

A blue-tinted image showing a globe with white paper cutouts of people holding hands, symbolizing global unity or migration. The cutouts are arranged in a line, holding hands, and are positioned over the map of Africa and Europe. The globe is slightly out of focus, and the cutouts are sharp white shapes. The overall theme is global unity and migration.

K-12 Social Studies Curriculum Guide

May 2007

Executive Summary of Social Studies Curriculum Revision Completion - May 2007

Overview of noticeable changes in NH Minimum State Standards and national and state curriculum frameworks translated to SAU 39's local curriculum guide:

I. Changes in State Minimum School Approval Standards

An increase in focus on integration of all disciplines within the social sciences

At the **K-8 level** a social studies program will provide students the opportunity to “acquire knowledge and understanding of civics, economics, geography and history” (Ed 306.46).

At the **secondary level** (9-12) a social studies program will provide students the opportunity to “acquire knowledge and modes of inquiry” in the below cited subjects including the related areas of sociology, anthropology and psychology” (Ed 306.27).

This translates to:

An Increase in High School Social Science course Offerings

Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

- a. At least one credit in national and state history pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and

At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies.

Table 306-1 Required Program Areas and Credits

Required Program Areas	Credit(s)
Arts education	3 credits
Business education	5 credits
Information and communication technologies	½ credit
Family and consumer science	3 credits
World languages	5 credits
Health education	½ credit
Physical education	2 credits
Technology education	4 credits
English	6 credits
Mathematics	6 credits
Science	5 credits
<i>Social studies</i>	<i>5 credits</i>

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
<i>US and NH history</i>	<i>1 credit</i>
<i>US and NH government/civics</i>	<i>½ credit</i>
<i>Economics</i>	<i>½ credit</i>
<i>World history, global studies, or geography</i>	<i>½ credit</i>
Health education	½ credit
Physical education	1 credits
Open electives	6 credits
Totals	20 credits

II. Changes in State Social Studies Curriculum Frameworks (content standards by grade spans)

Curriculum frameworks were revised to mirror the format of the science grade span expectations (2006).

K-2

- More age appropriate content
- Greater infusion of art and literature
- Reduction in number of content standards recognizing the role of primary grades in the development of foundational skills in reading, and writing
- Introduction of an economics strand

3-4

- Reduced content expectations
- More depth and less breadth
- Introduction of economics standards

5-8

- Increased expectations in economics content standards focusing on personal finance

9-12

- Increased expectations in economics content standards
- Greater emphasis placed on the History Strand, 40% of content divided between World and American History
- Remaining 3 social science strands each account for 20% of the social science content (Geography, Economics, and Civics)

III. Changes in the Local Curriculum Guide

Identification and assignment of content standards to individual grade levels

Identification of new units of study many designed to support economics standards

- All grade levels Economics
- Gr. 3 Communities Over Time
- Gr. 4 Winter World Holidays
- Gr. 7 Civic Responsibilities in our World

Deletion/Consolidation of existing units

- Gr. 2 Celebrating America

Movement of units from one grade level to another

- Grade 6 assuming increased responsibility of Colonization through the American Revolution

Assignment of skills standards to a K-12 continuum for development and mastery

Embedment of Social Studies content and skills standards at the K-5 level within students Reading/E/LA blocks through the use of trade books and leveled readers. Intended to compliment their limited social studies time and expand their exposure to content standards.

K-12 Social Studies Revision Committee

Amherst, Mont Vernon and Souhegan Public Schools

Warmest thanks to all the individuals who contributed to the Social Studies Curriculum Revision Process!

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Vision for Social Science Curriculum and Instruction

SAU 39's vision for Social Studies education is consistent with that heralded by the National Council for the Social Studies and the New Hampshire Council for the Social Studies. As a faculty we believe Social Studies education should prepare students to make well informed decisions as adults when faced with civic, social, and ethical questions and problems. To prepare students for this problem solving, independence, and critical thinking our programming must be meaningful, integrative, values-based, challenging, and active. All qualities identified by the NCSS as promoting powerful instruction.

A Vision for Social Studies Education

There is a need for a guiding vision to assist social studies teachers in planning their instruction and focusing their students' learning. This need is derived from two features of social studies that distinguish it from other school subjects and provide special instructional challenges.

First, social studies is diverse, encompassing a great range of potential content. When taught well, its content is drawn not only from its most direct foundational disciplines but also from the arts and humanities, mathematics and science, current events, and students' own interests and experiences. This content, however, is not treated simply as collections of miscellaneous information and activities, but rather is organized within a coherent citizen education curriculum.

Second, the social understanding and civic efficacy goals of social studies place special responsibilities on teachers for addressing the ethical and social policy aspects of topics. When taught well, social studies engages students in the difficult process of confronting ethical and value-based dilemmas, and encourages students to speculate, think critically, and make personal and civic decisions based on information from multiple perspectives.

A Vision of Powerful Social Studies Teaching and Learning

A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful

Powerful social studies teaching and learning are meaningful to both teachers and students. The content selected for emphasis is worth learning because it promotes progress toward important social understanding and civic efficacy goals, and teaching methods are designed to enable students to appreciate how the content relates to those goals. Rather than memorizing disconnected bits of information or practicing skills in isolation, students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school. This worthwhile content is taught in ways that relate to each student's culture and assists the student in recognizing its value. As a result, students' learning efforts are motivated by appreciation and interest, not just by accountability and grading systems. Students become disposed to care about what is happening in the world around them and to use the thinking frameworks and research skills of social science professionals to gather and

interpret information. As a result, social learning becomes a lifelong interest and a basis for informed social action.

Thoughtfully planned to accomplish significant goals, meaningful social studies teaching embodies several other key features. Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application. A great many facts, definitions, and generalizations are taught because understanding often-used information and ideas enhances communication within and between cultures. The most effective teachers, however, do not diffuse their efforts by covering too many topics superficially. Instead, they select for emphasis the most useful landmark locations, the most representative case studies, the most inspiring models, the truly precedent-setting events, and the concepts and principles that their students must know and be able to apply in their lives outside of school. Furthermore, teachers inform students of when and how this content will be useful to them in realistic contexts, and they follow through with activities that engage students in applying the content in simulated or real situations.

Facts and ideas are not taught in isolation from other content, nor are skills. Instead, they are embedded in networks of knowledge, skills, beliefs, and attitudes that are structured around important ideas and taught emphasizing their connections and potential applications.

The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities. New topics are framed with reference to where they fit within the big picture, and students are alerted to their citizen education implications. The new content is developed in ways that help students see how its elements relate to one another (e.g., using diagrams of concept networks or causal chains, lists of key steps in narrative sequences, or other graphic learning aids or illustrations). Students are encouraged to process what they learn on several levels simultaneously, rather than always starting with low-level factual information and only later engaging in higher-order thinking. From the very beginning, students may be asked to relate new learning to prior knowledge, to think critically about it, or to use it to construct arguments or make informed decisions.

Teachers' questions are designed to promote understanding of important ideas and to stimulate thinking about their potential implications. As a result, classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many. Teacher-student interactions emphasize thoughtful discussion of connected major themes, not rapid-fire recitation of miscellaneous bits of information.

Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning. They encourage students to connect these ideas to their previous knowledge and experience, to think critically and creatively about them, and to consider their social implications. Thus, meaningful social studies teaching emphasizes authentic activities and assessment tasks—opportunities for students to engage in the sorts of applications of content that justify the inclusion of that content in the curriculum in the first place. For example, instead of labeling a map, students might plan a travel route and sketch landscapes that a traveler might see on the route. Instead of listing the amendments in the Bill of Rights, students might discuss or write about the implications of the Bill of Rights for a defendant in a selection of court cases. Instead of filling in a blank to complete the definition of a principle, students might use the principle to make predictions about a related situation or to guide their strategies in a simulation game.

This vision of meaningful social studies teaching and learning implies that the teacher is reflective in planning, implementing, and assessing instruction. Reflective teachers are well informed about the nature and purposes of social studies, and they remain current with developments in the field. They construct well-articulated ideas about their students' citizen education needs, plan their social studies teaching accordingly, and continue to adjust their practices in response to classroom feedback and growth in their own professional knowledge. They work within state and district guidelines, but adapt and supplement these guidelines and their adopted curriculum materials in ways that support their students' social studies

education.

In particular, reflective teachers select and present content to students in ways that connect it with the students' interests and with local history, cultures, and issues. Local history and geography receive special attention, as do local examples of social, economic, political, or cultural topics studied at each grade level. There exists a systematic effort to increase awareness and validate the diversity found in the community by involving family members or local ethnic or cultural groups, encouraging students to share their cultural knowledge and experiences, and involving students in the community.

B. Social Studies Teaching and Learning Are Powerful When They Are Integrative

Social studies is naturally integrative because it addresses a broad range of content using varied instructional resources and learning activities. But powerful social studies is both integrated and integrative in other respects as well.

First, powerful social studies teaching is integrative in its treatment of topics. It crosses disciplinary boundaries to address topics in ways that promote students' social understanding and civic efficacy. Its content is anchored by themes, generalizations, and concepts drawn from the social studies foundational disciplines, supplemented by ideas drawn from the arts, sciences, and humanities, from current events, and from local examples and students' experiences. Powerfully integrated social studies teaching builds a working knowledge of the evolution of the human condition through time, its current variations across locations and cultures, and an appreciation of the potential implications of this knowledge for social and civic decision-making.

Powerful social studies teaching is integrative across time and space, connecting with past experiences and looking ahead to the future. It helps students appreciate how aspects of the social world function, not only in their local community and in the contemporary United States but also in the past and in other cultures. It puts what is familiar to students into historical, geographical, and cultural perspectives, thus expanding their limited purviews on social phenomena that they may have taken for granted.

Powerful social studies teaching integrates knowledge, skills, beliefs, values, and attitudes to action. In particular, it teaches skills within the context of applying knowledge. Skills are included when they are necessary for applying content in natural ways. They are taught directly when opportunities for practice are embedded in authentic application activities. Content flow is not interrupted for practice of related skills.

Integrated social studies teaching and learning include effective use of technology that can add important dimensions to students' learning. Teachers can provide students with information through films, videotapes, videodiscs, and other electronic media, and they can teach students to use computers to compose, edit, and illustrate social studies research reports. Computer-based learning, especially games and simulations, can allow students to apply important ideas in authentic problem-tackling or decision-making contexts. If students have access to computerized data bases, they can search these resources for relevant research information. If they can communicate with peers in other states or nations, they can engage in personalized cultural exchanges or compare parallel data collected in geographically or culturally diverse locations.

Finally, powerful social studies teaching integrates across the curriculum. It provides opportunities for students to read and study text materials, appreciate art and literature, communicate orally and in writing, observe and take measurements, develop and display data, and in various other ways to conduct inquiry and synthesize findings using knowledge and skills taught in all school subjects. Because it addresses such a broad range of content and does so in an integrative fashion that includes attention to ethical and social policy implications, social studies is a natural bridging subject across the curriculum. Particularly in

elementary and middle schools, instruction can feature social studies as the core around which the rest of the curriculum is built.

These integrative aspects have the potential for enhancing the scope and power of social studies. They also, however, have the potential for undermining its coherence and thrust as a curriculum component that addresses unique citizen education goals. A literary selection, writing assignment, cooperative learning activity, or computerized simulation cannot be considered curriculum simply because it features social studies combined with some other subject or set of skills. Nor can such activities be substituted for genuine social studies activities. To qualify as worthwhile elements of social studies curricula, activities must engage students in using important ideas in ways that promote progress toward social understanding and civic efficacy goals. Consequently, programs that feature a great deal of integration of social studies with other school subjects—even programs ostensibly built around social studies as the core of the curriculum—do not necessarily create powerful social studies learning. Unless they are developed as plans for accomplishing major social studies goals, such programs may focus on trivial or disconnected information.

C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based

Powerful social studies teaching considers the ethical dimensions of topics and addresses controversial issues providing an arena for reflective development of concern for the common good and application of social values. Students learn to be respectful of the dignity and rights of others when interacting socially, and to emphasize basic democratic concepts and principles when making personal policy decisions or participating in civic affairs.

Topics are treated comprehensively and realistically, with attention to their disturbing or controversial aspects. Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues. They learn to gather and analyze relevant information, assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations. Through discussions, debates, simulations, research, and other occasions for critical thinking and decision-making, students learn to apply value-based reasoning when addressing social problems.

The best social studies teachers develop awareness of their own values and how those values influence their selection of content, materials, questions, activities, and assessment methods. They assess their teaching from multiple perspectives and, where appropriate, adjust it to achieve a better balance.

Rather than promulgating personal, sectarian, or political views, these teachers make sure that students: (1) become aware of the values, complexities, and dilemmas involved in an issue; (2) consider the costs and benefits to various groups that are embedded in potential courses of action; and (3) develop well-reasoned positions consistent with basic democratic social and political values. The teacher provides guidance to such value-based reasoning especially when it is difficult to discern the connections between core democratic values and the issues at hand, when various core values suggest conflicting policies, or when there is conflict between these core values and students' personal or family values. When this is done most effectively, students may remain unsure about the teacher's personal views on an issue, at least until after it has been discussed thoroughly. Students become more aware of the complexities involved in addressing

the issue in ways that serve the common good, and are more articulate about their own and others' policy recommendations and supporting rationales.

Powerful social studies teaching encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action. It recognizes the reality and persistence of tensions but

promotes positive human relationships built on understanding, commitment to the common good, and willingness to compromise and search for common good.

D. Social Studies Teaching and Learning Are Powerful When They Are Challenging

Students are expected to strive to accomplish instructional goals both as individuals and as group members through thoughtful participation in lessons and activities and careful work on assignments. To establish a context that will support productively challenging teaching and learning, the teacher encourages the class to function as a learning community. Students learn that the purpose of reflective discussion is to work collaboratively to deepen understanding of the meanings and implications of content. Consequently, they are expected to listen carefully and respond thoughtfully to one another's ideas.

In advancing their own ideas and in responding critically to others, students are expected to build a case based on relevant evidence and arguments and to avoid derisive and other inappropriate behavior. They are challenged to come to grips with controversial issues, to participate assertively but respectfully in group discussions, and to work productively with partners or groups of peers in cooperative learning activities. Such experiences foster the development of competencies essential to civic efficacy.

Making social studies teaching challenging should not be construed as merely articulating high standards and then leaving it to students to try to meet them. Rather, the teacher models seriousness of purpose and a thoughtful approach to inquiry and uses instructional strategies designed to elicit and support similar qualities from students. The teacher paves the way for successful learning experiences by making sure that the content is suited to the students' developmental levels and cultural backgrounds and by providing assistance that enables students to handle challenging activities. The teacher also makes it clear, however, that students are expected to connect thoughtfully what they are learning to their prior knowledge and experience, to offer comments, and to raise questions.

To stimulate and challenge students' thinking, teachers should expose them to many information sources that include varying perspectives on topics and offer conflicting opinions on controversial issues. Questions call for thoughtful examination of the content, not just retrieval of information from memory. After posing such questions, the teacher allows sufficient time for students to think and formulate responses and to elaborate on their peers' responses.

Many of the questions call for critical or creative thinking, suggested solutions to problems, or reasoned positions on policy issues. Such questions often produce numerous and conflicting responses. When this occurs, the teacher withholds evaluation and instead invites the students to engage in sustained dialogue and debate. This shifts some of the authority for evaluating the validity of knowledge from teacher to students.

Challenge is also communicated in the teacher's reactions to students' ideas. The teacher shows interest in and respect for students' thinking, but demands well-reasoned arguments rather than opinions voiced without adequate thought or commitment. Routinely, students are asked to explain and defend their ideas using content-based arguments. Instead of always accepting students' views or asking the class to discuss them, the teacher sometimes challenges students' assumptions or responds with comments or questions that help students identify misconceptions, flaws in the argument, or unrecognized complications. The teacher must act with sensitivity, because some students become anxious or embarrassed when someone questions their ideas in this way. The teacher makes it clear that the purpose of such a challenge is not to put students on the spot but to help them construct new understanding through engagement in thoughtful dialogue.

E. Social Studies Teaching and Learning Are Powerful When They Are Active

Powerful social studies teaching and learning are rewarding, but they demand a great deal from both teachers and students. Thoughtful preparation and instruction by the teacher and sustained effort by students are required for students to make sense of and apply what they are learning.

Powerful social studies teaching demands that the teacher actively make curricular plans and adjustments. Rather than mechanically following the instructions in a manual, an exemplary teacher is prepared to: (1) acquire and update continuously the subject-matter knowledge and related pedagogical knowledge needed to teach the content effectively; (2) adjust goals and content to the students' needs; (3) participate as a partner in learning with students, modeling the joy of both discovering new knowledge and increasing understanding of familiar topics; (4) use a variety of instructional materials such as physical examples, photographs, maps, illustrations, films, videos, textbooks, literary selections, and computerized databases; (5) plan field trips, visits to the class by resource people, and other experiences that will help students relate what they are learning to their lives outside the classroom; (6) plan lessons and activities that introduce content to students, and encourage them to process it actively, think about it critically and creatively, and explore its implications; (7) develop current or local examples that relate the content to students' lives; (8) plan sequences of questions that allow for numerous responses and stimulate reflective discussion; (9) provide students with guidance and assistance as needed, yet encourage them to assume increasing responsibility for managing their own learning; (10) structure learning environments and activities in ways that encourage students to behave as a community of learners; (11) use accountability and grading systems that are compatible with instructional methods and that focus on accomplishment of major social understanding and civic efficacy goals; and (12) monitor reflectively and adjust as necessary.

Besides advance planning and preparation, active social studies teaching requires reflective thinking and decision-making as events unfold during instruction. Teachers must adjust plans to developing circumstances such as teachable moments that arise when students ask questions, make comments, or offer challenges worth pursuing. The teacher decides whether to persist with a topic or conclude it and move on to a new topic, whether to try to elicit an insight from students or to supply it directly, and how thoroughly the students will need to be prepared for an activity before they can begin work on it independently.

After the teacher launches an activity and students are working on their own or in collaboration with their peers, the teacher remains active by monitoring individual or group progress and providing assistance. Interventions are designed to clear up confusion, while enabling students to cope with task demands productively; students should be allowed to handle as much of the task as they can at the moment while at the same time making progress toward fully independent and successful performance. The teacher does not perform the tasks for students or simplify them to the point that they no longer engage the students in the cognitive processes required to accomplish the activity's goals.

Students develop new understanding through a process of active construction. They do not passively receive or copy curriculum content; rather, they actively process it by relating it to what they already know (or think they know) about the topic. Instead of relying on rote learning methods, they strive to make sense of what they are learning by developing a network of connections that link the new content to preexisting knowledge and beliefs anchored in their prior experience. Sometimes the learning involves conceptual change in which students discover that some of their beliefs are inaccurate and need to be modified.

The construction of meaning required to develop important social understanding takes time and is facilitated by interactive discourse. Clear explanation and modeling from the teacher are important, as are opportunities to answer questions about content, discuss or debate the meanings and implications of content, or use the content in activities that call for tackling problems or making decisions. These activities allow students to process content actively and make it their own by paraphrasing it into their own words, exploring its relationship to other

knowledge and to past experience, appreciating the insights it provides, or identifying its implications for social or civic decision-making.

Teacher and student roles shift as learning progresses. Early in a unit of study, the teacher may need to provide considerable guidance by modeling, explaining, or supplying information that builds on students' existing knowledge while also assuming much of the responsibility for structuring and managing learning activities. As students develop expertise, however, they can begin to assume responsibility for regulating their learning by asking questions and by working on increasingly complex applications with increasing degrees of autonomy. The teacher still assists students with challenges they are not yet ready to handle by themselves but such assistance is gradually reduced in response to increases in students' readiness to engage in independent and self-regulating learning.

Because what one learns is intimately linked to how one learns it, powerful social studies programs feature learning that is both social and active. The learning is social because it occurs in a group setting and includes substantial student-student interaction during discussions and collaborative work on activities. The learning is active because the curriculum emphasizes hands-on (and minds-on) activities that call for students to react to what they are learning and use it for some authentic purpose.

Effective activities encourage students to think about and apply what they are learning. Teachers may provide opportunities for students to apply their existing knowledge to questions about new content, to understand new content, to synthesize and communicate what they have learned, to generate new knowledge or make creative applications, or to think critically about the content and make decisions or take actions that relate to it.

Powerful social studies teaching emphasizes authentic activities that call for using content for accomplishing life applications. For example, critical-thinking attitudes and abilities are developed through policy debates or assignments calling for critique of currently or historically important policy arguments or decisions, not through artificial exercises in identifying logical or rhetorical flaws. Similarly, in addition to more traditional assignments, students frequently engage in cooperative learning, construction of models or plans, dramatic re-creations of historical events that shaped democratic values or civic policies, role-play, and simulation activities (e.g., mock trials or simulated legislative activities, interviewing family members, and collecting data in the local community). They also participate in various social and civic roles (e.g., discussing home safety or energy conservation checklists with parents and planning appropriate follow-up action, participating in student government activities and local community restoration or improvement efforts, or doing volunteer work for nursing homes or political campaigns).

Through such activities, students develop social understanding that they can explain in their own words and can access and apply in appropriate situations. For example, they learn to think critically as they read newspapers and magazines, watch television, or monitor political or policy debates. They learn to recognize the problematic aspects of statements, to project the probable social consequences of advocated policies, and to take these complexities into account when forming their opinions.

The teacher's modeling, classroom management, motivational techniques, instructional methods, and assessment procedures all communicate to students that they are expected to participate in social studies classes actively and with a sense of purpose. The students learn to reflect thoughtfully on what they are learning and to ask questions, share opinions, and engage in public content-based dialogue. Through authentic application activities they develop civic efficacy by practicing it—engaging in the inquiry and debate required to make informed decisions about real social issues then following up with appropriate social or civic action.

National Council for the Social Studies

Accessed: May 17, 2007

Ten Social Studies Thematic Strands

SAU 39 includes these explanations from the National Council for the Social Studies as a springboard for integrating themes into the content standards and units of study. The themes have also been included in the curriculum framework aligned with the content standards, thereby helping teachers merge both theme and standard. The following text offers educators suggestions on how to apply these themes to their grade levels.

This section defines and explains the ten thematic strands that form the basis of the social studies standards. The explanations give examples of questions that are asked within each thematic strand, as well as brief overviews of the application of each strand in the early grades, middle grades, and high school.

- I CULTURE**
- II TIME, CONTINUITY, AND CHANGE**
- III PEOPLE, PLACES, AND ENVIRONMENTS**
- IV INDIVIDUAL DEVELOPMENT AND IDENTITY**
- V INDIVIDUALS, GROUPS, AND INSTITUTIONS**
- VI POWER, AUTHORITY, AND GOVERNANCE**
- VII PRODUCTION, DISTRIBUTION, AND CONSUMPTION**
- VIII SCIENCE, TECHNOLOGY, AND SOCIETY**
- IX GLOBAL CONNECTIONS**
- X CIVIC IDEALS AND PRACTICES**

-
- I CULTURE**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.

Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

II TIME, CONTINUITY, AND CHANGE

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

This theme typically appears in courses that: 1) include perspectives from various aspects of history; 2) draw upon historical knowledge during the examination of social issues; and 3) develop the habits of mind that historians and scholars in the humanities and social sciences employ to study the past and its relationship to the present in the United States and other societies.

Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students,

through a more formal study of history, continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

PEOPLE, PLACES, AND ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments.

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the groupings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, this theme typically appears in units and courses dealing with area studies and geography.

In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment. During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identity.

Personal identity is shaped by one's culture, by groups, and by institutional influences. How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? Questions such as these are central to the study of how individuals develop from youth to adulthood. Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action. In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Given the nature of individual development and our own cultural context, students need to be aware of the processes of learning, growth, and development at every level of their school experience. In the early grades, for example, observing brothers, sisters, and older adults, looking at family photo albums, remembering past achievements and projecting oneself into the future, and comparing the patterns of behavior evident in people of different age groups are appropriate activities because young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

V INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, when the school board prohibits candy machines in schools vs. a class project to install a candy machine to help raise money for the local hospital. They should also have opportunities to explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.

VI POWER, AUTHORITY, AND GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. They do so by applying concepts and methods of political science and law. In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. High school students develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

Young learners begin by differentiating between wants and needs. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.

SCIENCE, TECHNOLOGY, AND SOCIETY

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Technology is as old as the first crude tool invented by prehistoric humans, but today's technology forms the basis for some of our most difficult social choices. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the societal issues related to science and technology.

Young children can learn how technologies form systems and how their daily lives are intertwined with a host of technologies. They can study how basic technologies such as ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment. From history (their own and others'), they can construct examples of how technologies such as the wheel, the stirrup, and the transistor radio altered the course of history. By the middle grades, students can begin to explore the complex relationships among technology, human values, and behavior. They will find that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others. As they move from the middle grades to high school, students will need to think more deeply about how we can manage technology so that we control it rather than the other way around. There should be opportunities to confront such issues as the consequences of using robots to produce goods, the protection of privacy in the age of computers and electronic surveillance, and the opportunities and challenges of genetic engineering, test-tube life, and medical technology with all their implications for longevity and quality of life and religious beliefs.

GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of global connections and interdependence.

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. This theme typically appears in units or courses dealing with geography, culture, and economics, but again can draw upon the natural and physical sciences and the humanities, including literature, the arts, and language.

Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades examine and explore global connections and basic issues and concerns, suggesting and initiating responsive action plans. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

CIVIC IDEALS AND PRACTICES

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. By the middle grades, students expand their ability to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They learn by experience how to participate in community service and political activities and how to use democratic process to influence public policy.

National Council for the Social Studies

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The Five Social Studies Strands

Strand 1 Civics and Government - The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.

Strand 2 Economics - Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

Strand 3 Geography - The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

Strand 4 NH and US History - The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Strand 5 World History and Contemporary Issues - The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly

connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.

The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?

SAU 39's Social Studies Course of Study Amherst, Mont Vernon and Souhegan Public Schools

Kindergarten	Social Studies
Grade 1	Social Studies
Grade 2	Social Studies
Grade 3	Social Studies
Grade 4	Social Studies
Grade 5	American History – Native Populations through Constitution
Grade 6	Ancient Civilizations – Focus on western civilizations
Grade 7	World Cultures and Geography
Grade 8	American History – Constitution thru Reconstruction
Grade 9	American Cultural Foundations – Democratic origins thru mid-19 th century (Civics and Government Education)
Grade 10	American Studies – Late 19 th through the 20 th century
Grade 11	World Studies – Impact of the past on current conditions
Elective	AP Human Geography
Elective	AP Us History
Elective	Myth and Idea
Elective	Western Civilization
Elective	Eastern Studies
Elective	Issues in US History through Documentary Film Making
Elective	Theories of Psychology
Elective	Introduction to Philosophy
Elective	Practical Law
Elective	Ancient World
Elective	Mythology
Elective	Practical Law
Elective	Summer Institute for European Studies and Global Ethics

*For full course description reference SHS's Program of Studies

**Offering of electives is contingent upon student enrollment

Essential Skills Mapping Sheet

Statement of Philosophy - A committee of K-12 educators mapped the essential skills for learning, understanding, and applying social studies beyond the context of the classroom to prepare students for social, civic, and economic responsibility as adults. Several guiding principals were discussed and agreed upon as skills were assigned to a continuum for development and mastery. They include:

- a) Sensitivity and consideration was offered to primary grades as they are responsible for the development of foundational skills.
- b) Mastery skills are independently employed by students using age-appropriate text
- c) The essential skills are interdisciplinary in nature and were therefore cross referenced with other state curriculum frameworks, i.e. ICT Standards, GLE's and GSE's
- d) Existing projects within grade levels were used as benchmarks in completing this work, i.e. Grade 4 Biography Report, Grade 6 Research Paper, Grade 8 Sixties Unit, and the Junior Research Paper.

Skill 2.1 - Acquiring Information

A: Students will be able to find social studies related information:

1. Use economic and geographic data and historical sources
2. Discriminate to select trustworthy resources (age appropriate)
3. Draw on a diversity of resources (text, auditory and visual)

B: Students will be able to comprehend a wide range of materials by using skills:

1. Distinguish between primary and secondary sources
2. Detect cause and effect relationships
- 3a. Distinguish between fact and opinion (relating to age appropriate text)
- 3b. Distinguish between fact, opinion and interpretations
4. Recognize author bias
5. Test the validity of info by using source, objectivity, technical correctness and currency
6. Draw from the source information appropriate to the task (skimming for facts)
7. Utilize various types of sources, such as documents, images, charts, artifacts, etc
- 8a. Credit another's work
- 8b. Cite different sources accurately and completely - bibliographic format
- 8c. Cite different sources accurately and completely - MLA

C: Students will be able to find information:

1. Use appropriate resources to gain meaning of essential terms, texts, wordlists
2. Recognize and understand relevant social studies terms

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Use economic and geographic data and historical sources					I	D	D	D	M				
2. Discriminate to select trustworthy resources (age appropriate)					I	D	D	D	D	D	D	M	
3. Draw on a diversity of resources (text, auditory and visual)					I	D	D	D	D	M			
1. Distinguish between primary and secondary sources						I	D	D	M				
2. Detect cause and effect relationships	I	D	D	D	D	D	M						
3a. Distinguish between fact and opinion (relating to age appropriate text)			I	D	D	D	M						
3b. Distinguish between fact, opinion and interpretations				I	D	D	D	D	D	D	D	M	
4. Recognize author bias								I	D	D	D	M	
5. Test the validity of info by using source, objectivity, technical correctness and currency									I	D	D	MP	MP
6. Draw from the source information appropriate to the task (skimming for facts)	I	D	D	D	D	D	D	D	M				
7. Utilize various types of sources, such as documents, images, charts, artifacts, etc	I	D	D	D	D	D	D	M					
8a. Credit another's work			I	M									
8b. Cite different sources accurately and completely - bibliographic format			I	D	D	M							
8c. Cite different sources accurately and completely - MLA						I	D	D	M				
1. Use appropriate resources to gain meaning of essential terms, texts, wordlists		I	D	D	D	D	M						
2. Recognize and understand relevant social studies terms	I	D	D	D	D	D	D	D	D	D	D	D	M

Essential Skills Mapping Sheet

	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>D: Students will be able to carry out a variety of information-gathering techniques:</i>													
1. Gather information by conducting surveys	I	D	D	D	M								
2. Gather information by conducting polls and group observations		I	D	D	M								
3. Gather information by conducting basic statistical analysis					I	D	D	D	M				
<i>E: Students will be able to use appropriate internet resources:</i>													
1. Access relevant and reliable websites						I	D	M					
2. Search effectively and efficiently						I	D	D	M				
3. Judge websites for reliability, bias and appropriateness							I	D	M				
Skill 2.2 - Organizing and Communicating Information													
<i>F: Students will be able to clarify information:</i>													
1. Group data in categories according to criteria					I	D	D	D	D	M			
2a. Place in proper sequence by order of occurrence					I	D	M						
2b. Place in proper sequence by order of importance (mastery includes reasoning)						I	D	D	M				
3. Place data in tabular form: charts, graphs, illustrations	I	D	D	D	D	D	D	M					
<i>G: Students will be able to interpret information</i>													
1. Draw inferences from factual material					I	D	D	D	D	D	D	M	
2. Recognize that more than one reasoned interpretation of factual material is valid						I	D	D	D	D	M		
3. Compare and contrast credibility of differing accounts of the same event						I	D	D	D	D	D	MP	MP
4. Form opinions based on the critical examination of relevant information					I	D	D	M					
5. State a hypothesis for further study (thesis statement, essential question							I	D	D	D	D	M	
6. Reinterpret events and show the effects on subsequent events								I	D	D	D	MP	MP
7. Take into account when interpreting events the context of time and place					I	D	D	D	D	D	D	MP	MP
<i>H: Students will be able to present information in a variety of ways:</i>													
1. Present visually (chart, diagram, model, PowerPoint)					I	D	D	M					
2. Present orally (presentation, debate, discussion, simulation)					I	D	D	D	D	D	M		
3. Present in writing (research papers, abstracts, short answers)	I	D	D	D	D	D	D	D	D	D	D	M	

Essential Skills Mapping Sheet

K 1 2 3 4 5 6 7 8 9 10 11 12

I: Students will be able to make informed decisions:

1. Secure needed factual information relevant to making the decision
2. Identify alternative courses of action and predict the likely consequences of each
3. Take into account relevant ethical values and principles
4. Justify interpretation by citing evidence

I	D	D	M										
I	D	D	D	MP	MP								
I	D	D	M										
I	D	D	D	M									

*Skill 2.3 - Real World Application of Social Studies Skills

J: Students will develop personal skills:

1. Communicate and defend one's own belief, feelings and convictions
2. Appropriately adjust one's behavior in response to the dynamics of various groups
3. Participate in persuading, compromising, debating and negotiating resolutions

I	D	D	D	D	D	D	D	D	D	D	D	M		
I	D	D	D	D	D	D	D	D	D	D	D	MP	MP	
I	D	D	D	D	D	D	D	D	D	D	D	MP	MP	

K: Students will develop civic participation skills:

1. Keep informed on issues that affect society
2. Identify situations in which civic action is required
3. Work individually or with others to decide on an appropriate course of action
4. Work to influence those in leadership positions
5. Accept and fulfill responsibilities associated with citizenship
6. Participate in community projects

I	D	D	D	D	D	D	D	D	D	D	D	D	MP	
I	D	D	D	D	D	D	D	D	D	D	D	D	MP	
I													MP	
		I	D	D	D	D	D	D	D	D	D	D	MP	
I	D	D	D	D	D	D	D	D	D	D	D	D	MP	
I	D	D	D	D	D	D	D	D	D	D	D	D	MP	

Essential Skills Key

* The revision committee has identified these as life-long skills

I = Introductory Skills

D = Developing Skills

M = Mastery Skills - Students independently and effectively employ the skill

MP = Mastery Plus - Lifelong skills developing beyond the secondary level of education

Kindergarten Social Studies Curriculum

UNIT TITLE	STANDARDS
Needs and Wants	<p>SS:EC:2:1.1: Explore the difference between goods and services, producers and consumers. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:4.1: Begin to explore the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:5.1: Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)</p>

Kindergarten Social Studies Curriculum

UNIT TITLE	STANDARDS
All About Me	<p>SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)</p> <p>SS:CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:2:4.2: Identify ways that individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)</p>

Kindergarten Social Studies Curriculum

UNIT TITLE	STANDARDS
Community	<p>SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:1.4: Begin to recognize the need for fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:2.1: Explore how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:2:3.3: Explore the importance of people/countries working together to resolve issues such as, but not limited to, the environment or international security issues.</p> <p>SS:CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:2:4.2: Identify ways that individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:2:1.1: Begin to identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:GE:2:1.2: Explore spatial information on maps <u>and identify authentic places, such as, but not limited to, home-to-school routes or setting in appropriate children's literature</u>, e.g., map key, compass rose. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:1.3: Identify major physical and human features <u>in communities</u> and the United States such as, <u>but not limited to, addresses and neighborhoods</u>.</p>

Kindergarten Social Studies Curriculum

UNIT TITLE	STANDARDS
Community (Cont'd)	<p>SS:GE:2:2.1: Begin to recognize the physical and human characteristics of places, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:2:2.2: Explore the <u>concept of region</u> as an area of Earth's surface with unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:5.1: Begin to recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>

UNIT TITLE	STANDARDS
Holidays/ Important People – Special Americans	<p>SS:HI:2:1.1: Begin to identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:2:3.1: Explore how individuals have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>

Kindergarten Social Studies Curriculum

UNIT TITLE	STANDARDS
Thanksgiving/ Pilgrims	<p>SS:CV:2:3.3: Explore the importance of people/countries working together to resolve issues such as, but not limited to, the environment or international security issues.</p> <p>SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:2:3.1: Explore how individuals have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:GE:2:5.1: Begin to recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>

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UNIT TITLE	STANDARDS
Community	<p>SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:1.2: Begin to identify documents and symbols that embody the core ideals of the United States Government such as, but not limited to, the Pledge of Allegiance.</p> <p>SS:CV:2:1.3: Begin to identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:2:1.4: Begin to recognize the need for fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:2.1: Explore how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:2:3.3: Explore the importance of people/countries working together to resolve issues such as, but not limited to, the environment or international security issues.</p> <p>SS:CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:2:4.2: Identify ways that individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:GE:2:1.3: Identify major physical and human features <u>in communities</u> and the United States such as, <u>but not limited to, addresses and neighborhoods.</u></p> <p>SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:5.1: Begin to recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p>

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UNIT TITLE	STANDARDS
American	<p>SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:1.2: Begin to identify documents and symbols that embody the core ideals of the United States Government such as, but not limited to, the Pledge of Allegiance.</p> <p>SS:CV:2:1.3: Begin to identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:2:2.1: Explore how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:2:3.3: Explore the importance of people/countries working together to resolve issues such as, but not limited to, the environment or international security issues.</p> <p>SS:HI:2:1.1: Begin to identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:2:3.1: Explore how individuals have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
Needs and Wants	<p>SS:EC:2:1.1: Explore the difference between goods and services, producers and consumers. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:2.1: Begin to distinguish between needs and wants. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:2:4.1: Begin to explore the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:2:5.1: Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:5.1: Begin to recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:2:4.1: Identify different segments of the United States economy, e.g., farm, manufacturing, or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
World	<p>SS:CV:2:3.1: Begin to recognize that the world is divided into different countries. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:2:3.2: Explore ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:CV:2:3.3: Explore the importance of people/countries working together to resolve issues such as, but not limited to, the environment or international security issues.</p> <p>SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:2:3.1: Explore how individuals have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:WH:2:3.1: <u>Begin to identify ways</u> that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
Maps and Globes	<p>SS:GE:2:1.1: Begin to identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:2:1.2: Explore spatial information on maps <u>and identify authentic places, such as, but not limited to, home-to-school routes or setting in appropriate children's literature</u>, e.g., map key, compass rose. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:1.3: Identify major physical and human features <u>in communities</u> and the United States such as, <u>but not limited to, addresses and neighborhoods</u>.</p> <p>SS:GE:2:2.1: Begin to recognize the physical and human characteristics of places, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:2:2.2: Explore the <u>concept of region</u> as an area of Earth's surface with unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:2.3: Observe the ways in which different people <u>depict</u> places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)</p>

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UNIT TITLE	STANDARDS
Native Americans	<p>SS:HI:2:1.1: Begin to identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:2:3.1: Explore how individuals have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:2:3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication)</p> <p>SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Holidays Around the World	SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:2:3.1: <u>Begin to identify ways</u> that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)

UNIT TITLE	STANDARDS
Seasons	SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)

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UNIT TITLE	STANDARDS
Government	<p>SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance. (Themes: B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p> <p>SS:CV:2:1.3: Begin to identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:2:2.1: Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>

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UNIT TITLE	STANDARDS
The World Around Us (Geography +)	<p>SS:CV:2:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same. . (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:2:3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:2:2.1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:3.2: Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
The World Around Us (Geography +)	<p>SS:WH:2:1.1: Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)</p> <p>SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

UNIT TITLE	STANDARDS
Economics	<p>SS:EC:2:1.1: Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:2.1: Distinguish between needs and wants, <u>explain why needs and wants are unlimited while resources are limited</u>. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:2:4.1: Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:2:5.1: Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:GE:2:5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

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UNIT TITLE	STANDARDS
The Past	<p>SS:HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:2:3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>

UNIT TITLE	STANDARDS
Community	<p>SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:3.3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation)</p> <p>SS:CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:2:4.2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)</p>

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UNIT TITLE	STANDARDS
Community	<p>SS:GE:2:1.2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Maps and Globes Geography	<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces. (Themes: C: People, Places and Environment)</p>

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UNIT TITLE	STANDARDS
Economics	<p>SS:EC:4:1.2: Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy. (Themes A: Conflict and Cooperation C: People, Places and Environment D: Material Wants and Needs)</p> <p>SS:EC:4:2.1: Explain why needs and wants are unlimited while resources are limited. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)</p> <p>SS:EC:2:4.1: Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
Amherst History	<p>SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:3.2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication)</p> <p>Note: Covered in new program? (Exchange city at 5th grade?)</p> <p>SS:HI:4:4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
Government	<p>SS:CV:4:2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:4:2.2: Explore how public officials are chosen and how laws and/or policies are made. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:HI:4:5.2: Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4.4.4</p>

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UNIT TITLE	STANDARDS
Communities Over Time	<p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:2.4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:2.5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature. (Themes: J: Human Expression and Communication)</p> <p>SS:GE:4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>
Communities	<p>SS:GE:4:4.1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.3: Recognize the effects of migration on the characteristics of places, e.g., cultural awareness or food choices. (Themes: E: Cultural Development, Interaction, and Change)</p>

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UNIT TITLE	STANDARDS
Communities (Cont'd)	<p>SS:GE:4:4.4: Discuss the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:5.1: Identify how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.3: Classify the characteristics of renewable and nonrenewable resources such as, but not limited to, timber or petroleum, climate change or fluctuating oil prices. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D: Material Wants and Needs)</p> <p>SS:GE:4:5.5: Compare how people in different regions use the same resource, e.g., water or wood. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples., e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p>

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UNIT TITLE	STANDARDS
Communities Over Time	<p>SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:3.2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication)</p> <p>Note: Covered in new program? (Exchange city at 5th grade?)</p> <p>SS:HI:4:4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:HI:4:5.5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity. (Themes: C: People, Places and Environment, F: Global Transformation, H: Individualism, Equality and Authority)</p> <p>SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
New Hampshire	<p>SS:CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights. (Themes: 1: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:4:2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:4:2.2: Explore how public officials are chosen and how laws and/or policies are made. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:4:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:1.2: Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government. (Themes: A: Conflict and Cooperation)</p> <p>SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
New Hampshire (Cont'd)	<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

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UNIT TITLE	STANDARDS
<p>Regions of the U.S. Northeast Midwest West Southwest Southeast</p> <p><i>*All 5 regions comprise separate units of study.</i></p>	<p>SS:EC:4:2.1: Explain why needs and wants are unlimited while resources are limited. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)</p> <p>SS:EC:4:2.3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:2.4: Define supply and demand and describe factors that can cause a change in supply and demand. (Themes: D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:EC:4:2.5: Explain how prices of goods and services are set in the United States and describe different factors that affect price. (Themes: D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:EC:4:3.1: Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:EC:4:3.2: Describe how changes in the business cycle can impact people's lives. (Themes: C: People, Places and Environment)</p> <p>SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:HI:4:4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:HI:4:4.3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
<p>Regions of the U.S. (Cont'd)</p> <p>Northeast Midwest West Southwest Southeast</p> <p><i>*All 5 regions comprise separate units of study.</i></p>	<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:GE:4:4.1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.3: Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:4:4.4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Grade 4 Social Studies Curriculum

UNIT TITLE	STANDARDS
<p>Regions of the U.S. (Cont'd)</p> <p>Northeast Midwest West Southwest Southeast</p> <p><i>*All 5 regions comprise separate units of study.</i></p>	<p>SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:3.2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication)</p> <p>SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)</p> <p>SS:HI:4:5.1: Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:5.4: Explore attitudes towards diversity, e.g., segregation or inclusion. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:5.5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity. (Themes: C: People, Places and Environment, F: Global Transformation, H: Individualism, Equality and Authority)</p> <p>SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples., e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p>

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UNIT TITLE	STANDARDS
<p>Regions of the U.S. (Cont'd)</p> <p>Northeast Midwest West Southwest Southeast</p> <p><i>*All 5 regions comprise separate units of study.</i></p>	<p>SS:EC:4:5.1: Describe that countries have different kinds of resources. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:EC:4:5.2: Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:2.5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature. (Themes: J: Human Expression and Communication) – Addition of a local standard</p> <p>SS:GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.3: Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight. (Themes: C: People, Places and Environment)</p>

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UNIT TITLE	STANDARDS
<p>Regions of the U.S. (Cont'd)</p> <p>Northeast Midwest West Southwest Southeast</p> <p><i>*All 5 regions comprise separate units of study.</i></p>	<p>SS:GE:4:3.4: Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation) SS:GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.3: Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D: Material Wants and Needs)</p> <p>SS:GE:4:5.5: Compare how people in different regions use the same resource, e.g., water or wood. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:WH:4:4.1: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today. (Themes: F: Global Transformation, G: Science, Technology, and Society)</p>
UNIT TITLE	STANDARDS
<p>Region Holiday Studies</p>	<p>SS:WH:4:3.1: Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales. (Themes: J: Human Expression and Communication)</p> <p>SS:WH:4:5.1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Grade 5 Social Studies Curriculum

UNIT TITLE	STANDARDS
Exploration/North Americans	<p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:1.1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
Exploration/North Americans (Cont'd)	<p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Exploration/North Americans (Cont'd)	<p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

UNIT TITLE	STANDARDS
Colonization	<p>SS:EC:8:6.1: Compare the advantages and disadvantages of different payment methods. (Themes: D: Material Wants and Needs)</p> <p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
Colonization (Cont'd)	<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Colonization (Cont'd)	<p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
Revolutionary War	<p>SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)</p> <p>SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Constitution	<p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>SS:CV:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p>

UNIT TITLE	STANDARDS
Immigration/Heritage	<p>SS:CV:6:2.2: Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:EC:6:1.3: Recognize the relationship between productivity and wages, and between wages and standard of living. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.1: Compare the advantages and disadvantages of different payment methods. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.3: Demonstrate the use of the different types of accounts available from financial institutions, e.g., checking or savings accounts. (Themes: D: Material Wants and Needs)</p> <p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p>

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UNIT TITLE	STANDARDS
Immigration/ Heritage (Cont'd)	<p>SS:GE:8:2.2: Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
Immigration/ Heritage (Cont'd)	<p>SS:HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Earliest People	<p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Mesopotamia	<p>SS:CV:6:3.3: Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:EC:6:1.2: Explain how specialization and productivity are related. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
Mesopotamia (Cont'd)	<p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:WH:6:4.1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p> <p>SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:WH:6:1.2: Explore the use and abuse of power. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6.4.5</p>

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UNIT TITLE	STANDARDS
Ancient Greece	<p>SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)</p> <p>SS:CV:6:3.1: Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation)</p> <p>SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:EC:6:1.1: Identify the role of the individual in factor and product markets. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:2.1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority)</p> <p>SS:EC:6:2.3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy. (Themes: D: Material Wants and Needs)</p> <p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
Ancient Greece (Cont'd)	<p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>
UNIT TITLE	STANDARDS
Ancient Egypt	<p>SS:EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:2.2: Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>

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UNIT TITLE	STANDARDS
Ancient Egypt (Cont'd)	<p>SS:WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:WH:8:1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
Ancient Rome	<p>SS:CV:6:3.1: Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation)</p> <p>SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p>

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UNIT TITLE	STANDARDS
Ancient Rome (Cont'd)	<p>SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
<p>Introduction to Culture</p> <p>Places and Regions</p> <p>Human Systems</p>	<p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
<p>Introduction to Culture (Cont'd)</p> <p>Environment and Society</p> <p>Economic Systems and Technology</p> <p>Social/Cultural</p> <p>Political Foundations and Developments</p>	<p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>

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UNIT TITLE	STANDARDS
<p>Introduction to Culture (Cont'd)</p> <p>World Views and Value Systems and their Intellectual and Artistic Expressions</p> <p>Social/Cultural Education Entertainment Types of Families</p>	<p>SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
<p>Continents</p> <p>1. 2. 3. 4.</p> <p>The World and the U.S.'s Place in it</p> <p>Economics and the Individual</p> <p>Basic Economic Concepts</p> <p>Cycles in the Economy</p> <p>Financial Institutions And the Government</p>	<p>SS:CV:8:3.1: Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union. (Themes: A: Conflict and Cooperation)</p> <p>SS:CV:8:3.2: Analyze environmental, economic, and technological developments and their impact on society. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:8:1.1: Identify how events in the business cycle impact individuals' lives, e.g., recession or depression. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:6:2.3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:8:2.1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority)</p> <p>SS:EC:8:2.2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:EC:6:3.1: Describe gross domestic product and its components, e.g., the difference between imports and exports. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:EC:6:3.2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing. (Themes: D: Material Wants and Needs, E: Cultural)</p> <p>SS:EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:EC:8:4.2: Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>

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UNIT TITLE	STANDARDS
<p>Continents (Cont'd)</p> <p>International Economics and Trade</p> <p>Personal Finance</p> <p>The World in Spatial Terms</p> <p>Places and Regions</p>	<p>SS:EC:8:5.1: Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:EC:8:5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes. (Themes: A: Conflict and Cooperation, F: Global Transformation)</p> <p>SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)</p> <p>SS:EC:8:5.4: Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:EC:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy. (Themes: D: Material Wants and Needs)</p> <p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:1.1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
<p>Continents</p> <p>Places and Regions (cont'd)</p> <p>Physical Systems</p> <p>Human Systems</p>	<p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:6:3.1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Continents (Cont'd)	<p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p>
	<p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>
Environment and Society	<p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p>
Economic Systems and Technology	<p>SS:HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation)</p>
Social/Cultural	<p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>
Political Foundations and Development	<p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>

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UNIT TITLE	STANDARDS
Continents Political Foundations and Development (cont'd) World History Contacts, Exchanges and International Relations	SS:WH:8:1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)
	SS:WH:8:1.3: Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)
	SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)
	SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)
	SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)
	SS:WH:8:2.1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)
	SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)

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UNIT TITLE	STANDARDS
<p>Continents (Cont'd)</p> <p>World Views and Value Systems and their Intellectual Artistic Expressions</p> <p>Economic Systems and Technology</p> <p>Social/Cultural</p>	<p>SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:4.1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p> <p>SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
<p>Continents</p> <p>Social/Cultural (cont'd)</p>	<p>SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, J: Human Expression and Communication)</p> <p>SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Road to Revolution	<p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:2.1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)</p>

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UNIT TITLE	STANDARDS
Revolution	<p>SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:CV:8:2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:EC:2: Basic Economic Concepts</p> <p>SS:EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
Revolution (Cont'd)	<p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Revolution (Cont'd)	<p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Revolution (Cont'd)	<p>SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:1.4: Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:8:4.2: Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862). (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Revolution (Cont'd)	<p>SS:HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

UNIT TITLE	STANDARDS
Westward Expansion	<p>SS:EC:2: Basic Economic Concepts</p> <p>SS:EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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UNIT TITLE	STANDARDS
Westward Expansion (Cont'd)	<p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Westward Expansion (Cont'd)	<p>SS:HI:8:1.4: Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:HI:8:2.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:1.3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:1.4: Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>

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UNIT TITLE	STANDARDS
Westward Expansion (Cont'd)	<p>SS:HI:8:1.3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:1.4: Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:HI:8:2.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
Westward Expansion (Cont'd)	<p>SS:HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:8:4.2: Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862). (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:5.1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Constitution (Cont'd)	<p>SS:HI:8:4.2: Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862). (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:5.1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Constitution (Cont'd)	<p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:1.2: Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:CV:8:2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>

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UNIT TITLE	STANDARDS
Constitution (Cont'd)	<p>SS:CV:8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p> <p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>

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UNIT TITLE	STANDARDS
Civil War and Restoration	<p>SS:HI:8:1.3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:1.4: Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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UNIT TITLE	STANDARDS
60's Unit	<p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:2.1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)</p> <p>SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:CV:8:2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>

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UNIT TITLE	STANDARDS
60's Unit	SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
Economics	<p>SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:EC:8:4.1: Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:8:6.1: Compare the advantages and disadvantages of different payment methods. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.4: Students will identify sources of earned and unearned income, e.g., wages or investments. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.5: Define and compare saving and investing. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.6: Evaluate sources of investment information, and describe how to buy and sell investments. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.7: Discuss the importance of taking responsibility for personal financial decisions. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.8: Design a plan for earning, spending, saving, and investing. (Themes: D: Material Wants and Needs)</p>

Economics (EC:1)	
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grades K/1
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	<p>SS:EC:2:1.1: Explore the difference between goods and services, producers and consumers. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

Economics (EC:1)	
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grades K/1
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	<p>SS:EC:2:2.1: Begin to distinguish between needs and wants. (Themes: D: Material Wants and Needs)</p>

Economics (EC:1)	
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grades K/1
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	

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Standard	Grades K/1
<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	<p>SS:EC:2:4.1: Begin to explore the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

Economics (EC:1)

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Standard	Grades K/1
SS:EC:5: International Economics and Trade Students will recognize the importance of international trade and how economies are affected by it.	SS:EC:2:5.1: Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades K/1
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:2:1.1: Begin to identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:2:1.2: Explore spatial information on maps <u>and identify authentic places, such as, but not limited to, home-to-school routes or setting sin appropriate children’s literature</u>, e.g., map key, compass rose. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:1.3: Identify major physical and human features <u>in communities</u> and the United States such as, <u>but not limited to, addresses and neighborhoods</u>.</p> <p>Note: Underlined text = local standards</p>

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Standard	Grades K/1
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:2:2.1: Begin to recognize the physical and human characteristics of places, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:2:2.2: Explore the <u>concept of region</u> as an area of Earth's surface with unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:2.3: Observe the ways in which different people <u>depict</u> places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>Note: Underlined text = local standards</p>

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Standard	Grades K/1
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)</p>

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Standard	Grades K/1
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades K/1
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:2:5.1: Begin to recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grades K/1
SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	SS:HI:2:1.1: Begin to identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)

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Standard	Grades K/1
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)

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Standard	Grades K/1
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	SS:HI:2:3.1: Explore how individuals have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:HI:2:3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication)

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Standard	Grades K/1
SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	SS:HI:2:4.1: Identify different segments of the United States economy, e.g., farm, manufacturing, or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)

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Standard	Grades K/1
SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grades K/1
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	

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Standard	Grades K/1
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	

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<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:2:3.1: <u>Begin</u> to identify ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)</p> <p>Note: Underlined text = local standards</p>

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Standard	Grades K/1
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	<p>SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Strand: Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grade 2
SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	<p>SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance. (Themes: B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p> <p>SS:CV:2:1.3: Begin to identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p>

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Standard	Grade 2
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	SS:CV:2:2.1: Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)

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Standard	Grade 2
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	<p>SS:CV:2:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same. . (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:2:3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:CV:2:3.3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation)</p>

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Standard	Grade 2
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	<p>SS:CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:2:4.2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)</p>

Economics (EC:1)	
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Standard	Grade 2
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	<p>SS:EC:2:1.1: Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

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Standard	Grade 2
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	<p>SS:EC:2:2.1: Distinguish between needs and wants, <u>explain why needs and wants are unlimited while resources are limited.</u> (Themes: D: Material Wants and Needs)</p> <p>Note: Underlined text = local standards</p>

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<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grade 2
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	

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Standard	Grade 2
<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	<p>SS:EC:2:4.1: Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

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Standard	Grade 2
<p>SS:EC:5: International Economics and Trade</p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	<p>SS:EC:2:5.1: Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grade 2
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:2:1.2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:1.3: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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Standard	Grade 2
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:2:2.1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p>

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Standard	Grade 2
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:3.2: Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment)</p>

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Standard	Grade 2
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)</p>

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Standard	Grade 2
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:2:5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 2
SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	SS:HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)

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Standard	Grade 2
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)

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Standard	Grade 2
<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>	<p>SS:HI:2:3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:2:3.3: Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)</p>

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Standard	Grade 2
<p>SS:HI:4: Economic Systems & Technology</p> <p>Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:HI:2:4.1: Identify different segments of the United States economy, e.g., farm, manufacturing, or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

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Standard	Grade 2
SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 2
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	<p>SS:WH:2:1.1: Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>
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Standard	Grade 2
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	

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Standard	Grade 2
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)</p>

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Standard	Grade 2
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	<p>SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Strand: Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grade 3
SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	SS:CV:4:1.1: Explore the ideals of the United States system of government, e.g., equal rights or tolerance for others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment) SS:CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights. (Themes: 1: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)

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Standard	Grade 3
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	SS:CV:4:2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) SS:CV:4:2.2: Explore how public officials are chosen and how laws and/or policies are made. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)

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Standard	Grade 3
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	

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Standard	Grade 3
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)

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Standard	Grade 3
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	<p>SS:EC:4:1.2: Describe what markets are and define individual’s roles as consumers and producers in a market economy using circular flow models. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy. (Themes A: Conflict and Cooperation C: People, Places and Environment D: Material Wants and Needs)</p>

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Standard	Grade 3
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	<p>SS:EC:4:2.1: Explain why needs and wants are unlimited while resources are limited. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)</p>

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Standard	Grade 3
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	

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<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	<p>SS:EC:2:4.1: Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money. (Themes: D: Material Wants and Needs)</p>

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<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grade 3
<p>SS:EC:5: International Economics and Trade</p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	<p>SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grade 3
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

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Standard	Grade 3
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:2.4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:2.5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature. (Themes: J: Human Expression and Communication)</p>

Strand: Geography (GE:1)	
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Standard	Grade 3
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.3: Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

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Standard	Grade 3
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:4:4.1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.3: Recognize the effects of migration on the characteristics of places, e.g., cultural awareness or food choices. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:4:4.4: Discuss the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>Content currently in curriculum and anticipated to be covered.</p>

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Standard	Grade 3
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:4:5.1: Identify how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.3: Classify the characteristics of renewable and nonrenewable resources such as, but not limited to, timber or petroleum, climate change or fluctuating oil prices. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D: Material Wants and Needs)</p> <p>SS:GE:4:5.5: Compare how people in different regions use the same resource, e.g., water or wood. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 3
SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction) SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)

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Standard	Grade 3
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples., e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)

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Standard	Grade 3
<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>	<p>SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:3.2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication)</p> <p>Note: Covered in new program? (Exchange city at 5th grade?)</p>

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Standard	Grade 3
SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society) SS:HI:4:4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)

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Standard	Grade 3
SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	<p>SS:HI:4:5.2: Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:5.4: Explore attitudes towards diversity, e.g., segregation or inclusion. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:5.5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity. (Themes: C: People, Places and Environment, F: Global Transformation, H: Individualism, Equality and Authority)</p>

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 3
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	

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Standard	Grade 3
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	

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Standard	Grade 3
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:4:3.1: Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales. (Themes: J: Human Expression and Communication)</p>

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Standard	Grade 3
<p>SS:WH:4: Economic Systems & Technology</p> <p>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:WH:4:4.1: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today. (Themes: F: Global Transformation, G: Science, Technology, and Society)</p>

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Standard	Grade 3
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	

Strand: Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grade 4
SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	<p>SS:CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights. (Themes: 1: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>

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Standard	Grade 4
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	SS:CV:4:2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) SS:CV:4:2.2: Explore how public officials are chosen and how laws and/or policies are made. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)

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Standard	Grade 4
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	SS:CV:4:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

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Standard	Grade 4
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	<p>SS:CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights. (Themes: 1: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p> <p>SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p>

Economics (EC:1) (covered by Junior Achievement, Amherst only)

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

Standard	Grade 4
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	<p>SS:EC:4:1.1: Identify the factors of production and explain how businesses use these to produce goods and services. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:1.2: Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy. (Themes A: Conflict and Cooperation C: People, Places and Environment D: Material Wants and Needs)</p> <p>SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity. (Themes: G: Science, Technology, and Society)</p> <p>Note: Proposed to meet standards through Exchange City 5th Grade.</p>

Economics (EC:1)	
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grade 4
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	<p>SS:EC:4:2.1: Explain why needs and wants are unlimited while resources are limited. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)</p> <p>SS:EC:4:2.3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:4:2.4: Define supply and demand and describe factors that can cause a change in supply and demand. (Themes: D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:EC:4:2.5: Explain how prices of goods and services are set in the United States and describe different factors that affect price. (Themes: D: Material Wants and Needs, F: Global Transformation)</p>

Economics (EC:1)	
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Standard	Grade 4
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	<p>SS:EC:4:3.1: Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:EC:4:3.2: Describe how changes in the business cycle can impact people’s lives. (Themes: C: People, Places and Environment)</p>

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Standard	Grade 4
<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	<p>SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

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Standard	Grade 4
<p>SS:EC:5: International Economics and Trade</p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	<p>SS:EC:4:5.1: Describe that countries have different kinds of resources. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:EC:4:5.2: Explain why some countries’ resources are in greater demand than others, e.g., colonial New Hampshire’s mast trees or petroleum. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades 4
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, J: Human Expression and Communication)</p> <p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

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Standard	Grades 4
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) – Addition of a local standard</p> <p>SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:2.5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature. (Themes: J: Human Expression and Communication) – Addition of a local standard</p>

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Standard	Grades 4
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.3: Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.4: Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain. (Themes: C: People, Places and Environment)</p> <p>SS:GE:4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>

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Standard	Grades 4
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:4:4.1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:4:4.3: Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:4:4.4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 4
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:4:5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.3: Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>SS:GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D: Material Wants and Needs)</p> <p>SS:GE:4:5.5: Compare how people in different regions use the same resource, e.g., water or wood. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 4
SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	<p>SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:1.2: Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government. (Themes: A: Conflict and Cooperation)</p> <p>SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>

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Standard	Grade 4
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples., e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)

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Standard	Grade 4
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	<p>SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:3.2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication)</p> <p>SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)</p>

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Standard	Grade 4
SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	<p>SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:HI:4:4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:HI:4:4.3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>

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Standard	Grade 4
SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	<p>SS:HI:4:5.1: Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:5.4: Explore attitudes towards diversity, e.g., segregation or inclusion. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:4:5.5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity. (Themes: C: People, Places and Environment, F: Global Transformation, H: Individualism, Equality and Authority)</p>

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 4
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	<p>SS:WH:4:1.1: Explain that people of different countries create social and political systems, e.g., a family or a government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>Note: GAP – potential addition of WH:1, WH:2, WH:3 and priority</p>

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Standard	Grade 4
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	<p>SS:WH:4:2.1: Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, G: Science, Technology, and Society)</p>

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Standard	Grade 4
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:4:3.1: Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales. (Themes: J: Human Expression and Communication)</p>

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Standard	Grade 4
<p>SS:WH:4: Economic Systems & Technology</p> <p>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:WH:4:4.1: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today. (Themes: F: Global Transformation, G: Science, Technology, and Society)</p>

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Standard	Grade 4
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	<p>SS:WH:4:5.1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Strand: Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grade 5
SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	<p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)</p>

Strand: Civics and Governments (CV:1)	
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Standard	Grade 5
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	SS:CV:6:2.2: Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions. (Themes: E: Cultural Development, Interaction, and Change)

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Standard	Grade 5
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	

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Standard	Grade 5
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	SS:CV:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)

Economics (EC:1) (covered by Junior Achievement, Amherst only)	
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grade 5
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	<p>SS:EC:6:1.3: Recognize the relationship between productivity and wages, and between wages and standard of living. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

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Standard	Grade 5
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	<p>SS:EC:6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Themes: D: Material Wants and Needs)</p>

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Standard	Grade 5
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	

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Standard	Grade 5
<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	

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Standard	Grade 5
<p>SS:EC:5: International Economics and Trade</p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	

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Standard	Grade 5
SS:EC:6: Personal Finance Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy	SS:EC:8:6.1: Compare the advantages and disadvantages of different payment methods. (Themes: D: Material Wants and Needs) SS:EC:8:6.3: Demonstrate the use of the different types of accounts available from financial institutions, e.g., checking or savings accounts. (Themes: D: Material Wants and Needs)

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades 5
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:1.1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)</p>

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Standard	Grades 5
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.2: Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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Standard	Grades 5
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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Standard	Grades 5
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p>

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Standard	Grade 5
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 5
<p>SS:HI:1: Political Foundations and Development</p> <p>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>	<p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 5
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)

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Standard	Grade 5
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)

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Standard	Grade 5
SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	SS:HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society) SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)

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Standard	Grade 5
SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	<p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 5
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	

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Standard	Grade 5
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	<p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 5
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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Standard	Grade 5
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Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 5
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	

Strand: Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grade 6
SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)

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Standard	Grade 6
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	

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Standard	Grade 6
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	<p>SS:CV:6:3.1: Identify other countries in the world and their different forms of government, e.g. , monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation)</p> <p>SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:CV:6:3.3: Discuss the reasons for conflicts between and among countries and peoples, e.g. , natural resources or religion. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p>

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Standard	Grade 6
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	

Economics (EC:1) (covered by Junior Achievement, Amherst only)

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

Standard	Grade 6
SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.	SS:EC:6:1.1: Identify the role of the individual in factor and product markets. (Themes: D: Material Wants and Needs) SS:EC:6:1.2: Explain how specialization and productivity are related. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)

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Standard	Grade 6
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	<p>SS:EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:6:2.3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:8:2.1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority)</p>

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Standard	Grade 6
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	

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Standard	Grade 6
<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	

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Standard	Grade 6
<p>SS:EC:5: International Economics and Trade</p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	

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Standard	Grade 6
<p>SS:EC:6: Personal Finance</p> <p>Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy</p>	<p>SS:EC:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy. (Themes: D: Material Wants and Needs)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades 6
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:6.1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6.1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6.1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p>

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Standard	Grades 6
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.2: Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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Standard	Grades 6
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:CV:6:3.1: Identify other countries in the world and their different forms of government, e.g. , monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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Standard	Grades 6
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 6
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 6
SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	

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Standard	Grade 6
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	

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Standard	Grade 6
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	

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Standard	Grade 6
SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	

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Standard	Grade 6
SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	

Strand: World History (WH:1)	
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Standard	Grade 6
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	<p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:WH:8:1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:WH:6:1.2: Explore the use and abuse of power. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 6
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	<p>SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 6
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 6
<p>SS:WH:4: Economic Systems & Technology</p> <p>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:WH:6:4.1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p> <p>SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p>

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Standard	Grade 6
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	<p>SS:WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, J: Human Expression and Communication)</p> <p>SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Strand: Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grade 7
SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	

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Standard	Grade 7
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	

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Standard	Grade 7
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	SS:CV:8:3.1: Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union. (Themes: A: Conflict and Cooperation) SS:CV:8:3.2: Analyze environmental, economic, and technological developments and their impact on society. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)

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Standard	Grade 7
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	

Economics (EC:1) (covered by Junior Achievement, Amherst only)

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

Standard	Grade 7
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	<p>SS:EC:8:1.1: Identify how events in the business cycle impact individuals' lives, e.g., recession or depression. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

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Standard	Grade 7
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	<p>SS:EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p> <p>SS:EC:6:2.3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:EC:8:2.1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority)</p> <p>SS:EC:8:2.2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>

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Standard	Grade 7
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	<p>SS:EC:6:3.1: Describe gross domestic product and its components, e.g., the difference between imports and exports. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:EC:6:3.2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing. (Themes: D: Material Wants and Needs, E: Cultural</p> <p>SS:EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>(gaps) Moved to a grade higher than when state tests it.</p>

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Standard	Grade 7
<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	<p>SS:EC:8:4.2: Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>

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Standard	Grade 7
<p>SS:EC:5: International Economics and Trade</p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	<p>SS:EC:8:5.1: Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)</p> <p>SS:EC:8:5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes. (Themes: A: Conflict and Cooperation, F: Global Transformation)</p> <p>SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)</p> <p>SS:EC:8:5.4: Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, F: Global Transformation)</p>

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Standard	Grade 7
<p>SS:EC:6: Personal Finance</p> <p>Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy</p>	<p>SS:EC:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy. (Themes: D: Material Wants and Needs)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades 7
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:1.1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)</p>

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Standard	Grades 7
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p>

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Standard	Grades 7
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:GE:6:3.1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion. (Themes: C: People, Places and Environment)</p> <p>SS:GE:6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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Standard	Grades 7
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 7
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 7
SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	

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Standard	Grade 7
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	

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Standard	Grade 7
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	

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Standard	Grade 7
SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	SS:HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation)

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Standard	Grade 7
SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 7
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	<p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:WH:8:1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:WH:8:1.3: Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 7
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	<p>SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:2.1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)</p> <p>SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>

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Standard	Grade 7
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

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Standard	Grade 7
<p>SS:WH:4: Economic Systems & Technology</p> <p>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:WH:6:4.1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p> <p>SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p>

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Standard	Grade 7
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	<p>SS:WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, J: Human Expression and Communication)</p> <p>SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Strand: Civics and Governments (CV:1)	
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.	
Standard	Grade 8
SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.	<p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:1.2: Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>

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Standard	Grade 8
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	<p>SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:CV:8:2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>

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Standard	Grade 8
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	

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Standard	Grade 8
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)

Economics (EC:1) (covered by Junior Achievement, Amherst only)	
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
Standard	Grade 8
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	<p>SS:EC:8:4.1: Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

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Standard	Grade 8
<p>SS:EC:2: Basic Economic Concepts</p> <p>Students will learn about the pillars of a free market economy and the market mechanism.</p>	

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Standard	Grade 8
<p>SS:EC:3: Cycles in the Economy</p> <p>Students will be able to explain the business cycle and trends in economic activity over time.</p>	<p>SS:EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p>

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Standard	Grade 8
<p>SS:EC:4: Financial Institutions and the Government</p> <p>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>	<p>SS:EC:8:4.1: Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

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Standard	Grade 8
<p>SS:EC:5: International Economics and Trade</p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	<p>SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)</p>

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Standard	Grade 8
<p>SS:EC:6: Personal Finance</p> <p>Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy</p>	<p>SS:EC:8:6.1: Compare the advantages and disadvantages of different payment methods. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.4: Students will identify sources of earned and unearned income, e.g., wages or investments. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.5: Define and compare saving and investing. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.6: Evaluate sources of investment information, and describe how to buy and sell investments. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.7: Discuss the importance of taking responsibility for personal financial decisions. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.8: Design a plan for earning, spending, saving, and investing. (Themes: D: Material Wants and Needs)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades 8
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	<p>SS:GE:6.1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p> <p>SS:GE:6.1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6.1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p>

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Standard	Grades 8
<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	<p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p> <p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p>

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Standard	Grades 8
<p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	<p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

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<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grades 8
<p>SS:GE:4: Human Systems</p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>

Strand: Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
Standard	Grade 8
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 8
<p>SS:HI:1: Political Foundations and Development</p> <p>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>	<p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:1.3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p> <p>SS:HI:8:1.4: Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p>

Strand: US / NH History (HI:1)

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Standard	Grade 8
<p>SS:HI:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>	<p>SS:HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:HI:8:2.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>

Strand: US / NH History (HI:1)

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An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 8
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 8
SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	<p>SS:HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation)</p> <p>SS:HI:8:4.2: Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862). (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>

Strand: US / NH History (HI:1)

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

Standard	Grade 8
<p>SS:HI:5: Social/Cultural</p> <p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>	<p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:8:5.1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 8
<p>SS:WH:1: Political Foundations and Developments</p> <p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 8
<p>SS:WH:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	<p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:8:2.1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)</p>

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 8
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 8
<p>SS:WH:4: Economic Systems & Technology</p> <p>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	

Strand: World History (WH:1)	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
Standard	Grade 8
<p>SS:WH:5: Social/Cultural</p> <p>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>	

Strand (copied): 3.0 - Civics and Government Strand

Standard (copied): Standard 3.1 - The Nature and Purpose of Government

Students will demonstrate an understanding of the nature of governments, and the fundamental ideals and principles of government of the United States.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 3.1.12.1: Identify the structures and functions of government at various levels such as, but not limited to, the role of the federal executive branch and state executive branch, as well as the hierarchy of the federal executive branch and its departments and agencies. (Ancient Greece, Roman Republic, Founding Documents) 3.1.12.2: Identify how institutions and individuals make, apply, and enforce rules and laws such as, but not limited to, specific federal branch departments and agencies such as the DOE, DOJ, EPA, and FTC. (Roman Republic, Founding Documents) 3.2.12.3: Evaluate how the purposes of government have been interpreted by examining specific issues facing the country, such as, the issue of energy production and consumption, global warming, and responsible consumerism. (Political Views, Founding Documents) 	<ul style="list-style-type: none"> 3.1.12.1: Identify the structures and functions of government at various levels such as, but not limited to, the legislative, executive, and judicial branches of the federal gov't versus the power of state governments. (Industrial Rev., Labor, and Great Depression Units) 3.1.12.2: Examine how institutions and individuals make, apply, and enforce rules and laws such as, but not limited to, the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Great Depression Unit) 3.2.12.3: Evaluate how the purposes of government have been interpreted such as, but not limited to, promoting the general welfare or protection of private property. (Industrial Rev., Labor, and Great Depression Units) 3.1.12.4: Explain how in the United States legitimate 	<ul style="list-style-type: none"> 3.1.12.1: Identify the structures and functions of government at various levels such as, but not limited to, European systems of colonial administration or comparative government structures. (Comparative European Government Unit, China Unit) 3.1.12.2: Examine how institutions and individuals make, apply, and enforce rules and laws such as, but not limited to, the government of Imperial China or current antiterrorism laws. (European Union Unit, India River Sustainable Use Unit) 	<ul style="list-style-type: none"> 3.1.12.1: Identify the structures and functions of government at various levels such as, but not limited to, county—role of the sheriff's office or nation—role of providing the defense of the country. 3.1.12.2: Examine how institutions and individuals make, apply, and enforce rules and laws such as, but not limited to, the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. 3.1.12.4: Examine how in the United States legitimate authority derives from custom, law and consent of

<p>▪ 3.1.12.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed such as, the ideas of John Locke, US founding documents, and the dispute of the 2000 Pres. election. (Roman Republic, Founding Documents)</p>	<p>authority derives from custom, law and consent of the governed such as, but not limited to, The Social Compact. (Civil Rights Unit)</p>		<p>the governed such as, but not limited to, the Mayflower Compact or local curfews.</p>
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Strand (copied): 3.0 - Civics and Government Strand

Standard (copied): Standard 3.2 – Structure and Function of United States and New Hampshire Government

Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> ▪ 3.2.12.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and Bill of Rights such as, but not limited to, individual rights and responsibilities. (Roman Republic, Founding Documents) ▪ (Covered in 8th grade) ▪ 3.2.12.2: Identify the evolution of the United States Constitution as a living document. (Founding Documents) ▪ 3.2.12.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. (Founding Documents, Roman Republic) ▪ 3.2.12.4: Introduce how individual rights have been extended in the United States (Founding Documents) 	<ul style="list-style-type: none"> ▪ 3.2.12.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and Bill of Rights such as, but not limited to, the rule of law or individual rights and responsibilities. (Industrial Rev., Labor, Civil Rights Units) ▪ 3.2.12.2: Analyze the evolution of the United States Constitution as a living document such as, but not limited to, the Bill of Rights or Plessy v. Ferguson. (Industrial Rev., Labor, Civil Rights Units) ▪ 3.2.12.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems such as, but not limited to, resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court. (Industrial Rev., Labor, Great Depression, and Civil Rights Units) ▪ 3.2.12.4: Evaluate how individual rights have been 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 3.2.12.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and Bill of Rights such as, but not limited to, the rule of law or individual rights and responsibilities. ▪ 3.2.12.2: Analyze the evolution of the United States Constitution as a living document such as, but not limited to, the Bill of Rights or Plessy v. Ferguson. ▪ 3.2.12.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems such as, but not limited to, resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court. ▪ 3.2.12.4: Evaluate how

	<p>extended in the United States such as, but not limited to, Truman's integration of the Armed Services or the Miranda decision. (The Great Depression and Civil Rights Units)</p>		<p>individual rights have been extended in the United States such as, but not limited to, Truman's integration of the Armed Services or the Miranda decision.</p>
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Strand (copied): 3.0 - Civics and Government Strand

Standard (copied): Standard 3.3 - The World and the United States Place In It

Students will demonstrate an understanding of the relationship of the United States to other countries and the role of the United States in world affairs.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> ▪ 3.2.12.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and Bill of Rights such as, but not limited to, individual rights and responsibilities. (Roman Republic, Founding Documents) ▪ (Covered in 8th grade) ▪ 3.2.12.2: Identify the evolution of the United States Constitution as a living document. (Founding Documents) ▪ 3.2.12.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems. (Founding Documents, Roman Republic) ▪ 3.2.12.4: Introduce how individual rights have been extended in the United States (Founding Documents) 	<ul style="list-style-type: none"> ▪ 3.3.12.1: Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues such as, but not limited to, the industrial revolution and the cold war. (Industrial Rev., WWI, WWII, and Cold War Units) ▪ 3.3.12.2: Discuss the relationship between domestic and foreign policy such as, but not limited to, farm subsidies or the impact of the 2003 Iraq war. WWI, WWII, Korea, and Vietnam. (WWI, WWII, and Cold War Units) ▪ 3.3.12.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs such as, but not limited to, the United States Constitution or free elections. (WWII and Cold War Units) 		<ul style="list-style-type: none"> ▪ 3.3.12.1: Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues such as, but not limited to, intellectual property rights or global warming. ▪ 3.3.12.2: Discuss the relationship between domestic and foreign policy such as, but not limited to, farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. ▪ 3.3.12.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs such as, but not limited to, the United States Constitution or free elections.

Strand (copied): 3.0 - Civics and Government Strand

Standard (copied): Standard 3.4 - Rights and Responsibilities

Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> ▪ 3.4.12.1: Demonstrate responsible practices within the political process such as, but not limited to, registering to vote or taking civic action. (Ancient Greece, Roman Republic, Political Views) ▪ 3.4.12.2: Examine methods by which misunderstandings and conflicts between individuals may be amicably resolved such as, but not limited to, democratic structures or peer mediation. (Political Views) ▪ 3.4.12.3: Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens such as, but not limited to, informed voting, responsible citizenship and service learning. (Ancient Greece, Roman Republic, Political Views) 	<ul style="list-style-type: none"> ▪ 3.4.12.1: Demonstrate responsible practices within the political process such as, but not limited to, registering to vote or taking civic action. (Civil Rights Unit) ▪ 3.4.12.2: Examine methods by which misunderstandings and conflicts between individuals may be amicably resolved such as, but not limited to, democratic structures. (Civil Rights, Bio-Ethics Unit) 		<ul style="list-style-type: none"> ▪ 3.4.12.1: Demonstrate responsible practices within the political process such as, but not limited to, registering to vote or taking civic action. ▪ 3.4.12.2: Examine methods by which misunderstandings and conflicts between individuals may be amicably resolved such as, but not limited to, settlement of boundary disputes or peer mediation. ▪ 3.4.12.3: Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens such as, but not limited to, the study of the founding documents or informed voting.

Strand (copied): 4.0 - Economics Strand

Standard (copied): Standard 4.1 - Economics and the Individual

Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 4.1.12.1: Examine the roles of workers and consumers in factor and product markets such as, how consumer choices indirectly impact workers in the global market. (Economics Unit) 	<ul style="list-style-type: none"> 4.1.12.1: Examine the roles of workers and consumers in factor and product markets such as, but not limited to, how labor and private property can be used as a productive resource. (New 10th Grade Econ. Unit) 4.1.12.2: Conceptualize how events in the business cycle impact individual lives such as, but not limited to, career and consumer choices. (New 10th Grade Econ. Unit) 	<ul style="list-style-type: none"> 4.1.12.2: Conceptualize how events in the business cycle impact individual lives such as, but not limited to, globalization's effect on employment patterns. (Problems and Challenges Unit: Poverty and Globalization, NEW Economics Unit: What Makes a Country Rich?) 	<ul style="list-style-type: none"> 4.1.12.1: Examine the roles of workers and consumers in factor and product markets such as, but not limited to, how labor and private property can be used as a productive resource. 4.1.12.2: Conceptualize how events in the business cycle impact individual lives such as, but not limited to, career and consumer choices.

Strand (copied): 4.0 - Economics Strand

Standard (copied): Standard 4.2. - Basic Economic Concepts

Students will learn about the pillars of a free market economy and the market mechanism.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> ▪ 4.2.12.2: Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets. (Econ Unit) ▪ 4.2.12.3: Introduce demand and supply graphs including the influences on price elasticity by examining the Laws of Supply & Demand and the Equilibrium price through an economic simulation. (Econ Unit) ▪ 4.2.12.4: Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition such as degree of price control and level of efficiency. (Econ Unit) ▪ 4.2.12.5: Analyze the 	<ul style="list-style-type: none"> ▪ 4.2.12.1: Explain how the allocation of resources impact productivity and ultimately economic growth such as, but not limited to, worker migrations. (New 10th Grade Econ. Unit) ▪ 4.2.12.2: Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets. (New 10th Grade Econ. Unit) ▪ 4.2.12.3: Interpret demand and supply schedules/graphs including the influences on price elasticity such as, but not limited to, the impact of OPEC. (New 10th Grade Econ. Unit) ▪ 4.2.12.4: Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition such as, but not limited to, ease of 	<ul style="list-style-type: none"> ▪ 4.2.12.1: Explain how the allocation of resources impact productivity and ultimately economic growth such as, but not limited to, worker migrations in China or Africa's reliance on primary sector activities. (China Unit, India River Sustainable Use Unit, Problems and Challenges Unit) 	<ul style="list-style-type: none"> ▪ 4.2.12.1: Explain how the allocation of resources impact productivity and ultimately economic growth such as, but not limited to, worker migrations. ▪ 4.2.12.2: Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets. ▪ 4.2.12.3: Interpret demand and supply schedules/graphs including the influences on price elasticity such as, but not limited to, the impact of downloading music from the internet. ▪ 4.2.12.4: Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition such as, but not limited to, ease of entry and degree of price control. ▪ 4.2.12.5: Analyze the

<p>similarities and differences among sole proprietorships, partnerships, and corporations by looking at current companies and examining how they function. (GAP)</p>	<p>entry and degree of price control. (New 10th Grade Econ. Unit)</p> <ul style="list-style-type: none"> 4.2.12.5: Analyze the similarities and differences among sole proprietorships, partnerships, and corporations such as, but not limited to, number of owners and financing options. (New 10th Grade Econ. Unit) 		<p>similarities and differences among sole proprietorships, partnerships, and corporations such as, but not limited to, number of owners and financing options.</p>
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Strand (copied): 4.0 - Economics Strand

Standard (copied): Standard 4.3. - Cycles in the Economy

Students will be able to explain the business cycle and trends in economic activity over time.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
	<ul style="list-style-type: none"> ▪ 4.3.12.1: Recognize the economic indicators that create or reflect changes in the business cycle such as, but not limited to, new home construction or number of unemployment claims. (New 10th Grade Econ. Unit) ▪ 4.3.12.2: Explain the different types of inflation such as, but not limited to, cost-push or structural. (New 10th Grade Econ. Unit) ▪ 4.3.12.3: Apply the consumer price index to demonstrate comparative values over time such as, but not limited to, the purchasing power of the dollar. (New 10th Grade Econ. Unit) ▪ 4.3.12.4: Explain the different types of unemployment such as, but not limited to, frictional or cyclical. (New 10th Grade Econ. Unit) 		<ul style="list-style-type: none"> ▪ 4.3.12.1: Recognize the economic indicators that create or reflect changes in the business cycle such as, but not limited to, new home construction or number of unemployment claims. ▪ 4.3.12.2: Explain the different types of inflation such as, but not limited to, cost-push or structural. ▪ 4.3.12.3: Apply the consumer price index to demonstrate comparative values over time such as, but not limited to, the purchasing power of the dollar. ▪ 4.3.12.4: Explain the different types of unemployment such as, but not limited to, frictional or cyclical.

Strand (copied): 4.0 - Economics Strand

Standard (copied): Standard 4.4 - Financial Institutions and the Government

Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
	<ul style="list-style-type: none"> ▪ 4.4.12.1: Analyze the effect of government actions on financial institutions such as, but not limited to, securities and exchange regulations and the Federal Reserve (New 10th Grade Econ. Unit) ▪ 4.4.12.2: Explain the components of the money supply such as, but not limited to, currency and money market accounts. (New 10th Grade Econ. Unit) ▪ 4.4.12.3: Distinguish between monetary policy and fiscal policy and how they influence the economy such as, but not limited to, the reserve ratio and taxation. (New 10th Grade Econ. Unit) 	<ul style="list-style-type: none"> ▪ 4.4.12.3: Distinguish between monetary policy and fiscal policy and how they influence the economy such as, but not limited to, the German inflation of the 1920's or tax inequalities in Latin America. (German Government Unit) 	<ul style="list-style-type: none"> ▪ 4.4.12.1: Analyze the effect of government actions on financial institutions such as, but not limited to, securities and exchange regulations and the New Hampshire Banking Commission ▪ 4.4.12.2: Explain the components of the money supply such as, but not limited to, currency and money market accounts. ▪ 4.4.12.3: Distinguish between monetary policy and fiscal policy and how they influence the economy such as, but not limited to, the reserve ratio and taxation.

Strand (copied): 4.0 - Economics Strand

Standard (copied): Standard 4. 5 - International Economics and Trade

Students will recognize the importance of international trade and how economies are affected by it.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade: 12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
	<ul style="list-style-type: none"> 4.5.12.1: Explain how comparative advantage affects trade decisions such as, but not limited to, importing steel and exporting capital equipment. (New 10th Grade Econ. Unit) 	<ul style="list-style-type: none"> 4.5.12.1: Explain how comparative advantage affects trade decisions such as, but not limited to, importing steel and exporting capital equipment. (NEW Economics Unit: What Makes a Country Rich, Problems and Challenges Unit: Poverty) 4.5.12.2: Analyze the reasons for changes in international currency values such as, but not limited to, interest rates or the balance of trade. (China Unit, European Union Unit) 4.5.12.3: Examine how various national economic policies have led to changes in the international economy such as, but not limited to, mercantilism in the period of colonization or "The Washington Consensus." (China Unit, Comparative European Government Unit) 	<ul style="list-style-type: none"> 4.5.12.1: Explain how comparative advantage affects trade decisions such as, but not limited to, importing steel and exporting capital equipment. 4.5.12.3: Examine how various national economic policies have led to changes in the international economy such as, but not limited to, mercantilism or privatization.

Strand (copied): 4.0 Economics**Standard (copied): Standard 4.6 Personal Finance**

Students will be able to explain the importance of money management, spending, credit, saving and investing in a free market economy.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<p>SS:EC:12:6.1: Compare the risk, rate of return, and liquidity of investment. (Themes: D: Material Wants and Needs) (Gap)</p> <p>SS:EC:12:6.2: Identify and analyze sources of consumer credit. (Themes: D: Material Wants and Needs) (New) Economics Unit)</p> <p>SS:EC:12:6.3: Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems. (Themes: D: Material Wants and Needs) (New) Economics Unit)</p> <p>SS:EC:12:6.4: Describe how insurance and other risk management strategies protect against financial loss. (Themes: D: Material Wants and Needs) (Econ. Unit)</p>			

Strand (copied): 5.0 - Geography Strand

Standard (copied): Standard 5.1 – The World in Spatial Terms

Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> ▪ 5.1.12.1: Use graphic tools to depict geographic issues such as, but not limited to, energy production/consumption or population distribution. (Ancient Greece, Roman Republic) ▪ 5.1.12.2: Demonstrate how mental maps reflect the human perception of places such as, but not limited to, people's attitudes towards other cultures. (Roman Republic) <p>5.1.12.3: Analyze spatial interactions and models of spatial organization such as, but not limited to, trade flows between countries or location of industry, industrial waste or energy production in comparison with population demographics. (Ancient Greece, Roman Republic, Middle Ages/Renaissance)</p>	<ul style="list-style-type: none"> ▪ 5.1.12.1: Use graphic tools to depict geographic issues such as, voting patterns in the United States or political patterns in the world. (Immigration Unit, Great Migration) ▪ 5.1.12.2: Demonstrate how mental maps reflect the human perception of places such as, but not limited to, people's decisions to migrate or attitudes towards other cultures. (Great Migration, Harlem Renaissance) ▪ 5.1.12.3: Analyze spatial interactions and models of spatial organization such as, but not limited to, trade flows between countries or location of industry in areas of low production costs. (10th Grade Econ. Unit) 	<ul style="list-style-type: none"> ▪ 5.1.12.1: Use graphic tools to depict geographic issues such as, but not limited to, refugee flows or import/export flows by region. (Geography Units: Asia, Africa, Europe) ▪ 5.1.12.2: Demonstrate how mental maps reflect the human perception of places such as, but not limited to, rural to urban migration or regional attitudes affecting national unity. (India Unit, China Unit, German Government Unit) ▪ 5.1.12.3: Analyze spatial interactions and models of spatial organization such as, but not limited to, trade flows between countries or location of industry in areas of low labor costs. (NEW Economics Unit: What Makes a Country Rich?, China Unit, India River Sustainable Use Unit) 	<ul style="list-style-type: none"> ▪ 5.1.12.1: Use graphic tools to depict geographic issues such as, but not limited to, rice production in the Philippines or voting patterns in the United States. ▪ 5.1.12.2: Demonstrate how mental maps reflect the human perception of places such as, but not limited to, people's decisions to migrate or attitudes towards other cultures. ▪ 5.1.12.3: Analyze spatial interactions and models of spatial organization such as, but not limited to, trade flows between countries or location of industry in areas of low production costs.

Strand (copied): 5.0 - Geography Strand

Standard (copied): Standard 5.2 - Places and Regions

Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 5.2.12.1: Discuss the changing meaning and significance of place such as Rome as the center of the world during the Roman empire, and as an abandoned city at the start of the Renaissance. (Roman Republic, Middle Ages/Renaissance) 5.2.12.2: Investigate how relationships between humans and the physical environment lead to the formation of 'place' such as the Roman aqueducts and temples, or Renaissance cathedrals such as Il Duomo in Florence. (Roman Republic, Middle Ages/Renaissance) 5.2.12.3: Describe the structure of regional systems such as, but not limited to, how small cities are linked to larger cities. (Ancient Greece, Roman Republic, Renaissance/Middle Ages) 	<ul style="list-style-type: none"> 5.2.12.3: Describe the structure of regional systems such as, but not limited to, how small cities are linked to larger cities. (Industrial Rev. Unit) 5.2.12.4: Utilize regions to analyze geographic issues such as, but not limited to, the great migration. (1920's, Civil Rights Unit) 5.2.12.5: Recognize that places and regions serve as symbols for 	<ul style="list-style-type: none"> 5.2.12.1: Discuss the changing meaning and significance of place such as, but not limited to, coastal China as the center of an Empire and as a locus of global investment. (China Unit) 5.2.12.2: Investigate how relationships between humans and the physical environment lead to the formation of 'place' such as the terracing of hillsides in China or the decision to locate a trade outpost at Cape Town. (Africa Unit) 5.2.12.3: Describe the structure of regional systems such as, but not limited to, how small cities are linked to larger cities or the connections between agricultural and industrial areas. (GAP) 5.2.12.4: Utilize regions to analyze geographic 	<ul style="list-style-type: none"> 5.2.12.1: Discuss the changing meaning and significance of place such as, but not limited to, London as a Roman outpost in Britain and as the center of a global empire in the 1800s. 5.2.12.2: Investigate how relationships between humans and the physical environment lead to the formation of 'place' such as the terracing of hillsides or oasis agriculture. 5.2.12.3: Describe the structure of regional systems such as, but not limited to, how small cities are linked to larger cities. 5.2.12.4: Utilize regions to analyze geographic issues such as, but not limited to, the cotton South v. the industrial North prior to the Civil War or tensions within the European Union. 5.2.12.5: Recognize that places and regions serve

<ul style="list-style-type: none"> ▪ 5.2.12.4: Utilize regions to analyze geographic issues such as, but not limited to, the need for energy generation. (Roman Republic) ▪ 5.2.12.5: Recognize that places and regions serve as symbols for individuals and societies such as Athens and Sparta, or Rome during the late Renaissance. (Ancient Greece, Roman republic, Middle Ages/Renaissance) 	<p>individuals and societies such as, but not limited to, Harlem. (Harlem Renaissance and 1920's Unit)</p>	<p>issues such as, but not limited to, the Sudanese civil war or tensions within the European Union. (Africa Genocide Unit)</p> <ul style="list-style-type: none"> ▪ 5.2.12.5: Recognize that places and regions serve as symbols for individuals and societies such as, but not limited to, Mecca or Israel. (Man's Inhumanity to Man Unit) 	<p>as symbols for individuals and societies such as, but not limited to, Mecca or Salt Lake City.</p>
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Strand (copied): 5.0 - Geography Strand

Standard (copied): Standard 5.3 - Physical Systems

Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems. **NOTE: Many of the following proficiencies are included in the 9th grade Science curriculum.**

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 5.3.12.1: See Note Above 5.3.12.5: Recognize the importance of ecosystems in people's understanding of environmental issues such as, but not limited to, the long-term effects of acid rain on water bodies or forest fires and 	<ul style="list-style-type: none"> 5.3.12.1: See Note Above 	<ul style="list-style-type: none"> 5.3.12.1: (See Note Above) Explain the interaction of the Earth's physical systems such as but not limited to the 2004 tsunami. (Current Events Unit: Asia) 5.3.12.2: Demonstrate the spatial variation in physical processes across Earth's surface such as, but not limited to monsoon patterns. (India River Unit) 5.3.12.3: Illustrate the characteristics of different ecosystems such as, but not limited to, the location of deserts or the poor quality of rainforest soils. (Problems and Challenges Unit: Environment) 5.3.12.4: Compare the carrying capacity of different ecosystems in relation to land use such as, but not limited to, steppe or savanna. (Problems and Challenges Unit: Environment) 	<ul style="list-style-type: none"> 5.3.12.1: See Note Above

<p>management. (GAP)</p>		<ul style="list-style-type: none"> ▪ 5.3.12.5: Recognize the importance of ecosystems in people's understanding of environmental issues such as, but not limited to, tropical deforestation or desertification. (Africa Unit) 	
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Strand (copied): 5.0 - Geography Strand

Standard (copied): Standard 5.4 - Human Systems

Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
		<ul style="list-style-type: none">▪ 5.4.12.1: Identify world population trends in both numbers and patterns such as, but not limited to, urban development or the availability of water. (Africa Unit, Problems and Challenges Unit)▪ 5.4.12.2: Distinguish how culture traits shape the character of a region such as, but not limited to, Buddhism in China or the political ideal of equality in Scandinavia. (China Unit, Bodies of Thought, India River Unit)▪ 5.4.12.3: Recognize the increasing economic interdependence of the world's countries such as, but not limited to, the geographic consequences of an international debt crisis or the location of oil reserves. (Problems and Challenges Unit)▪ 5.4.12.4: Classify the functions, sizes, and spatial arrangements of	<ul style="list-style-type: none">▪ 5.4.12.1: Identify world population trends in both numbers and patterns such as, but not limited to, urban development or the availability of water.▪ 5.4.12.2: Distinguish how culture traits shape the character of a region such as, but not limited to, Buddhism in Southeast Asia or the French language in Quebec.▪ 5.4.12.4: Classify the functions, sizes, and spatial arrangements of urban areas such as, but not limited to, how cities differ from towns and villages.▪ 5.4.12.5: Demonstrate how cooperation and conflict are involved in shaping the distribution

		<p>urban areas such as, but not limited to, how cities differ from towns and villages. (GAP)</p> <ul style="list-style-type: none"> 5.4.12.5: Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales such as, but not limited to the reunification of Germany or the Hutus and Tutsis in Rwanda. (African Genocide Unit, German Government Unit) 	<p>of social, political, and economic spaces on Earth at different scales such as, but not limited to, the reunification of Germany or the Hutus and Tutsis in Rwanda.</p>
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Strand (copied): 5.0 - Geography Strand

Standard (copied): Standard 5.5 - Environment and Society

Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

Grade: 9 Grade Level Skills (Including Essential Skills)	Grade: 10 Grade Level Skills (Including Essential Skills)	Grade: 11 Grade Level Skills (Including Essential Skills)	Grade: 12 Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 5.5.12.5: Explore how the use and development of natural resources use change over time such as, but not limited to, energy sources. (Gap) 		<ul style="list-style-type: none"> 5.5.12.1: Evaluate the significance of the global impact of human modification of the physical environment such as, but not limited to, the dispersal of animal and plant species worldwide or climate change. (Problems and Challenges: Environment) 5.5.12.2: Explain how changes in the physical environment can diminish its capacity to support human activity such as, but not limited to, the rainforests in central Africa or the Great Plains Dust Bowl. (Africa Unit) 5.5.12.3: Consider how humans perceive and react to natural hazards such as, but not limited to, villages and cities in areas of volcanoes in Latin America or earthquake zones. (GAP) 5.5.12.4: Examine how the spatial distribution of resources affects patterns of human settlement such as, but not limited to, the growth of industry in the English Midlands or the 	<ul style="list-style-type: none"> 5.5.12.1: Appraise the significance of the global impact of human modification of the physical environment such as, but not limited to, the dispersal of animal and plant species worldwide or soil degradation. 5.5.12.2: Explain how changes in the physical environment can diminish its capacity to support human activity such as, but not limited to, the rainforests in central Africa or the Great Plains Dust Bowl. 5.5.12.3: Consider how humans perceive and react to natural hazards such as, but not limited to, flood plains in New Hampshire or earthquake zones. 5.5.12.4: Examine how the spatial distribution of resources affects patterns of human settlement such as, but not limited to, the creation of ghost towns in mining areas of Colorado or the growth of Johannesburg,

		<p>location of Johannesburg. (GAP)</p> <ul style="list-style-type: none"> 5.5.12.5: Explore how the use and development of natural resources change over time such as, but not limited to, the African ivory trade or the changes in the use of petroleum. (African Unit) 	<p>South Africa.</p> <ul style="list-style-type: none"> 5.5.12.5: Explore how the use and development of natural resources change over time such as, but not limited to, energy sources in Siberia or the changes in the use of petroleum.
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Strand (copied): 6.0 - New Hampshire & United States History Strand

Standard (copied): Standard 6.1 - Political Foundations and Development

Students will demonstrate an understanding of the major ideas, issues, and events pertaining to the history of governance in our state and nation.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> ▪ 6.1.12.2: Analyze how religion has influenced the political life of the nation such as, but not limited to, the separation of church and state in early New Hampshire or the rise of the Moral Majority. (Political Views Unit [but not for NH]) ▪ 6.1.12.3: Analyze the roots and application of the federal system of government by examining key documents and events such as, but not limited to, the Articles of Confederation or the New Deal. (Political Views, Founding Documents) 	<ul style="list-style-type: none"> ▪ 6.1.12.1: Account for the rise and fall of political parties and movements and their impact such as, but not limited to, the communist party or the Progressive Movement. (Labor Unit, Great Depression, Cold War Units) ▪ 6.1.12.2: Analyze how religion has influenced the political life of the nation such as, but not limited to, the separation of church and state. (Civil Rights Unit) ▪ 6.1.12.3: Analyze the roots and application of the federal system of government by examining key documents and events such as, but not limited to, the Articles of Confederation or the New Deal. (1930's) ▪ 6.1.12.4: Examine the impact of sectionalism on national crises and United States government policies such as, but not limited to, Brown v. Board of Education. (Civil Rights Unit) 		<ul style="list-style-type: none"> ▪ 6.1.12.1: Account for the rise and fall of political parties and movements and their impact such as, but not limited to, the Whig Party or the Progressive Movement. ▪ 6.1.12.2: Analyze how religion has influenced the political life of the nation such as, but not limited to, the separation of church and state in early New Hampshire or the rise of the Moral Majority. ▪ 6.1.12.3: Analyze the roots and application of the federal system of government by examining key documents and events such as, but not limited to, the Articles of Confederation or the New Deal. ▪ 6.1.12.4: Examine the impact of sectionalism on national crises and United States government policies such as, but not limited to, Hartford Convention or Brown v. Board of Education.

Strand (copied): 6.0 - New Hampshire & United States History Strand

Standard (copied): Standard 6.2 - Contacts, Exchanges & International Relations

Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
	<ul style="list-style-type: none"> ▪ 6.2.12.2: Analyze how U.S. foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods such as, the two World Wars and the Cold War. (WWI, WWII, and Cold War Units) ▪ 6.2.12.3: Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies such as, the Philippines. (WWI, WWII, and Cold War Units) ▪ 6.2.12.4: Determine the extent to which Manifest Destiny has been a driving force behind American ideology such as, the Monroe Doctrine or the Truman Doctrine. (WWI, WWII, and Cold War Units) ▪ 6.2.12.5: Investigate United States involvement in and/or conflict with regional and international organizations such as, but not limited to, the League of Nations or NATO. (WWI, WWII, and Cold War Units) 	<ul style="list-style-type: none"> ▪ 6.2.12.1: Examine the role of New Hampshire in international diplomacy such as, but not limited to, the Webster-Ashburton Treaty or the Bretton Woods Economic Conference. 	<ul style="list-style-type: none"> ▪ 6.2.12.1: Examine the role of New Hampshire in international diplomacy such as, but not limited to, the Webster-Ashburton Treaty or the Bretton Woods Economic Conference. ▪ 6.2.12.2: Analyze how U.S. foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods such as, but not limited to, the Era of the French Revolution and Napoleonic Wars or the two World Wars. ▪ 6.2.12.3: Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies such as, but not limited to, Jefferson's Embargo Act or the Spanish American War. ▪ 6.2.12.4: Determine the extent to which Manifest Destiny has been a driving force behind American ideology such as, but not limited to, Roger Williams and the founding of Rhode Island and the Providence Plantations or the Roosevelt Corollary to the Monroe Doctrine. ▪ 6.2.12.5: Investigate United States involvement in and/or conflict with regional and international organizations such as, but not limited to, the League of Nations or NATO.

Strand (copied): 6.0 - New Hampshire & United States History Strand

Standard (copied): standard 6.3 - World Views and Value systems and their Intellectual and Artistic Expressions

Students will demonstrate an understanding of conceptions of reality, guidelines of behavior and their forms of expression.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 6.3.12.2: Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods such as, but not limited to, the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance. (Middle Ages/Renaissance, Political Views) 6.3.12.4: Analyze the spread of American ideas and culture around the world using examples such as, but not limited to, the Bill of Rights or popular music. (Founding Documents, Political Views, Roman Republic) 	<ul style="list-style-type: none"> 6.3.12.2: Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods such as, but not limited to, the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance. (1920's Unit) 6.3.12.3: Critique how the art, music and literature of our nation have been influenced by groups such as, The Harlem Renaissance or the 60s counter culture movement. (1920's, Civil Rights Units) 6.3.12.4: Analyze the spread of American ideas and culture around the world using examples such as, but not limited to, the Bill of Rights, the Cold War, or popular music. (Cold War Unit) 		<ul style="list-style-type: none"> 6.3.12.1: Evaluate how individuals have developed ideas that have profoundly affected American life such as, but not limited to, transcendentalism or relativism.

Strand (copied): 6.0 - New Hampshire & United States History Strand

Standard (copied): Standard 6.4 Economic Systems & Technology

Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
	<ul style="list-style-type: none"> 6.4.12.2: Evaluate the impact of major developments and changes in American economic productivity such as, but not limited to, the factory system or the emergence of a service-based economy. (Industrial Rev. and New 10th Grade Econ. Unit) 6.4.12.3: Explain how the development of technology has both simplified and complicated work as illustrated by, but not limited to, the development of interchangeable parts or scientific management. (Industrial Rev. Unit) 6.4.12.5: Explain how the economy over time has shaped the distribution of wealth such as, but not limited to, the development of the middle class or the recent outsourcing of US jobs. (Industrial Rev. , New 10th Grade Econ. Unit) 	<p>NOTE: Several elements of this standard are covered in 11th grade, but not in the context of New Hampshire and United States history</p>	<ul style="list-style-type: none"> 6.4.12.5: Explain how the economy over time has shaped the distribution of wealth such as, but not limited to, the development of the middle class or the recent outsourcing of US jobs

Strand (copied): 6.0 - New Hampshire & United States History Strand

Standard (copied): Standard 6.5 Social/Cultural

Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 6.5.12.1: Explore the tensions between the values of unity and pluralism in defining our national identity such as, but not limited to, the Puritans vs. Anne Hutchinson or the counter-culture vs. the silent majority. (Roman Republic, Founding Documents, Political Views) 	<ul style="list-style-type: none"> 6.5.12.2: Evaluate the changing roles of gender in society such as, but not limited to, the changing role of women in the 20's and 60's. (1920's, Civil Rights Units) 6.5.12.3: Explore attitudes toward diversity held by and groups and individuals such as, but not limited to, Eleanor Roosevelt, Harry Truman, and LBJ. (1930's and Civil Rights Units) 6.5.12.4: Examine the impact of social class on life in the US such as, but not limited to, poverty in the US or public education. (Civil Rights Unit) 6.5.12.5: Analyze how religious ideas of morality have impacted social change such as, but not limited to, the debate over legalized abortion or Bio-Ethics. (Bio-Ethics Unit, Civil Rights Unit) 		<ul style="list-style-type: none"> 6.5.12.1: Explore the tensions between the values of unity and pluralism in defining our national identity such as, but not limited to, the Puritans vs. Anne Hutchinson or the counter-culture vs. the silent majority. 6.5.12.2: Evaluate the changing roles of gender in society such as, but not limited to, the ideal of "Republican Motherhood" or Title IX. 6.5.12.3: Explore attitudes toward diversity held by and groups and individuals such as, but not limited to, antebellum Southerners or Eleanor Roosevelt. 6.5.12.4: Examine the impact of social class on life in the US such as, but not limited to,, democracy in the Age of Jackson or public education. 6.5.12.5: Analyze how religious ideas of morality have impacted social change such as, but not limited to,, the Abolitionist Movement or the debate over legalized abortion.

Strand (copied): 7.0 - World History & Contemporary Issues Strand

Standard (copied): Standard 7.1 - Political Foundations and Development

Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 7.1.12.1: Describe the development of different political systems such as, but not limited to, the city-state, nation-state, world empire or hierarchical monarchy. (Roman Republic) 7.1.12.2: Evaluate the strengths and weaknesses of international and regional political organizations such as, but not limited to, the Delian League or the United Nations. (Political Views Unit, Ancient Greece) 7.1.12.4: Analyze the impact on political institutions of mass movements such as, but not limited to, Stoicism, or the Green revolution. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.) 7.1.12.5: Evaluate the influence of religion on 	<ul style="list-style-type: none"> 7.1.12.2: Evaluate the strengths and weaknesses of international and regional political organizations such as, but not limited to, the United Nations or the Warsaw Pact. (Cold War Unit) 7.1.12.3: Analyze the impact of modern weapons of mass destruction on world relations during eras such as, but not limited to, the World Wars, the Cold War or contemporary times. (WWII and Cold War Units) 7.1.12.4: Analyze the impact on political institutions of mass movements such as, but not limited to, the Anti-War movement of the 60's. 	<ul style="list-style-type: none"> 7.1.12.1: Describe the development of different political systems such as, but not limited to, the city-state, nation-state or the European Union. (Comparative European Government Unit, European Union Unit) 7.1.12.2: Evaluate the strengths and weaknesses of international and regional political organizations such as, but not limited to, the United Nations or the Warsaw Pact. (Africa Unit) 7.1.12.3: Analyze the impact of modern weapons of mass destruction on world relations during eras such as, but not limited to, the World Wars or contemporary times. (Problems and Challenges: Weapons of Mass Destruction) 7.1.12.4: Analyze the 	<ul style="list-style-type: none"> 7.1.12.1: Describe the development of different political systems such as, but not limited to, the city-state, nation-state or the European Union. 7.1.12.2: Evaluate the strengths and weaknesses of international and regional political organizations such as, but not limited to, the Delian League, the United Nations or the Warsaw Pact. 7.1.12.3: Analyze the impact of modern weapons of mass destruction on world relations during eras such as, but not limited to, the World Wars, the Cold War or contemporary times. 7.1.12.4: Analyze the impact on political institutions of mass movements such as, but not limited to, the French Revolution, Taiping

<p>political systems such as, but not limited to, Christianity in Ancient Rome, the Protestant Revolution, or the modern evangelical movement. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.)</p>	<p>(1920's, Civil Rights Unit)</p>	<p>impact on political institutions of mass movements such as, but not limited to, the Cultural Revolution or anti-apartheid protest in South Africa. (China Unit, Africa Unit)</p> <ul style="list-style-type: none"> 7.1.12.5: Evaluate the influence of religion on political systems such as, but not limited to, Hinduism in South Asia or Islam in Africa. (China Unit, Africa Unit) 	<p>Rebellion, or anti-apartheid protest in South Africa.</p> <ul style="list-style-type: none"> 7.1.12.5: Evaluate the influence of religion on political systems such as, but not limited to, priestesses in Sumeria, Hinduism in Southeast Asia, or Islam in Africa.
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Strand (copied): 7.0 - World History & Contemporary Issues Strand

Standard (copied): Standard 7.2 - Contacts, Exchanges & International Relations

Students will demonstrate an understanding of the events, actions, and policies of peoples and governments over time.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> ▪ 7.2.12.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas such examples but not limited to ancient Greek colonists, the Roman provinces, Medieval European trade routes and Renaissance art. (Ancient Greece, Roman Republic, Middle Ages/Renaissance.) 	<ul style="list-style-type: none"> ▪ 7.2.12.2: Evaluate how military encounters have often led to cultural exchanges such as, but not limited to, World War I and II. (WWI and WWII Units) ▪ 7.2.12.3: Assess the impact of migrations of peoples on the receiving societies such as, but not limited to, European immigration. (Immigration Unit) ▪ 7.2.12.4: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts such as, but not limited to, the League of Nations or the nuclear non-proliferation 	<ul style="list-style-type: none"> ▪ 7.2.12.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas such as, but not limited to, Arab traders in Africa or Western business representatives in East Asia. ▪ 7.2.12.2: Evaluate how military encounters have often led to cultural exchanges such as, but not limited to, the <i>Conquista</i> or World War II. ▪ 7.2.12.3: Assess the impact of migrations of peoples on the receiving societies such as, but not limited to, Chinese to Southeast Asia or formerly colonized peoples to Europe. ▪ 7.2.12.4: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts such as, but not limited to, 	<ul style="list-style-type: none"> ▪ 7.2.12.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas such as, but not limited to, Arab traders in Africa, Europeans to Australia and Micronesia, or Western business representatives in East Asia. ▪ 7.2.12.2: Evaluate how military encounters have often led to cultural exchanges such as, but not limited to, T'ang expansion, Mongol conquests, or World War II. ▪ 7.2.12.3: Assess the impact of migrations of peoples on the receiving societies such as, but not limited to, Chinese to Southeast Asia, Europeans to Latin America, or formerly colonized peoples to Europe. ▪ 7.2.12.4: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts such as, but not limited to,

	treaties. (WWI and Cold War Units)	arranged marriages between ruling families, or nuclear non-proliferation treaties.	arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties.
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Strand (copied): 7.0 - World History & Contemporary Issues Strand

Standard (copied): Standard 7.3 - World Views and Value systems and their Intellectual and Artistic Expressions

Students will demonstrate an understanding of conceptions of reality, guidelines of behavior and their forms of expression.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> • 7.3.12.1: Describe how people's differences in religion have often led to conflict in regions of the world such as, but not limited to, the Roman Empire, the Crusades, the Holy land, and the English Reformation. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.) ▪ 7.3.12.2: Analyze how philosophic systems and social theories are powerful forces throughout history such as, but not limited to, Stoicism, Machiavelli or John Locke. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.) ▪ 7.3.12.3: Examine how gender and ethnicity have been conceptualized in the arts such as, but not limited to, classical art, and Renaissance art. 		<ul style="list-style-type: none"> ▪ 7.3.12.1: Describe how people's differences in religion have often led to conflict in regions of the world such as, but not limited to, the Holy Land or the Indian subcontinent. (Bodies of Thought Unit) ▪ 7.3.12.2: Analyze how philosophic systems and social theories are powerful forces throughout history such as, but not limited to, Confucianism or liberation theology. (Bodies of Thought Unit) ▪ 7.3.12.3: Examine how gender and ethnicity have been conceptualized in the arts such as, but not limited to, epic literature or African wood carvings. (GAP) ▪ 7.3.12.4: Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods such as, but not limited to, pre-Columbian America, the Renaissance, or eras of 	<ul style="list-style-type: none"> ▪ 7.3.12.1: Describe how people's differences in religion have often led to conflict in regions of the world such as, but not limited to, the Roman Empire, the Holy Land, or the Indian subcontinent. ▪ 7.3.12.2: Analyze how philosophic systems and social theories are powerful forces throughout history such as, but not limited to, Stoicism, neo-Confucianism, or liberation theology. ▪ 7.3.12.3: Examine how gender and ethnicity have been conceptualized in the arts such as, but not limited to, epic literature, African wood carvings, or film. ▪ 7.3.12.4: Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods such as, but not limited to, pre-Columbian America, the Renaissance, or eras of intense nationalism.

<p>(Ancient Greece, Middle Ages/Renaissance)</p> <ul style="list-style-type: none"> 7.3.12.4: Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods such as, but not limited to, ancient Greece, ancient Rome, the Middle Ages, and the Renaissance. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.) 		<p>intense nationalism. (GAP)</p>	
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Strand (copied): 7.0 - World History & Contemporary Issues Strand

Standard (copied): Standard 7.4 - Economic Systems & Technology

Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 7.4.12.1: Analyze various systems of distributing wealth such as, but not limited to feudalism, free market economies, or the welfare state. (Econ. Unit, Middle Ages/Renaissance) 7.4.12.3: Analyze the development and impact of various labor systems such as, but not limited to, slavery, the medieval guilds, or wage labor. (Econ. Unit) 	<ul style="list-style-type: none"> 7.4.12.2: Analyze the impact of the Industrial Revolution around the world such as, but not limited to, the emergence of the factory system or the search for markets in Asia and Africa. (New 10th Grade Econ Unit) 7.4.12.5: Consider the relationship between weapons development and political and 	<ul style="list-style-type: none"> 7.4.12.1: Analyze various systems of distributing wealth such as, but not limited to feudalism, free market economies, or the welfare state. (Comparative European Government Unit) 7.4.12.2: Analyze the impact of the Industrial Revolution around the world such as, but not limited to, the emergence of the factory system or the search for markets in Asia and Africa. (Asia Unit, Problems and Challenges Unit) 7.4.12.3: Analyze the development and impact of various labor systems such as, but not limited to, slavery, the medieval guilds, or wage labor. (GAP) 7.4.12.5: Consider the relationship between weapons development and political and 	<ul style="list-style-type: none"> 7.4.12.1: Analyze various systems of distributing wealth such as, but not limited to feudalism, free market economies, or the welfare state. 7.4.12.2: Analyze the impact of the Industrial Revolution around the world such as, but not limited to, the emergence of the factory system or the search for markets in Asia and Africa. 7.4.12.3: Analyze the development and impact of various labor systems such as, but not limited to, slavery, the medieval guilds, or wage labor. 7.4.12.4: Examine the development and impact of medical innovations such as, but not limited to, Buddhist hospitals, the discovery of germs, or stem cell research. 7.4.12.5: Consider the relationship between weapons development and political and economic power such as,

	<p>economic power such as, but not limited to, the horse-drawn chariot, gunpowder, or nuclear weapons. (Industrial Rev., WWI, WWII, and Cold War Units)</p>	<p>economic power such as, but not limited to, the development of firearms or nuclear weapons. (Problems and Challenges Unit)</p>	<p>but not limited to, the horse-drawn chariot, gunpowder, or nuclear weapons.</p>
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Strand (copied): 7.0 - World History & Contemporary Issues Strand

Standard (copied): Standard 7.5 - Social/Cultural

Students will demonstrate an understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

Grade: 9 (Cultural Foundations) Grade Level Skills (Including Essential Skills)	Grade: 10 (American Studies) Grade Level Skills (Including Essential Skills)	Grade: 11 (World Studies) Grade Level Skills (Including Essential Skills)	Grade:12 (Currently Elective Based) Grade Level Skills (Including Essential Skills)
<ul style="list-style-type: none"> 7.5.12.1: Assess the impact of urbanization on the world environment such as, but not limited to, Rome, or the Renaissance. (Ancient Greece, Roman Republic) 7.5.12.2: Examine the role and impact of religious ideas on daily life and social norms such as, but not limited to, rites of passage, personal morality, or dietary practices. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.) 7.5.12.4: Examine gender roles in societies such as, but not limited to, ancient Athens, ancient Rome, the Middle Ages, and the Renaissance in comparison with modern day US. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.) 		<ul style="list-style-type: none"> 7.5.12.1: Assess the impact of urbanization on the world environment such as, but not limited to, ancient Rome or modern Sao Paulo (GAP) 7.5.12.2: Examine the role and impact of religious ideas on daily life and social norms such as, but not limited to, rites of passage, personal morality, or dietary practices. (Bodies of Thought Unit) 7.5.12.4: Examine gender roles in societies such as, but not limited to, Confucian China or the Soviet Union (China Unit, European Thinkers Unit) 7.5.12.5: Determine the basis for ranking social groups within a given culture such as, but not limited to, religious knowledge, land ownership, or military power. (Bodies of Thought Unit, 	<ul style="list-style-type: none"> 7.5.12.1: Assess the impact of urbanization on the world environment such as, but not limited to, Rome or Sao Paulo 7.5.12.2: Examine the role and impact of religious ideas on daily life and social norms such as, but not limited to, rites of passage, personal morality, or dietary practices. 7.5.12.3: Analyze struggles for cultural continuity by Diaspora communities such as, but not limited to, ethnic Chinese, Jews, or Roma (gypsies). 7.5.12.4: Examine gender roles in societies such as, but not limited to, ancient Athens, the Mali Empire, or contemporary Latin America. 7.5.12.5: Determine the basis for ranking social groups within a given culture such as, but not limited to, religious

<p>■ 7.5.12.5: Determine the basis for ranking social groups within a given culture such as, but not limited to, religious knowledge, wealth, or military power. (Ancient Greece, Roman Republic, Middle Ages/Renaissance, Founding documents.)</p>		European Thinkers Unit)	knowledge, wealth, or military power.
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