

Mystic Seaport Educational Programs' Connections to CT State Standards in Social Studies and Science**Social Studies****Strand 1: Content Knowledge (CT Social Studies Curriculum Framework Draft 2011)*****1.2: Significant events in local and CT history and their connections to U.S. history******GLEs:***

- Historical impact of Connecticut individuals, groups, and events
- Research the significance of CT historical sites

1.3: Significant events and themes in world history/international studies***GLEs:***

- Explain the influences that contributed to European exploration and colonization in CT
- Assess the slave trade's impact on American social institutions
- Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition)

1.4: Geographical space and place***GLEs:***

- Examine the geographical/topographical significance of the location of early American Colonial settlements (e.g. **coastal areas**, mountains, rivers, plains)
- Identify and locate Earth's various physical features (e.g. continents, oceans)
- Create a representation of geographic features (e.g. map, graph, model)
- Differentiate between absolute and relative locations (e.g. longitude and latitude versus proximity)

1.5: Interaction of humans and the environment***GLEs:***

- Describe how early colonists had to adapt to their environment (e.g. building materials, food)

1.6: Patterns of human movement across time and place***GLEs:***

- Analyze and assess factors that contributed to European migration.
- Analyze and draw conclusions about the impact of immigration on the United States at different stages in history.

Strand 2: History/Social Studies Literacy (CT Social Studies Curriculum Framework Draft 2011)***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)******GLEs:***

- Locate and gather information from primary and secondary sources
- Identify difference between primary and secondary sources
- Summarize information from primary and secondary sources
- Cite specific textual evidence to support analysis of primary and secondary sources
- Determine the central ideas or information of a primary or secondary source and provide an accurate summary

2.2: Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)***GLEs:***

- Compare and contrast information provided by primary and secondary sources
- Compare information about the same event using a variety of primary sources
- Analyze the relationship between a primary and secondary source on the same topic
- Assess primary and secondary sources, including Internet sources, to determine accuracy and validity

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.***GLEs:***

- Create written work (e.g. historical fiction essays) using primary sources (e.g. newspaper article, formal essay, poetry, play)

3.1: Use evidence to identify, analyze and evaluate historical interpretations***GLEs:***

- Evaluate the evidence related to different points of view of an event.

Alignment with Science Standards (CT Draft 2010)

4.1: *The position and motion of objects can be changed by pushing or pulling.*

4.3: *Water has a major role in shaping the earth's surface.*

GLEs:

- Describe the role of heat energy (i.e., heating and cooling) in the continuous cycling of water between the earth and the atmosphere through evaporation, condensation and precipitation.

5.3: *Most objects in the solar system are in a regular and predictable motion.*

GLEs:

- Explain the motion of the earth relative to the sun that causes Earth to experience cycles of day and night.
- Construct models demonstrating Earth's rotation on its axis, the moon's revolution around the earth, and the earth and moon revolving around the sun.
- Distinguish between the sun as a source of light and the moon as a reflection of that light.
- Observe and record the moon's appearance over time and analyze findings to describe the cyclical changes in its appearance from Earth (moon phases).
- Relate the moon phases to changes in the moon's position relative to the earth and sun during its 29-day revolution around the earth