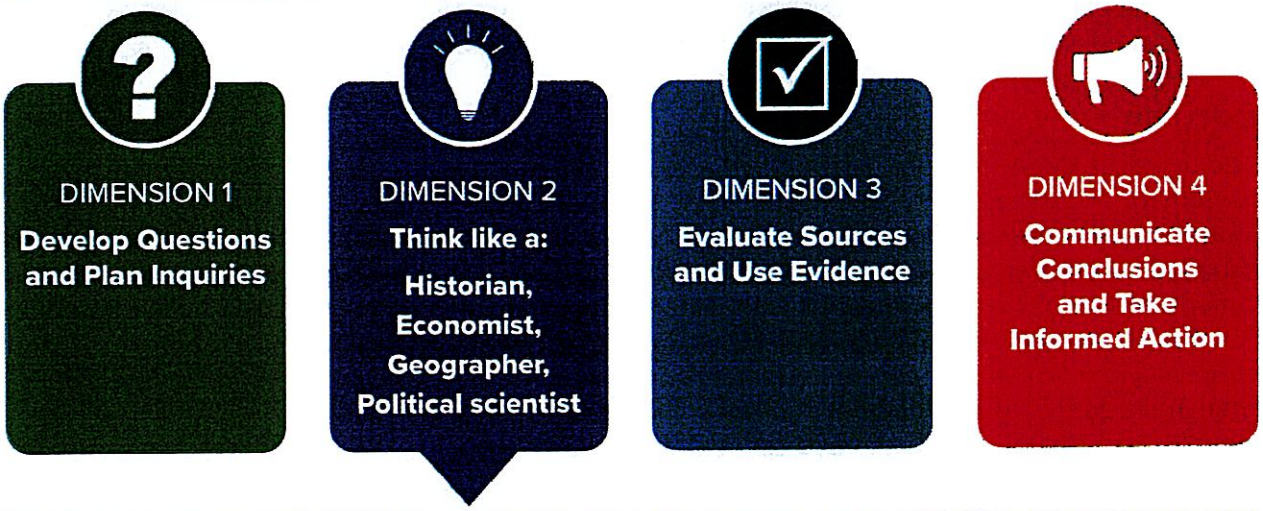
The inquiry process is critical for framing the way students learn about history, geography, civics, and economics, and is emphasized throughout this standards document. Each course includes course questions intended to guide districts as they create curriculum and serve as overarching questions for a course and its related topics. To successfully engage in inquiry, students and teachers will employ a balance of content and skills. This document integrates inquiry standards for each grade level to provide curriculum developers with a resource to support rich, relevant, and engaging social studies instruction by building the dimensions of inquiry directly into units of study and lesson plans.

Connecticut Elementary and Secondary Social Studies Inquiry Arc

The Connecticut Elementary and Secondary Social Studies Standards are grounded in the inquiry arc outlined in the College, Career, and Civic Live (C3) Framework. Comprised of four dimensions, the inquiry arc defines both what students can do and understand. Students inquire, source, and demonstrate their understanding of the content, both in- and out-of-school contexts.

Connecticut's Social Studies Students can:



Connecticut's Social Studies Students understand:

History
- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

Economics
- Economic Decision Making
- Exchange and Markets
- The Natural Economy
- The Global Economy

Geography
- Geographic Representation
- Human-Environment Interaction
- Human Population Trends
- Global Interconnections

Civics
- Civic and Political Institutions
- Participation and Deliberation
- Processes, Rules, and Laws