
3. Employees are required to use appropriately respectful speech in their social media posts on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications.

4. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of computer equipment, networks or devices when accessing district-sponsored social media sites.
5. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication or post made through social media while using district computers, cellular telephones or other data devices.
6. All posts on district-sponsored social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.
7. An employee may not link a district-sponsored social media site or webpage to any personal social media sites or sites not sponsored by the school district.
8. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purpose.
9. An employee may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

#### **Disciplinary Consequences**

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

#### **Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

**Regulation adopted:**

## **Memorandum of Agreement**

The Preston Board of Education (hereinafter the "Board of Education") and the Board of Selectmen for the Town of Preston (hereinafter the "Board of Selectmen") (collectively referred to as the "parties" or the "Boards") hereby agree to the following:

1. The parties desire to hire a Director of Finance and School Business Operations (hereinafter the "Director of Finance") who will work jointly for the Board of Education and the Board of Selectmen.
2. The parties agree to form a committee for purposes of interviewing candidates for the Director of Finance position. The Board of Education, the Board of Selectmen and the Preston Board of Finance may each appoint up to two (2) individuals to serve on the committee.
3. The committee will recommend a finalist or finalists to the First Selectman and the Superintendent of Schools, who will interview said finalist(s). The First Selectman and the Superintendent of Schools will each make a recommendation to their respective Boards on the candidate(s). The parties understand and agree that the recommendation of the First Selectman to the Board of Selectman and the recommendation of the Superintendent of Schools to the Board of Education shall not bind their respective Boards. Moreover, in the event that both Boards do not accept a candidate, the Board rejecting the candidate shall not be bound to accept such candidate and the Board in favor of the candidate may, at its discretion, hire the candidate to work exclusively for such Board. The parties further agree that in the event they are unable to reach an agreement on an acceptable candidate from the finalist or finalists recommended to their respective Boards by the First Selectman and the Superintendent of Schools, they will continue to make a good faith effort to find a candidate acceptable to both parties provided, however, that nothing herein shall require either party to continue such joint effort beyond three (3) months from the commencement of the interview process.
4. The parties understand and agree that as a condition of employment and as a condition of the parties agreement to jointly employ the Director of Finance, the Director of Finance will dedicate eighty percent (80%) of his work time for work on behalf of the Board of Education and twenty percent (20%) of his work time for work on behalf of the Board of Selectmen.
5. The parties agree that eighty percent (80%) of the Director of Finance's salary shall be the responsibility of the Board of Education and twenty percent (20%) of the Director of Finance's salary shall be the responsibility of the Board of Selectmen. Costs related to benefits shall

also be shared based upon an eighty percent (80%)/twenty percent (20%) division.

6. The parties agree that in the event either party to this Memorandum of Agreement believes that the Director of Finance is required for a greater percentage of time than the percentages set forth under paragraph 5 herein, the party requiring the Director of Finance for the greater percentage of time must request and receive written approval from the other party for such additional use. If such request is denied, the Director of Finance will continue to work within the percentages set forth under paragraph 5 herein. A copy of any correspondences between the parties relating to the application of this paragraph will be provided to the Board of Finance.
7. The parties agree that in the event the Director of Finance works beyond the percentages set forth under paragraph 5 herein and written approval has been secured as set forth under paragraph 7 herein, the parties will revisit the percentage of remuneration paid by the Board of Education and the Board of Selectmen.
8. The parties agree that in the event the Director of Finance works beyond the percentages set forth under paragraph 5 herein for a party to this Memorandum of Agreement and written approval from the other party has not been secured, the party being adversely impacted may provide written notice to the other party of its termination of this Memorandum of Agreement. Accordingly, the joint use of the Director of Finance will cease upon receipt of such notice. Alternatively, if the party being adversely impacted does not wish to terminate this Memorandum of Agreement, the party being adversely impacted will be provided by the other party, upon demand, with a greater percentage of the Director of Finance's salary, as determined by the adversely impacted party. A copy of any correspondences between the parties relating to the application of this paragraph will be provided to the Board of Finance.
9. The parties agree that the joint use of the Director of Finance may be discontinued at any time, provided that the parties either: (1) agree, in writing, to discontinue this arrangement; or (2) either party provides the other with sixty (60) days written notice of its desire and intent to discontinue the joint use of the Director of Finance. Moreover, the joint use of the Director of Finance may be discontinued based upon a violation of this Memorandum of Agreement, as set forth under paragraph 9 herein. A copy of any correspondences between the parties relating to the application of this paragraph will be provided to the Board of Finance.
10. In the event that either option is selected under paragraph 10 herein or if there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Selectmen, the Board of Education, at its

discretion, may continue to employ the Director of Finance solely as an employee of the Board of Education.

11. In the event that either option is selected under paragraph 10 herein and the Board of Education elects not to continue to employ the Director of Finance, the Board of Selectmen, at its discretion, may continue to employ the Director of Finance solely as an employee of the Town of Preston.
12. In the event that there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Education, the Board of Selectmen, at its discretion, may continue to employ the Director of Finance solely as an employee of the Town of Preston.
13. The parties agree that if either the Board of Education or the Board of Selectmen desire to terminate the Director of Finance in accordance with the terms of his/her employment agreement, the other party may continue to employ him or her.
14. The parties agree that the terms and conditions of employment for the Director of Finance shall be set forth in an Employment Agreement between the Board of Education, Town of Preston and the Director of Finance. The terms and conditions enumerated in the Employment Agreement shall be agreed to by the Board of Education and the Board of Selectmen. Such terms and conditions shall include the Director of Finance's duties and responsibilities with respect to the Town of Preston Board of Finance.
15. This Memorandum of Agreement and a Memorandum of Agreement between the Board of Education, the Board of Selectmen and the Board of Finance for the Town of Preston (Attached hereto as Appendix A) contain the full and complete understanding between the parties. No other promises or agreements shall be binding or of any effect unless they are signed by the parties.
16. This Memorandum of Agreement is subject to approval by the Preston Board of Education and the Preston Board of Selectmen.

\_\_\_\_\_  
Preston Board of Education

\_\_\_\_\_  
Board of Selectmen for the  
Town of Preston

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Memorandum of Agreement

The Preston Board of Education (hereinafter the "Board of Education") and the Board of Selectmen for the Town of Preston (hereinafter the "Board of Selectmen") (collectively referred to as the "parties" or the "Boards") hereby agree to the following:

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2. The parties agree to form a committee for purposes of interviewing candidates for the Director of Finance position. The Board of Education, the Board of Selectmen and the Preston Board of Finance may each appoint up to two (2) individuals to serve on the committee.
3. The committee will recommend a finalist or finalists to the First Selectman and the Superintendent of Schools, who will interview said finalist(s). The First Selectman and the Superintendent of Schools will each make a recommendation to their respective Boards on the candidate(s). The parties understand and agree that the recommendation of the First Selectman to the Board of Selectman and the recommendation of the Superintendent of Schools to the Board of Education shall not bind their respective Boards. Moreover, in the event that both Boards do not accept a candidate, the Board rejecting the candidate shall not be bound to accept such candidate and the Board in favor of the candidate may, at its discretion, hire the candidate to work exclusively for such Board. **The parties further agree that in the event they are unable to reach an agreement on an acceptable candidate from the finalist or finalists recommended to their respective Boards by the First Selectman and the Superintendent of Schools, they will continue to make a good faith effort to find a candidate acceptable to both parties, provided, however, that nothing herein shall require either party to continue such joint effort beyond three (3) months from the commencement of the interview process.**
4. ~~The parties agree that an individual will not be hired for such joint position until both the Board of Education and the Town of Preston have successfully installed and fully integrated the Phoenix financial software previously purchased by the parties, as determined by a representative of the Town Auditor. In determining whether the Board of Education and the Town of Preston have successfully installed and fully integrated the Phoenix financial software, the following criteria must be met by the Board of Education and the Town of Preston: (a) All employee payrolls are produced solely on the Phoenix financial software; and (b) Quickbooks and IMG are being used only as legacy systems for transaction/budget history,~~

~~except for funds/processes not intended for conversion to the Phoenix financial software.~~

5. The parties understand and agree that as a condition of employment and as a condition of the parties agreement to jointly employ the Director of Finance, the Director of Finance will dedicate eighty percent (80%) of his work time for work on behalf of the Board of Education and twenty percent (20%) of his work time for work on behalf of the Board of Selectmen.
6. The parties agree that eighty percent (80%) of the Director of Finance's salary shall be the responsibility of the Board of Education and twenty percent (20%) of the Director of Finance's salary shall be the responsibility of the Board of Selectmen. Costs related to benefits shall also be shared based upon an eighty percent (80%)/twenty percent (20%) division.
7. The parties agree that in the event either party to this Memorandum of Agreement believes that the Director of Finance is required for a greater percentage of time than the percentages set forth under paragraph 5 herein, the party requiring the Director of Finance for the greater percentage of time must request and receive written approval from the other party for such additional use. If such request is denied, the Director of Finance will continue to work within the percentages set forth under paragraph 5 herein. A copy of any correspondences between the parties relating to the application of this paragraph will be provided to the Board of Finance.
8. The parties agree that in the event the Director of Finance works beyond the percentages set forth under paragraph 5 herein and written approval has been secured as set forth under paragraph 7 herein, the parties will revisit the percentage of remuneration paid by the Board of Education and the Board of Selectmen.
9. The parties agree that in the event the Director of Finance works beyond the percentages set forth under paragraph 5 herein for a party to this Memorandum of Agreement and written approval from the other party has not been secured, the party being adversely impacted may provide written notice to the other party of its termination of this Memorandum of Agreement. Accordingly, the joint use of the Director of Finance will cease upon receipt of such notice. Alternatively, if the party being adversely impacted does not wish to terminate this Memorandum of Agreement, the party being adversely impacted will be provided by the other party, upon demand, with a greater percentage of the Director of Finance's salary, as determined by the adversely impacted party. A copy of any correspondences between the parties relating to the application of this paragraph will be provided to the Board of Finance.

10. The parties agree that the joint use of the Director of Finance may be discontinued at any time, provided that the parties either: (1) agree, in writing, to discontinue this arrangement; or (2) either party provides the other with sixty (60) days written notice of its desire and intent to discontinue the joint use of the Director of Finance. Moreover, the joint use of the Director of Finance may be discontinued based upon a violation of this Memorandum of Agreement, as set forth under paragraph 9 herein. A copy of any correspondences between the parties relating to the application of this paragraph will be provided to the Board of Finance.
11. In the event that either option is selected under paragraph 10 herein or if there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Selectmen, the Board of Education, at its discretion, may continue to employ the Director of Finance solely as an employee of the Board of Education.
12. In the event that either option is selected under paragraph 10 herein and the Board of Education elects not to continue to employ the Director of Finance, the Board of Selectmen, at its discretion, may continue to employ the Director of Finance solely as an employee of the Town of Preston.
13. In the event that there has been a violation of paragraph 9 of this Memorandum of Agreement by the Board of Education, the Board of Selectmen, at its discretion, may continue to employ the Director of Finance solely as an employee of the Town of Preston.
14. The parties agree that if either the Board of Education or the Board of Selectmen desire to terminate the Director of Finance in accordance with the terms of his/her employment agreement, the other party may continue to employ him or her.
15. The parties agree that the terms and conditions of employment for the Director of Finance shall be set forth in an Employment Agreement between the Board of Education, Town of Preston and the Director of Finance. The terms and conditions enumerated in the Employment Agreement shall be agreed to by the Board of Education and the Board of Selectmen. Such terms and conditions shall include the Director of Finance's duties and responsibilities with respect to the Town of Preston Board of Finance.
16. This Memorandum of Agreement and a Memorandum of Agreement between the Board of Education, the Board of Selectmen and the Board of Finance for the Town of Preston (Attached hereto as Appendix A) contain the full and complete understanding between the parties. No other

promises or agreements shall be binding or of any effect unless they are signed by the parties.

17. This Memorandum of Agreement is subject to approval by the Preston Board of Education and the Preston Board of Selectmen.

\_\_\_\_\_  
Preston Board of Education

\_\_\_\_\_  
Board of Selectmen for the  
Town of Preston

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**PRESTON PUBLIC SCHOOLS**  
**Office of the Superintendent of Schools**  
**325 Shetucket Turnpike**  
**Preston, Connecticut 06365-8631**

**John J. Welch, Ed.D.**  
*Superintendent of Schools*  
*welchj@prestonschools.org*

**(860) 889-6098**  
**FAX (860) 889-8685**

May 4, 2011

To: Chairperson and Members of the Preston Board of Education

From: John J. Welch, Ed. D.

Re: Bus Garage

Please be advised that Mrs. Aziza Clayton has replaced Ms. Jill Finley at the bus garage, effective May 2, 2011. Like her predecessor, Mrs. Clayton's services are being provided by Kelly Staffing Services.

cc: Mrs. Hibbard

Mrs. Linda Allard  
174 Old Jewett City Rd.  
Preston, CT 06565  
860-917-6678

April 12, 2011

Dr. John J. Welch, Ed.D.  
Superintendent of Schools  
325 Shetucket Tpke.  
Preston, CT 06365

Dear Dr. Welch,

Please accept this letter as a formal notification that I will be leaving my position as Instructional Assistant with the Preston Public School System as of Monday, April 25, 2011.

I have been afforded the opportunity to work with many wonderful students and peers within the classroom setting. If I can be of any assistance during this transition time, please let me know.

Sincerely,

*Linda Allard*

Linda Allard



Weston Solutions, Inc.  
124 Hebron Avenue, Suite 3B  
Glastonbury, CT 06033-4321  
Phone: 860-368-3200  
Fax: 860-368-3201

28 April 2011

Mr. Jack Welch  
Superintendent  
Preston Public Schools  
325 Shetucket Turnpike  
Preston, Connecticut 06365

Subject: **Preston Veteran's Memorial School  
No. 2 Fuel Oil Release  
Treatment System Operation, Maintenance and Monitoring  
Status Update**

Dear Jack:

Weston Solutions, Inc. (Weston) was contracted by Preston Public Schools to provide environmental services pertaining to operation and maintenance and monitoring the performance of the groundwater treatment/oil recovery system (System) installed by Weston at the Preston Veterans Memorial School (PVMS) to help contain and cleanup a fuel oil release to the school's Mechanical Room. This letter is a status update of Weston's operational, monitoring and monitoring work completed to date.

**I. BACKGROUND INFORMATION**

The Preston Veterans Memorial School is located at 325 Shetucket Turnpike, Preston, Connecticut (Figure 1). The school's septic system and Mechanical Room were impacted by a release of fuel oil that occurred on Sunday December 27, 2009. The release was caused by an equipment failure in the Number 2 boiler fuel supply system which resulted in a loss of between 5,000 and 5,100 gallons of No. 2 fuel oil.

**II. APPLICABLE GROUNDWATER REGULATORY CRITERIA**

The Connecticut Department of Environmental Protection (CTDEP) Remediation Standard Regulations (RSRs) Groundwater Protection Criteria (GPC) and Residential Groundwater Volatilization Criteria (RVC) apply to groundwater at the VMS property as the groundwater is rated use class GA, and the building is used as a school. Since no public water supply is available within 200 feet of VMS, the RSRs require that groundwater be remediated to background conditions.

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### **III. MONITORING WELL INSTALLATION**

A network of 2-inch diameter monitoring wells was installed by Columbia Environmental Drilling, Inc. using hollow stem auger drilling methods. Monitoring wells OWPW-1 through OWPW-4 were installed on April 1 and 2, 2010. Monitoring wells VMS-1 through VMS-5 were installed on June 2 and 3, 2010. These wells were constructed of 0.01-inch polyvinyl chloride (PVC) screen and PCV riser, with the top of screen set approximately 3 feet above the water table. All wells were completed with sand screen packs, bentonite filter pack seals and flush mount protective covers. The locations of these wells are depicted on Figure 2.

### **IV. TREATMENT AND OIL RECOVERY SYSTEM OPERATION AND MAINTAINANCE**

The system became operational on August 9, 2010. The groundwater treatment train consists of one 600-pound organoclay oil-absorption canister, and two 300-pound activated carbon absorption canisters connected in series. System effluent discharges to surface water (Choate Book) via the VMS stormwater drainage system. Registration for a General Permit for Discharge of Groundwater Remediation Wastewater to Surface Water (General Permit) was filed with CTDEP on August 27, 2010. The maximum System discharge rate allowed under the General Permit is 13 gallons per minute (GPM).

The average groundwater pumping rate between October 2010 and April 2011 was 4.96 GPM, ranging from 1.5 GPM in January 2011 to 10.5 GPM in December 2010. Approximately 1.8 million gallons of groundwater has been treated and discharged as of April 21, 2011. Weston's observations of system operational characteristics indicates that maintaining the groundwater treatment system discharge flow rate in the 2.5 to 4.5 GPM range minimizes bag filter change out and back flushing of absorptive media canisters while maintaining good hydraulic control over the oil-impacted area.

The oil recovery system consists of six Xitech oil skimmer pumps, a pump controller and a 55-gallon oil storage tank. Approximately 20 gallons of No. 2 fuel oil has been recovered by the system since it began operation in August 2010. Recovered oil is collected periodically by the Town and used as fuel in the Department of Public Works garage heating system.

System maintenance is been performed by trained PVMS maintenance staff and Weston since startup. Maintenance performed by PVMS staff includes replacement of bag filters and back flushing of treatment system chemical absorption canisters. Maintenance performed by Weston includes as-needed replacement or repair of system components, and routine change-out of the organoclay and activated carbon canisters. Since startup, Weston has changed out one organo-clay and one carbon absorption canister. This change out was performed on April 21, 2011.

### **V. MONITORING ACTIVITIES**

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### **Treatment System Monitoring**

Monthly monitoring of System's effluent discharge flow and chemical composition has been conducted at the Site by Weston since August 2010 in accordance with the requirements of the General Permit. No exceedances of the General Permit discharge criteria have occurred since System startup. The first annual System discharge monitoring report was submitted to the Connecticut Department of Environmental Protection (CTDEP) on October 25, 2010. The next report is due in October 2011.

### **Groundwater Monitoring**

Weston's groundwater monitoring activities consisted of collection and analysis of 3 rounds of groundwater samples from nine 2-inch diameter groundwater monitoring wells (OWPW-1 through OWPW-4 and VMS 1 through VMS-5) on February 9, 2010, June 24, 2010 and November 11, 2010. Weston also measured depth to groundwater and determined the presence and thickness of free phase oil during these three sample rounds and during an additional round of groundwater depth measurements conducted on April 21, 2011.

## **VI. SUMMARY OF MONITORING PROGRAM RESULTS**

Prior to System startup, groundwater flow direction in the vicinity of the Mechanical Room release area was to the west and northwest. Measurement of groundwater flow in November 2010 and April 2011 shows that extraction of groundwater by the System's pumping well has created a radial flow pattern in which groundwater flows inward toward the release area (Figure 2) thereby preventing downgradient migration of contaminated groundwater.

Analysis of post-startup groundwater samples collected during the November 2010 sample round indicated that contaminant migration appeared to have been curtailed, as no contamination was detected downgradient of the Septic System release area or the west side of the PVMS building. Groundwater contamination was limited to the immediate vicinity of the Mechanical Room release area (at monitoring well OWPW-4 which is located a few feet east of the treatment system pumping well). Concentrations of contamination in this well diminished by an order of magnitude after System startup (from 24,680 µg/L in June 2010 to 2,468 µg/L in November 2011).

In June 2010, prior to System operation, approximately 5 inches of product was detected in monitoring well OWPW-4. During the November 2010 post-startup monitoring round, the level of product in this well declined to approximately 0.12 inches. No product was detected in this well in April 2011, although approximately 0.12 inches of product was detected in monitoring well OWPW-3 which is located approximately 45 feet north of the System pumping well.

## **VII. CONCLUSIONS**

The groundwater treatment and oil recovery components of the System are operating properly. Results of the November 2010 and April 2011 groundwater depth measurements indicate that operation of the System has established a radial groundwater flow pattern that directs groundwater in the vicinity of the Mechanical Room release area toward the



Town of Preston, Connecticut

28 April 2011  
Page 4

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pumping well thereby preventing downgradient migration of petroleum contaminated groundwater. The thickness of free product and concentrations of petroleum constituents detected in samples collected from the monitoring well (OWPW-4) located adjacent to the Mechanical Room release area declined significantly after system start up.

In the near future, Weston will be providing Preston Public Schools with a proposal for the continued operation, maintenance and monitoring of the System during Fiscal Year 2012.

Please feel free to contact me if you have any questions regarding this operational summary.

Regards,

Weston Solutions, Inc.

A handwritten signature in black ink that reads "John L. Meyer". The signature is written in a cursive style with a large initial "J" and "M".

John L. Meyer, LEP  
Project Manager

**Attachments:**

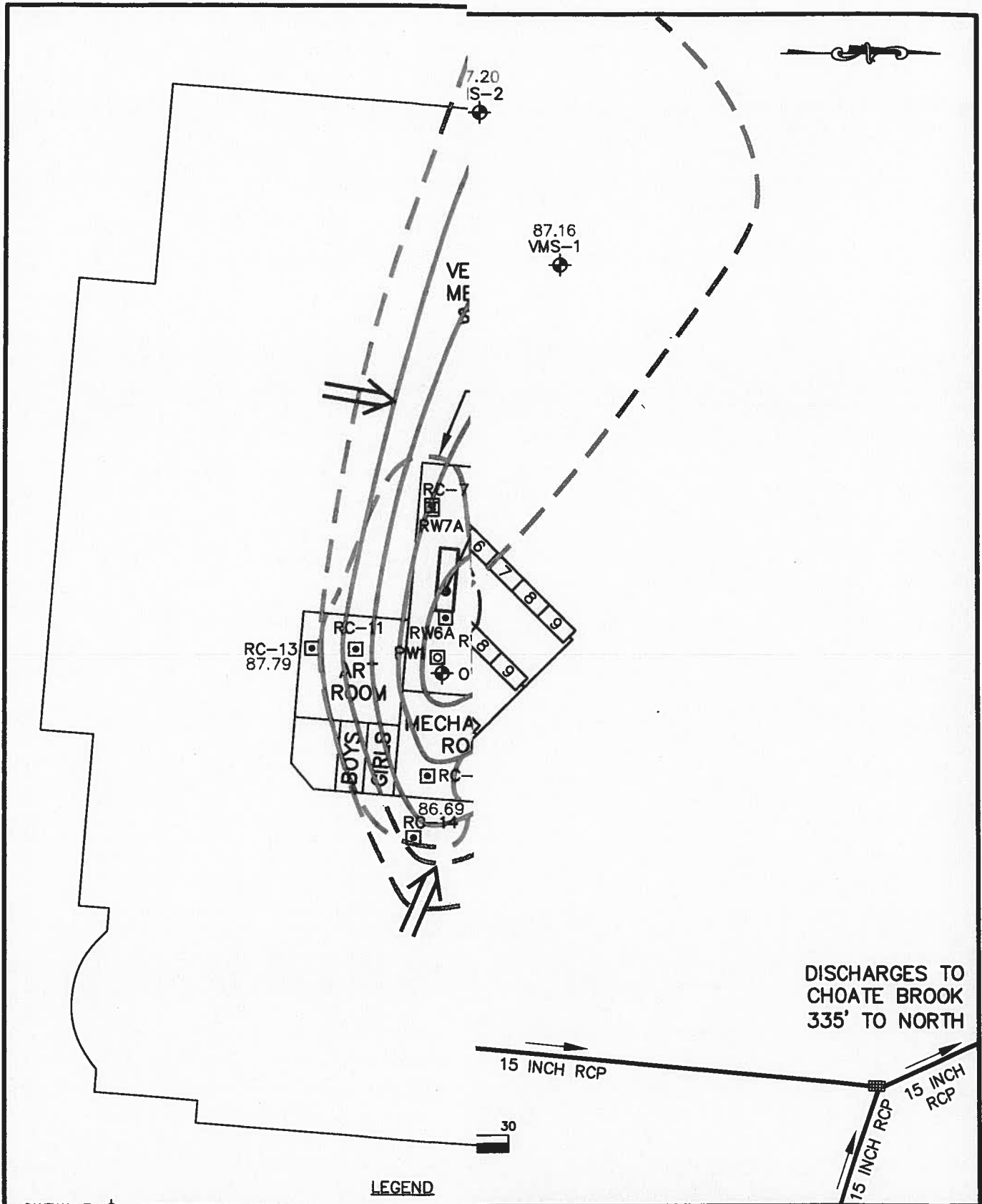
Figure 1 Site Location Map

Figure 2 Groundwater Monitoring Well Locations and Groundwater Contours

Table 1 Groundwater Depth and Elevation



M:\Design\DWG\Preston - CT\2011\Veterans Memorial School\GW Contour Map - 4-21-11.dwg, MWs ONLY, 4/26/2011 1:27:18 PM, GIRARDEB, 1:1



**LEGEND**

- OWPW-3 MONITORING WELL
- RW2B PRODUCT RECOVERY WELL
- PW1 PRODUCT RECOVERY AND GROUNDWATER EXTRACTION WELL
- 83.79 GROUNDWATER ELEVATION
- LEACHING GALLERY



NEW HAMPSHIRE

DATE APR 2011	DES. ENG.	DATE	W.O. NO. 14501.002.008
DATE	SCALE AS SHOWN	REVISION	FIGURE NO. 2

**TABLE 1**  
**GROUNDWATER DEPTH AND ELEVATION**  
**April 21, 2011**  
**PRESTON VETERANS MEMORIAL SCHOOL, PRESTON, CONNECTICUT**

Well ID	OWPW-1	OWPW-2	OWPW-3	OWPW-4	VMS-1	VMS-2	VMS-3	VMS-4	VMS-5	RC7	RC9	RC13	RC14
Elevation TOC <sup>1</sup>	99.14	98.75	98.98	98.98	97.81	97.47	97.64	98.92	99.74	99.36	99.77	99.64	98.54
Date	4/21/2011	4/21/2011	4/21/2011	4/21/2011	1/0/1900	4/21/2011	4/21/2011	4/21/2011	4/21/2011	4/21/2011	4/21/2011	4/21/2011	4/21/2011
Depth to Groundwater (ft)	12.04	12.7	11.94	13.84	10.65	10.27	10.78	12.84	11.85	12.24	12.54	11.85	11.85
Groundwater Elevation (ft)	87.10	86.05	87.04	85.14	87.16	87.20	86.86	86.08	87.89	87.12	87.23	87.79	86.69

1. Elevation based on an arbitrary benchmark of 100 feet  
 Approximately 0.01 feet (0.12 inches) of oil was measured in monitoring well OWPW-3



**PRESTON PUBLIC SCHOOLS**  
Office of the Superintendent of Schools  
325 Shetucket Turnpike  
Preston, Connecticut 06365-8631

**John J. Welch, Ed.D.**  
*Superintendent of Schools*  
[welchj@prestonschools.org](mailto:welchj@prestonschools.org)

**(860) 889-6098**  
**FAX (860) 889-8685**

April 14, 2011

Miss Amanda Migliaccio  
61 River Road  
Preston, CT 06365

Dear Amanda,

I would like to thank you for representing the interests of your fellow students at the Preston Board of Education Meeting on April 11, 2011 regarding excess class funds. From my perspective, the Student Council made a wise and compassionate choice in deciding to award those excess funds to a worthy charity.

Best wishes for your continuing success as a student at Preston Plains Middle School.

Very truly yours,

A handwritten signature in cursive script that reads "John J. Welch".

John J. Welch, Ed. D.

cc: Mr. Bernier  
Mrs. Riley  
Preston Board of Education

4/22/11

Dear Mr. Harris,

I am writing to you with regards to the Special Meeting of the Preston Board of Education that occurred on Friday, April 15, 2011. The agenda was posted stating that the meeting was to occur at 5:00pm in the Preston Veterans Memorial Library, with the call of the meeting "Discussion of the authorization for the leasing of 2 vans." Since I was unable to attend, I have the following questions:

1) According to the minutes, the meeting convened at 5:30pm, Why?

2) It is my understanding that a quorum of the board convened the meeting in the front hallway of the school and not in the library as posted. Since this was at variance with the posting and subsequently the law, why did the meeting occur in the hallway?

3) The agenda reflects the call of the meeting as:

"Discussion of the authorization for the leasing of 2 vans"

However, according to the minutes, the following votes were taken:

"Moved, to rescind the lease and park the vans until approved by the board."

"Moved, to have the Superintendent and Accounting staff sign an affirmation stating that they will follow policy 3160."

Aside from the fact that I believe the administration has followed Policy 3160, I'm confused as to why the posted agenda and the noted actions of that meeting are in direct conflict with the FOIA for Special Meetings, namely "...The notice shall specify the time and place of the Special Meeting and the business to be transacted. No other business shall be considered at such meetings by such public agency." Why then did the board take action contrary to the notice of the meeting?

And finally,

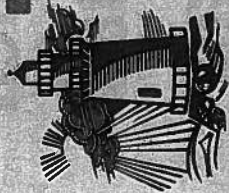
4) Since it was a Special Meeting, I did not receive written notice to that effect at my home as required by the FOIA. I know that at least one other member who did not either. May I assume that no one received such notice. If so, why not?

I respectfully request your written response to these questions on or before May 11, 2011.  
Thank you.

Sincerely,

Pauline Andruskiewicz

Cc: Preston Board of Education  
Superintendent  
Atty. Nick Grello



# THE THAMES RIVER TIMES

## INSIDE

- CALENDAR 4
- CLASSIFIED 8
- RELIGION 3

## BALANCING THE BUDGET

Ledyard council OKs small increase for town spending plan.

PAGE 2



To submit photos and

Computer Technology teacher Evelyn Dekiert, center, and Preston Veterans Memorial School seventh-grader Emily Harris, 12, work with Preston seniors Laura and Walter Wisniewski as they take part in a computer class for seniors featuring middle school student helpers at the Preston Veterans Memorial School on April 12.  
Photos by Tim Cook/The Day



# Bridging the Generation Gap

# Preston Students Teach Computer 101 to Seniors

Popular class benefits both generations

BY CLAIRE BESSETTE  
DAY STAFF WRITER

Preston — Ron Boysworth leaned over to help a fellow student get onto the Internet and access the Wikipedia page.

"I sound like I know what I'm doing, don't I," 71-year-old Boysworth joked. Six weeks ago, Boysworth not only didn't know anything about computers, he was downright intimidated by them. This week, he plans to buy one, thanks to a new Preston school program that brought about 40 senior citizens to the Preston Veterans Memorial School to learn how to use computers with the help of several seventh-graders from the Preston Plains Middle School.

"I was afraid to approach the computers at the library," Boysworth said. "Now, I'll just go right up to them."

His classmate, Glee Boyden, 81, is considering buying a laptop. She likes surfing the Internet, reading news items and exploring websites. She likes the Heritage Society and might join. But Boyden still is a little shy of e-mails and social networking. "I'm concerned about privacy."

During the final lesson for this beginning computer class, teacher Evelyn Dekert introduced the group to Wikipedia, cautioning them at the outset that the site's information on any specific topic might not be entirely accurate or complete.



Seventh-grade student helper Emily Harris, 12, left, helps Laura Wisniewski in navigating an Internet website during a "how to" computer class for Preston seniors at the Preston Veterans Memorial School on April 12. Photo by Tim Cook/The Day

Within several minutes, the students were looking up entries, filling out a worksheet Dekert provided and venturing beyond Wikipedia to various news websites. Some lost interest in the worksheet as they caught up on the day's news or something else caught their curiosity.

Gustina Powell, 68, seemed to be leaning in toward the monitor screen. Student Katelynn Hyde noticed immediately and asked if she wanted to make the font size larger. A few clicks later, Powell said "that's better."

Powell said she took the new class

Continued on Page 6

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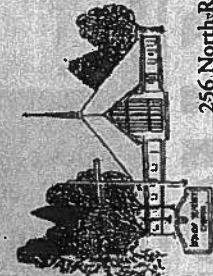
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	11 a.m.	Morning Prayer
	12 p.m.	The Great Litany
	6:20 p.m.	Good Friday Liturgy
	7 p.m.	Meditation in Song
Holy Saturday	7 p.m.	Tenebrae
Resurrection Sunday	6 a.m.	The Great Vigil of Easter, Service of Lights, Lighting of the Paschal Candle
	8 a.m.	Sunrise Holy Communion Service
	10:30 a.m.	Holy Communion Rite I
		Holy Communion Rite II, Family Service with Flowering of the Cross
Every Wednesday	7:00 p.m.	Holy Communion Rite I

031798

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**Good Friday - April 22**  
9:30-11am Children's Good Friday Activities/Program  
Noon Stations of the Cross

7:30 pm Service of Tenebrae based on the  
Seven Last Words from the Cross  
Music by Senior Choir and Concert Handbells

**Easter - April 24**  
Festive Celebrations of the Resurrection at 8, 9:30, and 11 am  
Special music with Senior Choir, Brass, JuBELLation and  
Concert Handbells

**Easter Breakfast**  
served 8:30 to 11 am

0313088

# Computers

Continued from Page 5

"Now we're bored," one student shouted as Dekiert explained how the class was progressing.

Several students said they were surprised at how quickly seniors who had never sat at a computer before picked up the techniques and even the lingo.

"At first, everyone was asking for help," said Janet Provencher, 13. "Now, they're helping each other. It's a lot of fun helping people. With everyone learning so fast, I hardly feel I'm needed anymore."

Advanced computer students last week experimented with Skype, an on-line video chat system. With webcams in the classroom, they got to make calls to one another.

"They were amazed that it's all free," Dekiert said.

Advanced students also learned how to buy and sell household items on Craigslist.

The class was the brainchild of Preston Superintendent John Welch, who stopped by for the first time on the final day for the beginner class. Welch said the idea came up last spring, when school officials were considering ways to bring the community into the schools as an "operational objective."

School officials offered Dekiert a \$1,000 stipend to teach three classes in beginning, intermediate and advanced computers to senior citizens, distributed fliers and set up posters advertising a six-week program from early March to early May. Dekiert is planning a graduation party.

About 40 people signed up and few have dropped out. Several students want to come back next spring either to take the same class again or advance to the next level.

"It's a great opportunity for members of the community to take advantage of some of our resources," Welch said. "And it's a nice touch to involve some of our students to be helpers."

[c.bessette@theday.com](mailto:c.bessette@theday.com)

# HOME WEEK

 **THE TIMES**  
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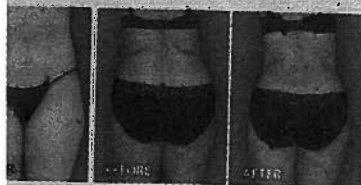
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