New Canaan Public Schools K-12 Social Studies Strands:
Enduring Understandings and Essential Questions

<table>
<thead>
<tr>
<th>Strands</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government/Civics</strong></td>
<td>A. In the U.S. and other parts of the world, various models of leadership create and influence structures of power to establish order and manage conflict in an effort to meet the needs of individuals and/or societies. (CTSS Framework: Civic and Political Institutions, Processes, Rules, and Laws)</td>
<td>(A) How do governments attempt to meet the needs of their citizens?</td>
</tr>
<tr>
<td></td>
<td>B. Citizenship in diverse local, national and global communities necessitates examining civic ideals and practices across time to understand how present practices connect to the principles upon which our democratic republic is based.</td>
<td>(A) How and why do people create, structure, maintain, and change government?</td>
</tr>
<tr>
<td></td>
<td>C. Democratic citizenship requires recognition of the rights, roles and status of the individual in relation to the common good; active and responsible participation; evaluation of political choices and decisions that individuals, groups and nations have made in the past to offer solutions to problems faced by contemporary society. (CTSS Framework: Participation and Deliberation: Applying Civic virtues and Democratic Principles)</td>
<td>(A) What is power?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A) To what extent do governments weigh the rights of individuals against the well-being of the masses?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(AC) What are the roles and responsibilities of citizens?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A/C) What is the balance between personal rights and civic responsibilities?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(B) How has the meaning of citizenship changed over time?</td>
</tr>
</tbody>
</table>
## New Canaan Public Schools K-12 Social Studies Strands:
### Enduring Understandings and Essential Questions

<table>
<thead>
<tr>
<th>Strands</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human and Physical Geography/Global Interaction</strong></td>
<td>A. Physical environment influences the needs, culture, skills, opportunities, interests, and decisions of individuals, groups, and governments.</td>
<td>(A) To what extent does geography determine who you become?</td>
</tr>
<tr>
<td></td>
<td>B. Understanding the relationship between wants and needs and the availability, consumption, and conservation of natural resources is essential to making informed decisions and drives the movement and interaction of peoples.</td>
<td>(A &amp; B) How does culture determine geography and geography determine culture?</td>
</tr>
<tr>
<td></td>
<td>C. Analyzing and understanding patterns and relationships between personal, cultural, and national interests and global priorities contribute to the development of possible solutions to persistent and emerging global issues.</td>
<td>(A,B &amp; E) How does the way societies represent their geography (maps, globes, etc.) reflect their world view?</td>
</tr>
<tr>
<td></td>
<td>D. Understanding the complexities, similarities and differences of various and diverse cultures that make up our global society allows individuals and members of various groups to develop an appreciation and respect for others.</td>
<td>(B) How do decisions concerning the allocation and use of resources impact individuals and groups as well as local, national, and international relationships?</td>
</tr>
<tr>
<td></td>
<td>E. Creating and analyzing geographical representations is an essential part of seeking new geographical knowledge that is useful in making decisions and solving problems.</td>
<td>(C) How do relationships among people, technology, resources and the environment influence global interdependence?</td>
</tr>
</tbody>
</table>

(CTSS Framework: Geographic Representations, Human Environment Interaction: Place, Regions, and Culture, Human Population: Spatial Patterns and Movement, Global Interconnections) | (C & D) How do values, beliefs and culture foster global understandings or misunderstandings? |
| | (B,C & D) How have patterns of human movement across time and space changed global relationships? | |
**New Canaan Public Schools K-12 Social Studies Strands:**
**Enduring Understandings and Essential Questions**

<table>
<thead>
<tr>
<th>Strands</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Culture** | All human cultures are unique and exhibit similarities and differences. People create, learn, and adapt culture to meet their needs. Understanding and exploring the concepts, perspectives, and principles of culture and civilizations allow individuals to develop an appreciation and respect for the various cultures in the local, state, national and world communities. | **A.** Cultures create, develop, and adapt systems of communications, beliefs, values, traditions, and customs in order to survive.  
**B.** Culture is both a unifying and divisive force that influences change and continuity throughout time.  
**C.** Understanding the similarities and differences of cultures and civilizations encourages individuals and members of various groups to develop an appreciation and respect for others. | **(A)** Why do cultures change, survive, thrive, evolve or end?  
**(A,B,C)** What occurs when cultures interact or collide?  
**(B & C)** How does cultural diversity affect the beliefs, values, traditions, and actions of a society?  
**(A,C)** How can understanding the beliefs, values, customs, and traditions of cultures promote global understanding and collaboration?  
**(B)** How does culture influence peoples’ behavior, perspective, actions, and reactions? |
### History

People, events, and issues from the past influence the present and future. Knowing how to read and reconstruct the past allows one to understand and develop a perspective of how time, continuity, and change affect a society.

Inquiry about the past involves acquiring knowledge about significant events, developments, individuals, groups, documents, places and ideas to support investigations about the past.

Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past.

In order to evaluate and create diverse interpretations of the past and apply insights to other contexts or circumstances, historical thinking and inquiry will require students to:

A. identify, describe, and evaluate evidence about the past from diverse sources and perspectives.

B. identify, analyze and evaluate multiple cause and effect relationships in a historical context, dynamics of continuity and change over periods of time, and models of periodization.

C. describe, compare, and evaluate multiple historical developments.

**CTSS Framework**
- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

**College Board Historical Thinking Skills:**
- Crafting Historical Arguments from Historical Evidence
- Chronological Reasoning
- Comparison and Contextualization
- Historical Interpretation and Synthesis

How does defining and framing a question about the past help you address the question by constructing an argument?

What is revealed by analyzing historical facts, events and patterns and how does this analysis influence decision making?

Is the world today a better place than the world of the past?

Why is it important to understand multiple interpretations of events?

How do historical legacies create both obstacles and opportunities for problem solving and decision making?

*These questions overlap with all enduring understandings.*
### New Canaan Public Schools K-12 Social Studies Strands:
Enduring Understandings and Essential Questions

<table>
<thead>
<tr>
<th>Strands</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Economics** | A. The availability and distribution of economic resources significantly influences individual, local, state, national, and international cooperation and conflict and informs decisions on how people organize for the production, distribution, consumption, and exchange of goods and services.  
B. A country’s economic philosophy, system, and resources can influence its political policies and leadership structure and determine or alter the quality of life of individuals and groups.  
C. Globalization trends and policies affect economic growth, labor markets, rights of citizens, as well as resource and income distribution in different nations. | (A) What impact does availability have on the production, distribution, and consumption of goods and services?  
(B) How do values and beliefs influence economic decisions in different societies?  
(A & B) How do economic decisions affect your life and the lives of others?  
(A & B) What are the costs and benefits of international trade?  
(C) How might globalization affect the rights of citizens? |

CTSS Framework:
- Economic Decision Making, Exchange and Markets,
- The National Economy, and the Global Economy
## New Canaan Public Schools K-12 Social Studies Strands:
### Enduring Understandings and Essential Questions

<table>
<thead>
<tr>
<th>Strands</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **STEM and Society** | Scientific and technological innovations affect the individual and the development of society. Understanding the changes over time in the ways people live, learn, and work through analyzing the implications and relationships among science, technology, society and the environment will lead to more informed problem solving and decision-making. | (A) How does the interaction of science, technology and environment influence society and history?  
  - Which people and what institutions might be most seriously harmed by a technological innovation?*  
  - What sort of people and institutions might acquire special economic and political power because of technological change?*  
(A, B) How does scientific and technological change affect a culture’s fundamental beliefs and values?  
(A,B) How have technological developments changed our sense and understanding of location and space?  
(A, B) How is technology a perpetual revolution?  
*Postman’s 6 Questions: https://librarianshipwreck.wordpress.com/2013/02/14/neil-postmans-6-questions-1-from-me/ |

A. Scientific and technological developments and innovations lead to intended and unintended results that can transform societies through their influences on economic, social, political, and environmental issues.

B. The increasing accumulation and accessibility of information has accelerated innovation but complicates problem solving and decision making.

challenges our understanding of truth

has transfer of knowledge, storage of information, communication, publishing.