

Mapping Community Change Primary Source Packet Standards Alignment

The Mapping Community Change Primary Source Packet helps address the following national and state standards.

National Curriculum Standards for Social Studies, Grades 5-8 (National Council for Social Studies)

Time, Continuity, and Change Through the study of the past and its legacy, learners examine institutions, values, beliefs, and experiences of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

People, Places, and Environments. This theme helps learners to develop their spatial views and perspective of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places, and resources are located, why they are there, and why this matters.

Individual Development and Identity. Personal identity is shaped by family, peers, culture, lived experience, and institutional influences. In order for learners to be aware of their own individual development and identity, they should study the influence of various times, cultures, groups, and institutions on shaping individual and shared identity.

Individuals, Groups, and Institutions. Institutions such as families, and civic, educational, governmental, and religious organizations exert great influence on daily life. Organizations embody the core social needs, values and interests of the individuals and groups who comprise them.

Power, Authority, and Governance. Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine the how power and authority are or have been obtained in various systems of government.

Science, Technology, and Society. This theme explores how developments in science and technology impact individuals, groups, institutions, and societies.

The College, Career and Civic Life (C3) Framework for Social Studies State Standards

Dimension 1: Determining Helpful Sources: By the end of grade 8, individually and with others, students (D1.5.6-8) determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Dimension 1: Determining Helpful Sources: By the end of grade 12, individually and with others, students (D1.5.9-12) determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: Processes, Rules, and Laws: By the end of grade 8, individually and with others, students (D2.Civ.14.6-8) compare historical and contemporary means of changing societies, and promoting the common good.

Dimension 2: Processes, Rules, and Laws: By the end of grade 12, individually and with others, students (D2.Civ.14.9-12) analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 2: Geographic Representations: Spatial Views of the World: By the end of grade 8, individually and with others, students (D2.Geo.2.6-8) use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
Dimension 2: Geographic Representations: Spatial Views of the World: By the end of grade 12, individually and with others, students (D2.Geo.2.9-12) use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
Dimension 2: Human-Environment Interaction: Place, Regions, and Culture: By the end of grade 8, individually and with others, students (D2.Geo.6.6-8) explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
Dimension 2: Human-Environment Interaction: Place, Regions, and Culture: By the end of grade 12, individually and with others, students (D2.Geo.6.9-12) evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
Dimension 2: Human Population: Spatial Patterns and Movements: By the end of grade 8, individually and with others, students (D2.Geo.7.6-8) explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
Dimension 2: Human Population: Spatial Patterns and Movements: By the end of grade 12, individually and with others, students (D2.Geo.7.9-12) analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (D2.His.1.6-8) analyze connections among events and developments in broader historical contexts.
Dimension 2: Change, Continuity, and Context: By the end of grade 12, individually and with others, students (D2.His.1.9-12) evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (D2.His.2.6-8) classify series of historical events and developments as examples of change and/or continuity.
Dimension 2: Change, Continuity, and Context: By the end of grade 12, individually and with others, students (D2.His.2.9-12) analyze change and continuity in historical eras.
Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (D2.His.3.6-8) use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
Dimension 2: Change, Continuity, and Context: By the end of grade 12, individually and with others, students (D2.His.3.9-12) use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
Dimension 2: Perspectives: By the end of grade 8, individually and with others, students (D2.His.4.6-8) analyze multiple factors that influenced the perspectives of people during different historical eras.
Dimension 2: Perspectives: By the end of grade 12, individually and with others, students (D2.His.4.9-12) analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Dimension 2: Perspectives: By the end of grade 8, individually and with others, students (D2.His.6.6-8) analyze how people's perspectives influenced what information is available in the historical sources they created.
Dimension 2: Perspectives: By the end of grade 12, individually and with others, students (D2.His.6.9-12) analyze the ways in which the perspectives of those writing history shaped the history that they produced.
Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.10.6-8) detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
Dimension 2: Historical Sources and Evidence: By the end of grade 12, individually and with others, students (D2.His.10.9-12) detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.11.6-8) use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is easily identified.
Dimension 2: Historical Sources and Evidence: By the end of grade 12, individually and with others, students (D2.His.11.9-12) critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.12.6-8) use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
Dimension 2: Historical Sources and Evidence: By the end of grade 12, individually and with others, students (D2.His.12.9-12) use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.13.6-8) evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
Dimension 2: Causation and Argumentation: By the end of grade 8, individually and with others, students (D2.His.16.6-8) organize applicable evidence into a coherent argument about the past.
Dimension 2: Causation and Argumentation: By the end of grade 12, individually and with others, students (D2.His.16.9-12) integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
Dimension 3: Gathering and Evaluating Sources: By the end of grade 8, individually and with others, students (D3.2.6-8) evaluate the credibility of a source by determining its relevance and intended use.
Dimension 3: Gathering and Evaluating Sources: By the end of grade 12, individually and with others, students (D3.2.9-12) evaluate the credibility of a source by examining how experts value the source.