

K-12 Social Studies New Hampshire Curriculum Framework



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INTRODUCTION

K-12 SOCIAL STUDIES FRAMEWORK

What defines K-12 social studies instruction in New Hampshire?

Three documents provide the foundation for New Hampshire's K-12 Social Studies education.

1. The Minimum Standards for Public School Approval (Concord: State Board of Education, 1993) revised [2004]
2. State laws RSA 186:13 and RSA 189:11
3. The K-12 Social Studies Curriculum Framework

What are the minimum standards? The NH Minimum Standards for Public School Approval require that elementary and middle/junior high school students "acquire knowledge and understanding of civics, economics, geography, and history" and require that high school students "acquire knowledge and modes of inquiry" in the same four subjects "including the related areas of sociology, anthropology, and psychology."

What do the laws require? State laws RSA 186:13 and RSA 189:11 require specific instruction in the privileges, duties, and responsibilities of citizenship and in the history, government, and constitutions of the United States and New Hampshire.

What is the K-12 Social Studies Curriculum Framework? *The curriculum framework serves as a guide to what New Hampshire students should know and be able to do within the Social Studies. The framework does not establish a statewide curriculum. It is the responsibility of local teachers, administrators and school boards to:*

- *Identify and implement approaches best suited for the students in their communities to acquire the skills and knowledge suggested in the framework.*
- *Determine the scope, organization, and sequence of course offerings.*
- *Choose the methods of instruction, the activities, and materials to be used.*

Using this framework, districts can be assured they are guided by the best understandings as to what should be included in social studies courses for the 21st century. In the future, social studies assessments may be developed for the state of New Hampshire that will be based on this framework and should reflect "best practices in New Hampshire".

Why study Social Studies?

The study of Social Studies provides:

- the knowledge and skills needed to participate intelligently and responsibly in our ongoing democratic experiment and in an interdependent world.
- the knowledge, skills, and values that lead to economic self-sufficiency and personal self-fulfillment.
- a foundation for citizens providing them an understanding of the legacy of our republic and its enduring themes enriched by the study of the full human experience.
- insights into the political process and the rule of law.
- an appreciation of the environment and the restrictions it places on choices, a concept essential to a full appreciation of the responsibilities of citizenship.

What is Social Studies education?

The study of the Social Studies involves an examination of how humans, in the past and present, have:

- interacted with the physical and cultural environments.
- developed philosophic, religious, artistic, economic, and political systems.
- used the world's limited resources for the advantage of both individuals and groups.
- participated as informed public citizens in the life of their communities and nation.
- gained personal and societal knowledge and applied it in daily living.
- made choices both individually and as groups and lived with the consequences of these
- made choices over time and in all regions of the world.

How might a Social Studies curriculum be structured?

- An effective study of the social studies must focus on conceptual frameworks and themes rather than solely an examination of facts. Organizing courses around a core of concepts and recurring patterns that can be expanded and more thoroughly explored as students move through grades K-12 will build on past information and involve students in the excitement of learning and the development of curiosity about the world. Social Studies must explore both past and current issues and their impact on the individual and groups. The most effective Social Studies courses include a strong element of personal understanding and intellectual growth and encourage students to lead reflective lives while actively participating in the world around them.
- The specific examples listed under each standard are not meant to be requirements to be taught. They are offered as concrete illustrations among many other possibilities.
- All standards are cumulative, i.e., students in all grades are responsible for all previous expectations as well as current expectations.

Who created the revised Social Studies Curriculum Framework and Why?

State law RSA 193-C1 requires that curriculum frameworks in each of the major subject areas be revised and updated. The first New Hampshire social studies framework was developed in 1994 so a revision process was undertaken in 2004. The initial draft of the revised framework was created over a 10-month period involving 8 committees with approximately eighty K-12 teachers, college and university faculty, and citizens of New Hampshire. That work was continued by additional committees in 2005-2006. This draft framework represents the effort and vision of educators and citizens from the state of New Hampshire.

How is the K-12 Social Studies Curriculum Framework organized?

The framework is organized in three parts.

Part 1: Ten Themes.

Under each theme there is:

- A brief definition giving the essential ideas of the theme.
- Content examples illustrating how information from different Social Studies disciplines may be included under the theme.
- Several essential questions suggesting directions for exploring these integrative themes.

The ten themes may serve as the organizing tool for a Social Studies curriculum at any level and they invite the inclusion of information from all the Social Studies as well as from other subjects.

Part 2: Essential Skills for Social Studies.

These skills:

- Are used throughout the Social Studies but particular skills may be more emphasized in different disciplines.
- Cannot be separated from the teaching of content.

Part 3: Five Content Strands (Subject Areas) - Civics, Economics, Geography, New Hampshire and United States History, and World History and Contemporary Issues - based on four Social Studies Disciplines. These five strands serve as the organizing strands for the remainder of the framework.

Each strand includes:

- A statement of purpose - each narrative indicates why knowledgeable citizens need to understand and appreciate the information particular to that strand. These narratives also provide a context for the delivery of instruction to students.
- Several curriculum standards - each briefly stated standard; provides a sub-division of the knowledge and understanding essential to that strand.
- Expectations - several suggested expectations for cumulative understanding to be achieved at the end of grades 2, 4, 6, 8, and 12.

These expectations present principles and concepts around which a curriculum may be organized. The expectations often include examples of the content one might use to illustrate the principle or concept in a course. Although these expectations focus on the four specific disciplines, information from other fields other subject areas be used to illustrate the strand.

TEN THEMES

The following thematic statements are offered as creative approaches to social studies education for teachers and school administrators as they adapt their curricula to the new frameworks.

These themes serve as a way of finding meaningful ways of addressing the standards and expectations and, perhaps more importantly, as a way of using the frameworks to encourage higher-order thinking in our students. They are not to be understood as required standards in their own right.

Theme A: Conflict and Cooperation

- This theme would include successful and failed efforts at the resolution of conflict and the creation of cooperation between individuals, groups and organizations at the local and national level, and between groups and nations on the international stage.
- Examples of such efforts are local attempts at conservation, the writing of the New Hampshire/U.S. Constitution, the causes of the American Civil War, international trade agreements.
- This theme explores such essential questions as: What is legitimate authority? Why are there conflicts in the world? How interdependent are peoples? How rules and laws made and what are the differences in their usage?

Theme B: Civic Ideals, Practices, and Engagement

- This theme would include an investigation of the core values of the individual, community, state, and nation and the ways in which these values are expressed and practiced in differing societies.
- Examples of these core values include suffrage, "no taxation without representation", land ownership/land use, and federalism.
- This theme explores such essential questions as: What is civic participation and how can I be involved? What is the role of the citizen in the community and in the nation, and as a member of the world community? How has the meaning of citizenship evolved over time?

Theme C: People, Places and Environment

- This theme explores how individuals, groups, and societies interact with each other and with their physical and social environments.
- Examples of these interactions include the use of public land, Triangular Trade, migration, and the impact of the Industrial Revolution.
- This theme explores such essential questions as: How has the relationship between people and their physical settings changed over time? How do urban and rural lives differ? How do we balance the world's resources with needs and wants?

Theme D: Material Wants and Needs

- This theme examines the underlying principles of individual and collective economic choices as well as major systems of production and commerce.
- Examples of these principles and systems are the role of government in the economy, the stock market, alternative energy resources, and feudalism.
- This theme explores such essential questions as: What is the difference between needs and wants and how do we satisfy them? What is the role of money in everyday life? Why is scarcity the basis of economics? How has conflict over resources changed the world? How have economic systems changed and evolved?

Theme E: Cultural Development, Interaction, and Change

- This theme investigates the systems of beliefs, knowledge, values, and traditions as well as practices. As cultures interact or collide, each culture is impacted by adaptation, assimilation, acculturation, diffusion, and conflict.
- Examples of these systems and practices are nationalism, capitalism, urbanization, and monotheism.
- This theme explores such essential questions as: What is the role of tradition? How has ethnocentrism impacted history? How does global transformation impact cultures?

Theme F: Global Transformation

- This theme seeks to bring meaning to the exchanges among civilizations from earliest times through the gradual growth of global interactions.
- Examples of this theme include international organizations, competition and interdependence, pandemics, exploration.
- This theme explores such essential questions as: How can tension between national interests and global priorities be resolved? What was the impact of early empire building? How do we balance human rights and cultural traditions? Why should no society/economy/country be studied in isolation? How have nations become economically interdependent?

Theme G: Science, Technology, and Society

- This theme studies the historic and current impact of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- Examples of this impact include issues of intellectual property rights, evolution of the exchange of goods, domestication of animals, and development of weapons of war.
- This theme explores such essential questions as: Is technology always better than what it replaces? What are the real costs of new technologies? How can we manage science and technology to provide the greatest benefit? Who benefits from scientific and technological innovations?

Theme H: Individualism, Equality and Authority

- This theme focuses on the tension created by the search for freedom and security, for liberty and equality, and for individualism and the common good. This tension has led to the establishment to a variety of authorities as well as safeguards against abuse.
- Examples of this tension include rules to prevent bullying, control of natural resources, planned economies, and colonialism.

- This theme explores such essential questions as: Why is there disparity between the rich and the poor? How do we balance the rights of the individual against the rights of the group? What is equality? What is authority?

Theme I: Patterns of Social and Political Interaction

- This theme focuses on the changing patterns of class, ethnicity, race, and gender in social and political relations.
- Examples of these patterns are human rights issues, the changing role of women in the economy, immigration issues, and slavery.
- This theme explores such essential questions as: Why is it important for all people to be treated equally no matter what their differences are? Is a multicultural society viable? How do changing patterns in social and political relations initiate social movements? How have societies historically limited or encouraged social mobility? Why do humans engage in ethnic cleansing?

Theme J: Human Expression and Communication

- This theme examines how people have expressed their feelings and ideas in art, literature, music, and philosophy.
- Examples of this theme include freedom of expression, artistic patronage, sense of place, reflection of history in the arts.
- This theme explores such essential questions as: How have literary and artistic expressions reflected particular eras? What is beauty? What is the role of popular culture in society?

New Hampshire Curriculum Framework

Social Studies

The Themes/Strands Grid integrates the themes with the five content strands. This grid will encourage both interdisciplinary and intradisciplinary integration of the five content strands.

Themes/Strands Grid

	Theme A	Theme B	Theme C	Theme D	Theme E	Theme F	Theme G	Theme H	Theme I	Theme J
	Conflict and Cooperation	Civic Ideals, Practices and Engagement	People, Places and Environment	Material Wants and Needs	Cultural Development, Interaction and Change	Global Transformation	Science, Technology and Society	Individualism, Equality and Authority	Patterns of Social and Political Interaction	Human Expression and Communication
CIVICS	local attempts at conservation; legitimate authority	suffrage, civic participation; role of the citizen in community, nation & world	public land use	role of gov't in economy & services	nationalism types of authority; safe- guards against abuse of authority; voting rights, rules preventing bullying; individual vs group; core values and means of expansion or nation and ways values are expressed	internal? organizations; human rights balanced with cultural traditions	intellectual property rights issues	types of authority; safe- guards against abuse of authority; voting rights, rules preventing bullying; individual vs group; core values and means of expansion or nation and ways values are expressed	human rights issues	freedom of expression

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	Theme A	Theme B	Theme C	Theme D	Theme E	Theme F	Theme G	Theme H	Theme I	Theme J
	Conflict and Cooperation	Civic Ideals, Practices and Engagement	People, Places and Environment	Material Wants and Needs	Cultural Development, Interaction and Change	Global Transformation	Science, Technology and Society	Individualism, Equality and Authority	Patterns of Social and Political Interaction	Human Expression and Communication
ECONOMICS	Local attempts at conservation; internat'l agreements such as WTO	"no taxation without representation"	Triangular Trade; balancing world resources with needs/wants	individual & collective economic choices; scarcity; major systems of production & commerce	capitalism	competition & interdependence	evolution of the exchange of goods	planned economies; "no taxation without representation"	changing role of women in the economy	artistic patronage
GEOGRAPHY	food/water; natural resources	land ownership/use	migration; balancing world resources w/needs & wants	alternative energy sources	urbanization; global transformation	exploration	domestication of animals	control of natural resources; land ownership/land use	immigration issues	sense of place
U.S. HISTORY	writing of U.S./NH constitution; causes of Civil War; legitimate authority	federalism; evolution of meaning of citizenship	impact of Industrial Revolution; impact of Westward Expansion on Native Americans; Turner thesis	capitalism; feudalism; stock market; changes in economic systems	impact of ethnocentrism; conflict, global transformation	pandemics; exploration; tension between nat'l interests & global priorities	development of weapons of war; time efficiency	colonialism, federalism, "no taxation without representation"	slavery; racism; "Jim Crow"; Darwinism; eugenics	reflection of history in the arts; literary & artistic expressions in particular eras
WORLD HISTORY	internat'l agreements such as WTO; legitimate authority; wars	role of citizen in community, nation, & world	impact of Industrial Revolution; land and sea trade routes	feudalism; conflict over resources; changes in econ. systems	system of beliefs, knowledge, values & traditions; adaptation: assimilation; monotheism; diffusion; acculturation;	pandemics; exploration; tension between nat'l interests & global priorities; impact of early empire building	development of weapons of war; farm implements	colonialism; role of citizen as member of world community	ethnic cleansing; migrations cultural diffusion	reflection of history in the arts; literary & artistic expressions in particular eras; human rights

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The Themes/Social Sciences Grid extends these connections to those social sciences that go beyond the common core of knowledge and experience provided by this framework.

Themes/Social Science Grid

	Theme A	Theme B	Theme C	Theme D	Theme E	Theme F	Theme G	Theme H	Theme I	Theme J
	Conflict and Cooperation	Civic Ideals, Practices and Engagement	People, Places and Environment	Material Wants and Needs	Cultural Development, Interaction and Change	Global Transformation	Science, Technology and Society	Individualism, Equality and Authority	Patterns of Social and Political Interaction	Human Expression and Communication
ANTHROPOLOGY	conflicts; interdependence	tribal justice	differences between rural & urban life	human migration; types of economic systems	system of beliefs, knowledge, values & traditions	cultural traditions balanced w/human rights	shamans; folk medicine	disparity between rich & poor; investigate core values of individual, community, state, or nation and ways values are expressed	ethnicity, race & gender in social/political relations; social movements	popular culture; language development
ARCHAEOLOGY	rise of walls, fortresses & other defense structures	cultural artifacts representative of religious values	changing relationships between people & their physical setting	artifacts: development of "needed" tools & money; residence patterns	domestication of plants/animals; settlement patterns	impact of early empire building	development of weapons of war	"American Garbage"	archaeological digs	consequences of invention of writing
SOCIOLOGY	interdependence; functionalism; conflict theory; explanation of social life	civil rights movement; ideals vs. practice	interaction of individuals, groups and societies w/ each other & w/physical & social environments	social stratification: classless castes; feudal estates; closed/open social systems; social/economic class differences	system of beliefs, knowledge, values, & traditions	"McDonaldization" of the world	impact of technology on society; role of shaman/medical scientists; ethics	investigate core values of individual, community, state, or nation and ways values are expressed; disparity between rich & poor	changing patterns of class, ethnicity, race, & gender in social/political relations; social movements	popular culture; cultural transmission; instinctive, arbitrary or symbolic communication/inter-action
PSYCHOLOGY	interdependence	studies of conformity	interaction of individuals, groups and societies w/ each other & w/physical & social environments	reinforcement: operant behavior; motivation	system of beliefs, knowledge, values, & traditions; gender differences; self-esteem	communication	experimental method	investigate core values of individual, community, state, or nation and ways values are expressed; culture & self	persuasion: changing attitude	popular culture; language acquisition

PART 2 – Essential Skills for Social Studies

The social studies incorporate skills drawn from the vocabulary and structure of its disciplines and foster critical thinking and decision-making. These skills include:

- Differentiating past, present and future and change over time
- Detecting cause and effect, distinguishing fact from opinion, recognizing biases
- Evaluating and critiquing varied sources of information and the use of appropriate primary and secondary sources and technology to acquire information
- Creating and testing generalizations and theses
- Expressing clearly and concisely personal opinion supported by evidence
- Calculating effects of decisions and decision making
- Solving Individual and group problems

To fully participate in critical thinking and to practice the above skills, students must be able to draw upon the full array of past and present experience including information from world, national, and local issues. These skills are presented K-12. It is the responsibility of local curriculum committees to assign specific skills to particular grade levels.

Skill 2.1 – Acquiring information**Expectations**

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

1. Use economic and geographic data, historical sources, as well as other appropriate sources
2. Discriminate to select the most worthwhile and trustworthy sources
3. Draw on the diversity of social studies-related sources, such as auditory and visual sources, such as documents, charts, pictures, architectural works, and music.

B: Students will be able to comprehend the wide range of social studies-related materials by using skills:

1. Distinguish between primary and secondary sources.
2. Detect cause and effect relationships
3. Distinguish between facts, interpretations, and opinions
4. Recognize author bias; recognize propaganda
5. Test the validity of information by using such criteria as source, objectivity, technical correctness, currency
6. Draw from the source information at a level appropriate to the task at hand, i.e., skimming for facts or probing for deeper meaning
7. Utilize various types of sources such as documents, charts, images, artifacts, and maps
8. Cite sources, particularly from the Internet, accurately and completely

C: Students will be able to find information:

1. Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, word lists
2. Recognize and understand relevant social studies terms.

D: Students will be able to carry out a variety of information-gathering techniques:

1. Gather information by conducting surveys
2. Gather information by conducting polls and group observations
3. Gather information by conducting basic statistical analysis

E: Students will be able to use appropriate internet resources:

1. Access relevant and reliable websites
2. Search effectively and efficiently
3. Judge websites for reliability, bias, and appropriateness

Skill 2.2 – Organizing and Communicating Information

Expectations

F: Students will be able to clarify information:

1. Group data in categories according to appropriate criteria
2. Place in proper sequence, i.e., in order of occurrence, including in timelines, or in order of importance, etc.
3. Place data in tabular form: charts, graphs, and illustrations

G: Students will be able to interpret information:

1. Draw inferences from factual material
2. Recognize that more than one reasoned interpretation of factual material is valid
3. Compare and contrast credibility of differing accounts of the same event
4. Form opinion based on critical examination of relevant information
5. State hypothesis for further study
6. Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
7. Take into account when interpreting events or behaviors context of their time and place

H: Students will be able to present information in a variety of ways:

1. Present visually (chart, graph, diagram, model, Power Point, etc.)
2. Present orally (presentation, debate, group discussion, simulation, etc.)
3. Present in writing (research essays, abstracts, short answers, etc.)

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 likely consequences of each
3. Take into account relevant ethical values and principles
4. Justify interpretation by citing evidence

Skill 2.3 – Real World Applications of Social Studies Skills**Expectations**

J: Students will develop personal skills:

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

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 to strive for extensions of freedom, justice, and human rights
5. Accept and fulfill responsibilities associated with citizenship in a free society
6. Participate in community projects such as voter registration, blood drives, conservation, and heritage activities

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	Grades K-2	Grades 3-4
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.	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) 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) SS:CV:2:1.3: Identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement) 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)	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) 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)

Civics and Governments (CV:2)		
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	Grades K-2	Grades 3-4
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:2:2.1: Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	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: Explain how laws and/or policies are made at local and state levels. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)

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Civics and Governments (CV:3)		
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	Grades K-2	Grades 3-4
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:2:3.1: Explain 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) 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) 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)	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)

Civics and Governments (CV:4)		
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	Grades K-2	Grades 3-4
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.	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) 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)	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)

Economics (EC:1)		
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	Grades K-2	Grades 3-4
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:2:1.1: Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs) 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)	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) 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) 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) SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity. (Themes: G: Science, Technology, and Society)

Economics (EC:2)
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.

Economics (EC:2)		
Standard	Grades K-2	Grades 3-4
SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.	SS:EC:2:2.1: Distinguish between needs and wants. (Themes: D: Material Wants and Needs)	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) 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) 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) 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) 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)

Economics (EC:3)		
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	Grades K-2	Grades 3-4
SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.		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) SS:EC:4:3.2: Describe how changes in the business cycle can impact people's lives. (Themes: C: People, Places and Environment)

Economics (EC:4)		
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	Grades K-2	Grades 3-4
SS:EC: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.	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) 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)	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) SS:EC:4:4.2: Identify good and services provided by local government, e.g., police cars or fire protection. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, G: Science, Technology, and Society)

Economics (EC:5)		
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	Grades K-2	Grades 3-4
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)	SS:EC:4:5.1: Describe that countries have different kinds of resources. (Themes: C: People, Places and Environment, D: Material Wants and Needs) 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) 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)

Geography (GE:1)
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.

Geography (GE:1)		
Standard	Grades K-2	Grades 3-4
SS:GE: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.	SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation) 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) 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)	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) 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) 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) 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) 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)

Geography (GE:2)
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.

Geography (GE:2)		
Standard	Grades K-2	Grades 3-4
SS:GE: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.	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)	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)
	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)	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)
	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)	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)
		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)
		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)

Geography (GE:3)		
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.		
Standard	Grades K-2	Grades 3-4
SS:GE: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.	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) SS:GE:2:3.2: Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment)	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) 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) 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) 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) 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)

Geography (GE:4)		
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.		
Standard	Grades K-2	Grades 3-4
SS:GE: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.	SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment) SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)	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) 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) 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) 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)

Geography (GE:5)		
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.		
Standard	Grades K-2	Grades 3-4
SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.	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) 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)	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) 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) 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) 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) 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)

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-2	Grades 3-4
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.	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)	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:4:1.2: 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) 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)

New Hampshire Curriculum Framework

Social Studies

US / NH History (HI:2)		
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-2	Grades 3-4
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: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)	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)

New Hampshire Curriculum Framework

Social Studies

US / NH History (HI:3)		
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-2	Grades 3-4
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.	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)	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)
	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)	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)
	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)	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)

New Hampshire Curriculum Framework

Social Studies

US / NH History (HI:4)		
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-2	Grades 3-4
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.	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)	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) 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)

US / NH History (HI:5)

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.

US / NH History (HI:5)		
Standard	Grades K-2	Grades 3-4
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.	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)	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) 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) 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) 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) 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)

World History (WH:1)		
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?		
Standard	Grades K-2	Grades 3-4
SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.	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)	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)

World History (WH:2)		
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?		
Standard	Grades K-2	Grades 3-4
SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.		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)

World History (WH:3)		
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?		
Standard	Grades K-2	Grades 3-4
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.	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)	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)

World History (WH:4)		
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?		
Standard	Grades K-2	Grades 3-4
SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.		SS:WH: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)

World History (WH:5)		
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?		
Standard	Grades K-2	Grades 3-4
SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.	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: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)

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	Grades 5-6	Grades 7-8
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.	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)	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)
	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) 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) 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)	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)

Civics and Governments (CV:2)		
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	Grades 5-6	Grades 7-8
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.	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) 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)	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) 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) 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) 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)

Civics and Governments (CV:3)		
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	Grades 5-6	Grades 7-8
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.	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) 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) 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)	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)

Civics and Governments (CV:4)		
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	Grades 5-6	Grades 7-8
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: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)	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)		
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	Grades 5-6	Grades 7-8
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) 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)	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)

Economics (EC:2)		
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 governments; 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	Grades 5-6	Grades 7-8
SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.	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) 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) 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)	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) 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)

Economics (EC:3)		
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	Grades 5-6	Grades 7-8
SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.	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) 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 Development, Interaction, and Change)	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) SS:EC:8:3.2: Understand how the stock market works, the buying and selling of stocks, and how it affects the economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)

Economics (EC:4)		
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	Grades 5-6	Grades 7-8
SS:EC: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.		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) 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)

Economics (EC:5)		
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	Grades 5-6	Grades 7-8
SS:EC:5: International Economics and Trade Students will recognize the importance of international trade and how economies are affected by it.		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) 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) 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) 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)

Economics (EC:6)
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.

Economics (EC:6)		
Standard	Grades 5-6	Grades 7-8
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:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy. (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)
		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)
		SS:EC:8:6.5: Define and compare saving and investing. (Themes: D: Material Wants and Needs)
		SS:EC:8:6.6: Evaluate sources of investment information, and describe how to buy and sell investments. (Themes: D: Material Wants and Needs)
		SS:EC:8:6.7: Discuss the importance of taking responsibility for personal financial decisions. (Themes: D: Material Wants and Needs)
		SS:EC:8:6.8: Design a plan for earning, spending, saving, and investing. (Themes: D: Material Wants and Needs)

Geography (GE:1)		
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.		
Standard	Grades 5-6	Grades 7-8
SS:GE: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.	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) 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) 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)	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)

Geography (GE:2)		
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.		
Standard	Grades 5-6	Grades 7-8
SS:GE: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.	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) 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)	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) 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) 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)

Geography (GE:3)		
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.		
Standard	Grades 5-6	Grades 7-8
SS:GE: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.	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) SS:GE:6:3.2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere. (Themes: C: People, Places and Environment) 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) 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)	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)

Geography (GE:4)

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.

Geography (GE:4)		
Standard	Grades 5-6	Grades 7-8
SS:GE: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.	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)	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)
	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)	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)
	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)	
	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)	
	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)	

Geography (GE:5)		
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.		
Standard	Grades 5-6	Grades 7-8
SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.	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)	
	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)	
	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) 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)	

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.

US / NH History (HI:1)		
Standard	Grades 5-6	Grades 7-8
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: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)	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)
	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)	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)
		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)
		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)

US / NH History (HI:2)

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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.

US / NH History (HI:2)		
Standard	Grades 5-6	Grades 7-8
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:8:2.1: 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)
		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)
		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)
		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)
		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)

US / NH History (HI:3)		
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 5-6	Grades 7-8
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)

US / NH History (HI:4)		
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Standard	Grades 5-6	Grades 7-8
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.	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: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)
	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) 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)	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)

US / NH History (HI:5)

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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.

US / NH History (HI:5)		
Standard	Grades 5-6	Grades 7-8
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:6:5.1: 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)	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)
	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)	
	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)	
	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)	

World History (WH:1)		
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?		
Standard	Grades 5-6	Grades 7-8
SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.	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) 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)	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) 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)

World History (WH:2)

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.

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World History (WH:2)		
Standard	Grades 5-6	Grades 7-8
SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.	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: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:6:2.2: 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:6:2.3: 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)	
	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)	

World History (WH:3)		
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Standard	Grades 5-6	Grades 7-8
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.	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) 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)	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) 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)

World History (WH:4)

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World History (WH:4)		
Standard	Grades 5-6	Grades 7-8
SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.	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)	
	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)	
	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)	
	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)	

World History (WH:5)
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?

World History (WH:5)		
Standard	Grades 5-6	Grades 7-8
SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.	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)	
	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)	
	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)	
	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)	
	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)	

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	Grades 9-12
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:12:1.1: Identify the structures and functions of government at various levels, e.g., county—role of the sheriff's office, or nation—role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)
	SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)
	SS:CV:12:1.3: Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)
	SS:CV:12:1.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)

Civics and Governments (CV:2)	
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	Grades 9-12
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:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change) SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)

Civics and Governments (CV:3)	
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Standard	Grades 9-12
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:12:3.1: Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) SS:CV:12:3.2: Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs) SS:CV:12:3.3: Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication)

Civics and Governments (CV:4)	
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	Grades 9-12
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:12:4.1: Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:12:4.2: Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation) SS:CV:12:4.3: Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement)

Economics (EC:1)		
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	Grades 9-12	
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:12:1.1: Examine the roles of workers and consumers in factor and product markets, e.g., how labor or private property can be used as a productive resource. (Themes: D: Material Wants and Needs) SS:EC:12:1.2: Conceptualize how events in the business cycle impact individual lives, e.g., career or consumer choices. (Themes: D: Material Wants and Needs)	

Economics (EC:2)	
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	Grades 9-12
SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.	SS:EC:12:2.1: Explain how the allocation of resources impact productivity and ultimately economic growth, e.g., worker migrations. (Themes: D: Material Wants and Needs, F: Global Transformation) SS:EC:12:2.2: Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets. (Themes: D: Material Wants and Needs) SS:EC:12:2.3: Interpret demand and supply schedules/graphs including the influences on price elasticity, e.g., the impact of downloading music from the internet. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12:2.4: Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition, e.g., ease of entry and degree of price control. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) SS:EC:12:2.5: Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)

Economics (EC:3)	
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	Grades 9-12
SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.	SS:EC:12.3.1: Recognize the economic indicators that create or reflect changes in the business cycle, e.g., new home construction or number of unemployment claims. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12.3.2: Explain the different types of inflation, e.g., cost-push or structural. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12.3.3: Apply the consumer price index to demonstrate comparative values over time, e.g., the purchasing power of the dollar. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12.3.4: Explain the different types of unemployment, e.g., frictional or cyclical. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

Economics (EC:4)		
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	Grades 9-12	
SS:EC: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.	SS:EC:12:4.1: Analyze the effect of government actions on financial institutions, e.g., securities and exchange regulations or the New Hampshire Banking Commission (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:EC:12:4.2: Explain the components of the money supply, e.g., currency or money market accounts. (Themes: D: Material Wants and Needs) SS:EC:12:4.3: Distinguish between monetary policy and fiscal policy and how they influence the economy, e.g., the reserve ratio or taxation. (Themes: D: Material Wants and Needs)	

Economics (EC:5)	
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	Grades 9-12
SS:EC:5: International Economics and Trade Students will recognize the importance of international trade and how economies are affected by it.	SS:EC:12:5.1: Explain how comparative advantage affects trade decisions, e.g., importing steel or exporting capital equipment. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, G: Science, Technology, and Society) SS:EC:12:5.2: Analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:EC:12:5.3: Examine how various national economic policies have led to changes in the international economy, e.g., mercantilism or privatization. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)

Economics (EC:6)	
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	Grades 9-12
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:12:6.1: Compare the risk, rate of return, and liquidity of investment. (Themes: D: Material Wants and Needs) SS:EC:12:6.2: Identify and analyze sources of consumer credit. (Themes: D: Material Wants and Needs) 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) SS:EC:12:6.4: Describe how insurance and other risk management strategies protect against financial loss. (Themes: D: Material Wants and Needs)

Geography (GE:1)	
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.	
Standard	Grades 9-12
SS:GE: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.	SS:GE:12:1.1: Use graphic tools to depict geographic issues, e.g., ice production in the Philippines or voting patterns in the United States. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:GE:12:1.2: Demonstrate how mental maps reflect the human perception of places, e.g., people's decisions to migrate or attitudes towards other cultures. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:GE:12:1.3: Analyze spatial interactions and models of spatial organization, e.g., trade flows between countries or location of industry in areas of low production costs. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)

Geography (GE:2)	
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.	
Standard	Grades 9-12
SS:GE: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.	SS:GE:12:2.1: Discuss the changing meaning and significance of place, e.g., London as a Roman outpost in Britain or as the center of a global empire in the 1800s. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:GE:12:2.2: Investigate how relationships between humans and the physical environment lead to the formation of 'place,' e.g., terracing of hillsides or oasis agriculture. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) SS:GE:12:2.3: Describe the structure of regional systems, e.g., how small cities are linked to larger cities. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:GE:12:2.4: Utilize regions to analyze geographic issues, e.g., the cotton South v. the industrial North prior to the Civil War or tensions within the European Union. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, H: Individualism, Equality and Authority) SS:GE:12:2.5: Recognize that places and regions serve as symbols for individuals and societies, e.g., Mecca or Salt Lake City. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change)

Geography (GE:3)	
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.	
Standard	Grades 9-12
SS:GE: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.	SS:GE:12:3.1: Explain the interaction of Earth's physical systems, e.g., tectonic forces that shape continents and ocean basins. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
	SS:GE:12:3.2: Demonstrate the spatial variation in physical processes across Earth's surface, e.g., monsoon patterns or desertification. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
	SS:GE:12:3.3: Illustrate the characteristics of different ecosystems, e.g., the location of temperate rain forests or the factors and processes involved in the formation of soils. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
	SS:GE:12:3.4: Compare the carrying capacity of different ecosystems in relation to land use, e.g., steppe or savanna. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)
	SS:GE:12:3.5: Recognize the importance of ecosystems in people's understanding of environmental issues, e.g., the long-term effects of acid rain on water bodies or forest fires and management. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)

Geography (GE:4)	
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.	
Standard	Grades 9-12
SS:GE: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.	SS:GE:12:4.1: Identify world population trends in both numbers and patterns, e.g., urban development or the availability of water. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)
	SS:GE:12:4.2: Distinguish how culture traits shape the character of a region, e.g., Buddhism in Southeast Asia or the French language in Quebec. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication)
	SS:GE:12:4.3: Recognize the increasing economic interdependence of the world's countries, e.g., the geographic consequences of an international debt crisis or the location of oil reserves. (Themes: D: Material Wants and Needs, F: Global Transformation)
	SS:GE:12:4.4: Classify the functions, sizes, and spatial arrangements of urban areas, e.g., how cities differ from towns and villages. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)
	SS:GE:12:4.5: Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales, e.g., the reunification of Germany or the Hutus and Tutsis in Rwanda. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)
	SS:GE:12:4.6: Identify economic activities in more developed or less developed countries and their evolution, e.g., primary, secondary, tertiary, and quaternary economic activities. (Themes: D: Material Wants and Needs, I: Patterns of Social and Political Interaction)

Geography (GE:5)	
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.	
Standard	Grades 9-12
SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.	SS:GE:12:5.1: Appraise the significance of the global impact of human modification of the physical environment, e.g., the dispersal of animal and plant species worldwide or soil degradation. (Themes: C: People, Places and Environment, F: Global Transformation) SS:GE:12:5.2: Explain how changes in the physical environment can diminish its capacity to support human activity, e.g., the rainforests in central Africa or the Great Plains Dust Bowl. (Themes: C: People, Places and Environment, F: Global Transformation) SS:GE:12:5.3: Consider how humans perceive and react to natural hazards, e.g., flood plains in New Hampshire or earthquake zones. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:GE:12:5.4: Examine how the spatial distribution of resources affects patterns of human settlement, e.g., the creation of ghost towns in mining areas of Colorado or the growth of Johannesburg, South Africa. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:GE:12:5.5: Explore how the use and development of natural resources use change over time, e.g., energy sources in Siberia or the changes in the use of petroleum. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society) SS:GE:12:5.6: Evaluate the management and use of renewable, non-renewable, flow and potential resources, e.g., over fishing or recycling. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs)

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 9-12
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:12:1.1: Account for the rise and fall of political parties and movements and their impact, e.g., the Whig Party or the Progressive Movement. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:HI:12:1.2: Analyze how religion has influenced the political life of the nation, e.g., the separation of church and state in early New Hampshire or the rise of the Moral Majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:HI:12:1.3: Analyze the roots and application of the federal system of government by examining key documents and events, e.g., the Articles of Confederation or the New Deal. (Themes: B: Civic Ideals, Practices, and Engagement) SS:HI:12:1.4: Examine the impact of sectionalism on national crises and United States government policies, e.g., Hartford Convention or Brown v. Board of Education. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

New Hampshire Curriculum Framework

Social Studies

US / NH History (HI:2)	
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 9-12
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:12:2.1: Examine the role of New Hampshire in international diplomacy, e.g., the Webster-Ashburton Treaty or the Bretton Woods Economic Conference. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:12:2.2: Analyze how United States foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods, e.g., the French Revolution and Napoleonic Wars or the two World Wars. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:12:2.3: Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies, e.g., Jefferson's Embargo Act or the Spanish American War. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:HI:12:2.4: Determine the extent to which Manifest Destiny has been a driving force behind American ideology, e.g., Roger Williams and the founding of Rhode Island and the Providence Plantations or the Roosevelt Corollary to the Monroe Doctrine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:HI:12:2.5: Investigate United States involvement in and/or conflict with regional and international organizations, e.g., the League of Nations or the North Atlantic Treaty Organization (NATO). (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)

US / NH History (HI:3)

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 9-12

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:12:3.1: Evaluate how individuals have developed ideas that have profoundly affected American life, e.g., transcendentalism or relativism. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, J: Human Expression and Communication)

SS:HI:12:3.2: Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication)

SS:HI:12:3.3: Critique how the art, music and literature of our nation have been influenced by groups, e.g., the Spanish colonists in the Southwest or the 60s counter culture movement. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication)

SS:HI:12:3.4: Analyze the spread of American ideas and culture around the world using examples, e.g., the Bill of Rights or popular music. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, F: Global Transformation)

New Hampshire Curriculum Framework

Social Studies

US / NH History (HI:4)		
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 9-12	
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:12:4.1: Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events, e.g., the Northwest Ordinance or Alaskan statehood. (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:HI:12:4.2: Evaluate the impact of major developments and changes in American economic productivity, e.g., the factory system or the emergence of a service-based economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:HI:12:4.3: Explain how the development of technology has both simplified and complicated work, e.g., the development of interchangeable parts or the "paperless" office. (Themes: G: Science, Technology, and Society) SS:HI:12:4.4: Examine how economic interactions have occurred on an increasingly global scale, e.g., mercantilism or North American Free Trade Agreement (NAFTA). (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction) SS:HI:12:4.5: Explain how the economy over time has shaped the distribution of wealth, e.g., the development of the middle class or the recent outsourcing of United States' jobs. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	

New Hampshire Curriculum Framework

Social Studies

US / NH History (HI:5)	
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 9-12
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:12:5.1: Explore the tensions between the values of unity and pluralism in defining our national identity, e.g., the Puritans v Anne Hutchinson or the counter-culture vs. the silent majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
	SS:HI:12:5.2: Evaluate the changing roles of gender in society, e.g., the ideal of "Republican Motherhood" or Title IX. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
	SS:HI:12:5.3: Explore attitudes toward diversity held by and groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
	SS:HI:12:5.4: Examine the impact of social class on life in the United States, e.g., democracy in the Age of Jackson or public education. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
	SS:HI:12:5.5: Analyze how religious ideas of morality have impacted social change, e.g., the Abolitionist Movement or the debate over legalized abortion. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Human Expression and Communication)

World History (WH:1)	
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?	
Standard	Grades 9-12
SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.	SS:WH:12:1.1: Describe the development of different political systems, e.g., the city-state, nation-state or the European Union. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, H: Individualism, Equality and Authority) SS:WH:12:1.2: Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:WH:12:1.3: Analyze the impact of modern weapons of mass destruction on world relations during eras, e.g., the World Wars, the Cold War or contemporary times. (Themes: A: Conflict and Cooperation, F: Global Transformation, G: Science, Technology, and Society) SS:WH:12:1.4: Analyze the impact on political institutions of mass movements, e.g., the French Revolution, Taiping Rebellion, or anti-apartheid protest in South Africa. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:1.5: Evaluate the influence of religion on political systems, e.g., priestesses in Sumeria, Hinduism in Southeast Asia, or Islam in Africa. 1E: Cultural Development, Interaction, and Change. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)

World History (WH:2)	
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?	
Standard	Grades 9-12
SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.	SS:WH:12:2.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas, e.g., Arab traders in Africa, Europeans to Australia and Micronesia, or Western business representatives in East Asia. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:2.2: Evaluate how military encounters have often led to cultural exchanges, e.g., T'ang expansion, Mongol conquests, or World War II. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:2.3: Assess the impact of migrations of peoples on the receiving societies, e.g., Chinese to Southeast Asia, Europeans to Latin America, or formerly colonized peoples to Europe. (Themes: F: Global Transformation, I: Patterns of Social and Political Interaction) SS:WH:12:2.4: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties. (Themes: A: Conflict and Cooperation, F: Global Transformation)

World History (WH:3)	
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?	
Standard	Grades 9-12
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.	SS:WH:12:3.1: Describe how people's differences in religion have often led to conflict in regions of the world, e.g., the Roman Empire, the Holy Land, or the Indian subcontinent. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:WH:12:3.2: Analyze how philosophic systems and social theories are powerful forces throughout history, e.g., Stoicism, neo-Confucianism, or liberation theology. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:WH:12:3.3: Examine how gender and ethnicity have been conceptualized in the arts, e.g., epic literature, African wood carvings, or film. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:WH:12:3.4: Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods, e.g., pre-Columbian America, the Renaissance, or eras of intense nationalism. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)

World History (WH:4)	
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?	
Standard	Grades 9-12
SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.	SS:WH:12:4.1: Analyze various systems of distributing wealth, e.g., feudalism, free market economies, or the welfare state. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:WH:12:4.2: Analyze the impact of the Industrial Revolution around the world, e.g., the emergence of the factory system or the search for markets in Asia and Africa. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society) SS:WH:12:4.3: Analyze the development and impact of various labor systems, e.g., slavery, the medieval guilds, or wage labor. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction) SS:WH:12:4.4: Examine the development and impact of medical innovations, e.g., Buddhist hospitals, the discovery of germs, or stem cell research. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:WH:12:4.5: Consider the relationship between weapons development and political or economic power, e.g., the horse-drawn chariot, gunpowder, or nuclear weapons. (Themes: A: Conflict and Cooperation, G: Science, Technology, and Society)

World History (WH:5)

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?

Standard	Grades 9-12
SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.	SS:WH:12:5.1: Assess the impact of urbanization on the world environment, e.g., Rome or Sao Paulo. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:WH:12:5.2: Examine the role and impact of religious ideas on daily life and social norms, e.g., rites of passage, personal morality, or dietary practices. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:WH:12:5.3: Analyze struggles for cultural continuity by Diaspora communities, e.g., ethnic Chinese, Jews, or Roma (gypsies). (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:5.4: Examine gender roles in societies, e.g., ancient Athens, the Mali Empire, or contemporary Latin America. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:5.5: Determine the basis for ranking social groups within a given culture, e.g., religious knowledge, wealth, or military power. (Themes: I: Patterns of Social and Political Interaction)

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www.ed.state.nh.us/frameworks

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Did propaganda influence the outcome of the Revolutionary War?		
Standards and Practices	Amer Gov Comp 1: Students will demonstrate an understanding of the nature of government and the fundamental ideals of government in the United States.		
Staging the Question	Review class-made timelines and discuss important events in the Pre-Revolutionary struggle		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Why were the colonists upset about the Stamp Act?	What happened in Boston on March 5, 1770? Who was responsible?	What happened at the Battle of Lexington?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Read doc A (letter to the Boston Gazette in 1765) and Doc B (letter to a London paper) and Doc C (a British Stamp collector's letter)compare the 3 accounts. Answer guiding questions (see source below)	View image 1 and 2 and compare the images, (Paul Revere's Bloody massacre and image from "the colored Patriots of the American Revolution") answer questions in pairs. Read and compare documents A and B (account from Thomas Preston and testimony of witness Samuel Drowne) Answer guiding questions (attached below)	After viewing images 1 and 2, answer questions comparing the 2 pieces. After reading documents A and B (accounts from British officer and sworn statement from 3 minutemen) decide which was a more reliable account. Answer questions about what more evidence we'd need to see which is a more reliable account. Answer guiding questions (source below)	

Featured Sources		Featured Sources	Featured Sources
https://sheg.stanford.edu/history-lessons/boston-massacre		https://sheg.stanford.edu/history-lessons/boston-massacre	https://sheg.stanford.edu/history-lessons/battle-lexington
Summative Performance Task	Argument	Pretending you are a colonist, write a letter to a neighbor, convincing them to join either the Patriots or Loyalists. Use specific claims and relevant evidence from historical sources while acknowledging competing views to convince them of your stance.	
	Extension	Create a propaganda poster with a slogan to support your cause	
Taking Informed Action		Students will research and identify a political issue and find modern examples of propaganda and see how closely the propaganda resembles the issue.	

Grade 5 - Performance Task – Volume

NH State Competency #3: Students will solve problems involving reasoning using properties of 2- and 3- dimensional shapes to analyze, represent, and model geometric relationships in authentic applied contexts

NH State Competency #5: Students will use tools and apply precision and reasoning to solve measurement problems authentic applied contexts.

Standards: **5. MD.C.5b** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. **5.MD.C.5.C** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Learning Targets

State – I can solve problems and justify solutions using geometric relationships, properties, and formulas (e.g., volume, surface area). I can compare measurement attributes, measures, and models, and select the appropriate customary or metric units of measure and formula for the given task (e.g. volume, surface area).

CCSS – I can understand concepts of volume and relate volume to multiplication and addition.

Local –I can find the length, width and height of a rectangular prism. I can solve real world problems involving volume. I can calculate the volume of a rectangular prism in cubic units. I can demonstrate understanding of volume as additive solving problems with composite figures.

Name: _____

Date: _____

Score	Proficiency Expectations	Criteria To Met
4 Beyond Competent - Above the standard expectation for end of grade level	In addition to exhibiting level 3 performance, in-depth inferences and applications go BEYOND what was taught in class	Student is able to demonstrate competence and is able to extend understanding of volume by selecting the appropriate metric units to measure the object, calculate the volume, and demonstrate reasoning by compare the two solutions (customary and metric)
3 Competent – Meeting the standard expectation for end of grade level	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught	Student is able to demonstrate understanding of volume by measuring the length, width and height of a rectangular prism and use the measurements to accurately solve problems involving volume of a composite figure. Student expresses their answer in cubic units. Student may make minimal computation errors.
2 Not Yet Competent – On track towards meeting the standard expectation for end of grade level	No major errors or omissions regarding the SIMPLER details and processes but major errors or omissions regarding the more complex ideas and processes.	Student is able to find the length, width and height of a rectangular prism. However, student is not yet able to transfer understanding of volume by accurately solving problems involving volume of a composite figure and expressing their answer in cubic units. Student may make computation errors.
1 Not Yet Competent – Demonstrating minimal understanding of end of grade level standard	With HELP, a partial knowledge or some of the simpler and complex details and processes	Student is able to find the length, width and height of a rectangular prism. Student relies on teacher support to attempt calculating the volume of a composite figure.
0 Not yet able to access minimal understanding of end of grade level standard	Even with help, no understanding or skill demonstrated yet	Student is able to attempt measuring the design/object yet needs support with accuracy of measurement and calculating the volume.

Notes:

Was American Expansion Justified?

New Hampshire Social Studies C3 Framework Standards	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.
Staging the Question	When is it okay to take something that doesn't belong to you? (Warm-Up: life examples i.e. finding money on ground, "borrowing" siblings or friends belongings)

Supporting Questions 1	Supporting Question 2	Supporting Question 3
What conditions have influenced United States' expansion?	What were the results of the US involvement in the Spanish-American War?	What arguments were made in favor of AND in opposition to imperialism?
Formative Assessment	Formative Assessment	Formative Assessment
Students will analyze primary and secondary sources which describe influences for westward and outside of the U.S. expansion.	Students will draft a first person point of view entry from the perspective of either an American government official, a Cuban, or a Filipino citizen.	Students will create a graphic organizer for and against imperialism.
Featured Source	Featured Source	Featured Source
Source A: <u>New York Journal front page about USS Maine explosion</u>	Source A: American Imperialism in the New Century (FactCite)	Source A: Native Americans Offer Their Perspective on Westward Expansion by Laurie Collier Hillstrom (FactCite)
Source B: <i>Panama Canal-American Experience- PBS (2011)</i>	Source B: <u>Spanish-American War for Cuba's Independence</u>	Source B: Chief Joseph surrender speech- <i>I Will Fight No More Forever</i> film (1975) Washington DC speech 1877
Source C: <u>Gold Rush 1849</u>	Source C: <u>The Spanish-American War and Its Consequences</u>	Source C: <u>Purchasing of Alaska</u>
Source D: Westward Movement		Source D: <i>New York Journal</i> front page from February 17, 1898
Source E: Pres. McKinley's speech to Congress-go to war w/ Spain (pp.18-19- <i>Using Primary Documents</i> workbook)		Source E: excerpt from newspaper columnist John O'Sullivan in "The Great Nation of Futurity" <u>The United States Democratic Review</u>

Source F: <u>Westward the Course of Empire Takes Its Way</u>		Source F: excerpts from <i>Our Country</i> by Josiah Strong (1885)
Source G: <u>The San Francisco Call Newspaper-yellow journalism-start at the front page</u> (<i>The San Francisco Call</i> -April 12, 1898)		Source G: <u>Manifest Destiny by Khan Academy</u>
Source H: <i>Jason's Gold</i> by Will Hobbs in Language Arts		

Summative Performance Task	Argument <u>New Hampshire Public Radio Intro Article-Northern Pass</u> https://www.nhmagazine.com/January-2014/Understanding-Northern-Pass/ After reading and analyzing a local news article, students will create a graphic organizer which outlines arguments for and against the Northern Pass Project. <i>This is more of a formative task that can help them choose a side for their informed action</i>
Taking Informed Action	Jack Savage of Communication/Outreach at NH Society for the Protection of NH Forests (IN) Write a letter to a state government official of your choice explaining your reasons for or against the Northern Pass Project.

Supporting Question 1

Featured Source	Source A: <i>New York Journal</i> front page from February 17, 1898
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\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.

EDITION FOR GREATER NEW YORK

NEW YORK JOURNAL AND ADVERTISER.



The Journal will give \$50,000 for information that will secure the person or persons who built the Maine.

The Journal will give \$50,000 for information that will secure the person or persons who built the Maine.

NO. 3373

Copyright 1901, by N. Y. J. Co. NEW YORK, THURSDAY, FEBRUARY 12, 1901.—10 PAGES.

PRICE ONE CENT

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal hereby offers a reward of \$50,000 cash on its establishment, payable to the person or persons who shall furnish information that will secure the person or persons who built the Maine. The reward will be paid to the person or persons who shall furnish information that will secure the person or persons who built the Maine. The reward will be paid to the person or persons who shall furnish information that will secure the person or persons who built the Maine.

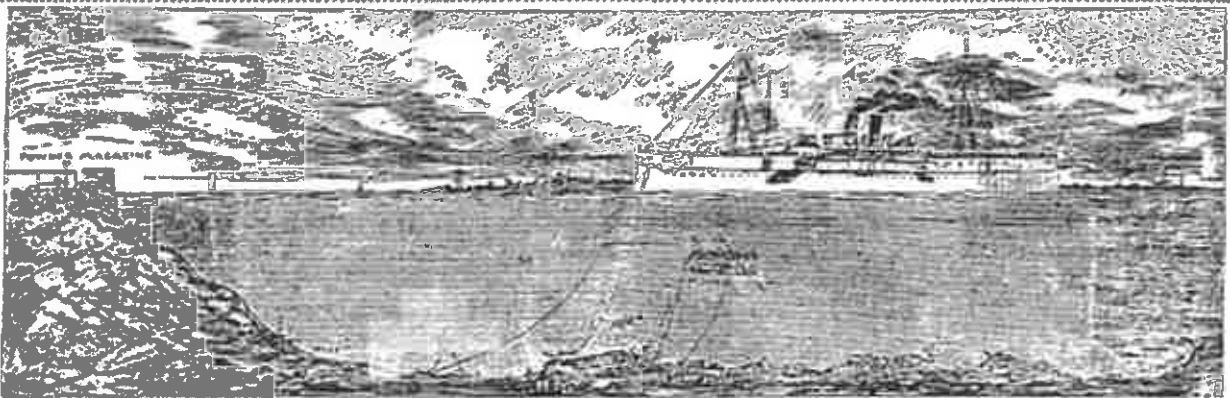
Assistant Secretary Roosevelt
Convinced the Explosion of
the War Ship Was Not
an Accident.

The Journal Offers \$50,000 Reward for the
Conviction of the Criminals Who Sent
258 American Sailors to Their Death.
Naval Officers Unanimous That
the Ship Was Destroyed
on Purpose.

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal hereby offers a reward of \$50,000 cash on its establishment, payable to the person or persons who shall furnish information that will secure the person or persons who built the Maine. The reward will be paid to the person or persons who shall furnish information that will secure the person or persons who built the Maine. The reward will be paid to the person or persons who shall furnish information that will secure the person or persons who built the Maine.



NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

Strongly backed by the Spanish naval authorities, the Spanish government has declared that the Maine was destroyed and sunk by a mine. The Spanish government has declared that the Maine was destroyed and sunk by a mine. The Spanish government has declared that the Maine was destroyed and sunk by a mine.

Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War—Officers and Men Tell Thrilling Stories of Being Blown Into the Air Amid a Mass of Shattered Steel and Exploding Shells—Survivors Brought to Key West Scout the Idea of Accident—Spanish Officials Protest Too Much—Our Cabinet Orders a Searching Inquiry—Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.

Public domain. Available at <http://www.pbs.org/crucible/headline7.html>

Supporting Question 2

Featured Source

Source B: Short history of Spanish-American War for Cuba's Independence

Spanish-American War for Cuba's Independence

By the end of the 1800s, Spain had lost all of its New World colonies except Cuba and Puerto Rico. Many Cubans did not wish to be under Spanish rule, so they fled to Florida and other parts of the United States. At the same time, however, they still remained loyal to Cuba. Jose Marti, a Cuban writer living in New York, came to Tampa to gain supporters to help Cuba fight for its independence from Spain. Jose Marti was the leader of the revolution, but he was killed when he went back to Cuba to fight in it. Tomas Estrada Palma became the new leader and later the President of Cuba.



Many Florida cities were used as military bases in the Spanish-American War.

The United States watched with interest as Cuba struggled for independence. The United States had millions of dollars invested in businesses in Cuba and there were many U.S. citizens in residence there. The U.S. also traded goods with Cuba.

In 1898, the United States assisted in war to protect its citizens and businesses in Cuba. This war was known as the Spanish-American War. The United States declared war on Spain after the U.S. warship, the Maine, exploded and sank on February 15, 1898 while visiting Havana, Cuba. No one really knows what caused the warship to explode, but the United States blamed Spain. Thousands of United States troops fought in Cuba. The cities of Tampa, Jacksonville, Fernandina, Lakeland, Pensacola,

Key West, and Miami were used as military bases for the American troops.

Although most of the fighting took place in Cuba, the first major battle was not fought there. It was fought half way around the world in the harbor of Manila. Manila is located in the Philippine Islands, which were then ruled by Spain. The U.S. fleet, led by Commodore George Dewey, defeated the Spanish fleet there.

Theodore Roosevelt and his Rough Riders went to Cuba to help in the fighting. The Rough Riders were a group of cowboys and college athletes. Theodore Roosevelt later became governor of New York and then president of the United States.

The Spanish-American War lasted only a few months and was over when Spain signed a peace treaty giving the United States control of Cuba, Puerto Rico, the Philippine Islands, and Guam. Cuba, however, became an independent country rather than a U.S. territory.

Public domain. Available at https://fcit.usf.edu/florida/lessons/s-a_war/s-a_war1.html

Supporting Question 2

Featured Source

Source C: The Spanish-American War and Its Consequences

44d. The Spanish-American War and Its Consequences



Americans aboard the Olympia prepare to fire on Spanish ships during the Battle of Manila Bay, May 1, 1898.

The United States was simply unprepared for war. What Americans had in enthusiastic spirit, they lacked in military strength. The navy, although improved, was simply a shadow of what it would become by World War I. The United States Army was understaffed, underequipped, and undertrained. The most recent action seen by the army was fighting the Native Americans on the frontier. Cuba required summer uniforms; the US troops arrived with heavy woolen coats and pants. The food budget paid for substandard provisions for the soldiers. What made these daunting problems more manageable was one simple reality. Spain

was even less ready for war than the United States.

Battle of Manila Bay

Prior to the building of the Panama Canal, each nation required a two-ocean navy. The major portion of Spain's Pacific fleet was located in the Spanish Philippines at Manila Bay. Under orders from Assistant Secretary of the Navy Theodore Roosevelt, Admiral George Dewey descended upon the Philippines prior to the declaration of war. Dewey was in the perfect position to strike, and when given his orders to attack on May 1, 1898, the American navy was ready. Those who look back with fondness on American military triumphs must count the Battle of Manila Bay as one of the greatest success stories. The larger, wooden Spanish fleet was no match for the newer American steel navy. After Dewey's guns stopped firing, the entire Spanish squadron was a hulking disaster. The only American casualty came from sunstroke. The Philippines remained in Spanish control until the army had been recruited, trained, and transported to the Pacific.

Invading Cuba

The situation in Cuba was far less pretty for the Americans. At the outbreak of war the United States was outnumbered 7 to 1 in army personnel. The invading force led by General William Shafter landed rather uneventfully near Santiago. The real glory of the Cuban campaign was grabbed by the Rough Riders. Comprising cowboys, adventurous college students, and ex-convicts, the Rough Riders were a volunteer regiment commanded by Leonard Wood, but organized by Theodore Roosevelt. Supported by two African American regiments, the Rough Riders charged up San Juan Hill and helped Shafter bottle the Spanish forces in Santiago harbor. The war was lost when the Spanish Atlantic fleet was destroyed by the pursuing American forces.

Treaty of Paris

The Treaty of Paris was most generous to the winners. The United States received the Philippines and the islands of Guam and Puerto Rico. Cuba became independent, and Spain was awarded \$20 million dollars for its losses. The treaty prompted a heated debate in the United States. Anti-Imperialists called the US hypocritical for condemning European empires while pursuing one of its own. The war was supposed to be about freeing Cuba, not seizing the Philippines. Criticism increased when Filipino rebels led by Emilio Aguinaldo waged a 3-year insurrection against their new American colonizers. While the Spanish-American War lasted ten weeks and resulted in 400 battle deaths, the Philippine Insurrection lasted nearly three years and claimed 4000 American lives. Nevertheless, President McKinley's expansionist policies were supported by the American public, who seemed more than willing to accept the blessings and curses of their new expanding empire.

Public domain. Available at <http://www.ushistory.org/us/44d.asp>

Featured Source	Source D	Westward Movement
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Westward Movement

Mass migration in a westerly direction that has characterized American history since the earliest days of settlement

The trend toward western migration was a natural outgrowth of the geographical position of the early colonial settlements. The first area to be colonized was the eastern seaboard. As numerous urban areas were established, some of the population, in effect, spilled over to the unsettled area immediately to the West.

In addition, foreign immigrants disembarking on the eastern seaboard naturally looked westward. Sparsely inhabited lands offered greater opportunity for development than in the East, where most of the fertile land was already under cultivation. Also, the relatively stabilized society in the East often regarded immigrants with hostility. Successive migrations, in effect, leap-frogged across the nation.

By the 1890s the American population spanned the continent. Thus, the demographic center of the United States—the point at which there is an equal number of people in any given direction—has moved steadily westward since the earliest days of settlement. (In 1790 the demographic center was at a point 23 miles east of Baltimore; by 1860 it had moved westward to Ohio; in 2010 it had reached Texas County, Missouri.)

The Effects of Westward Expansion

The westward movement has had an important, and frequently neglected, influence on the nation's development. On the one hand, the movement has affected both the policy of the federal government and the character of society which the settlers created. On the other hand, it has had a great affect on the settlers themselves and has been a major force in shaping the American character. Because of the desire for westward expansion, the government adopted a policy known as Manifest Destiny.

Manifest Destiny assumed that it was manifestly clear that the destiny of the United States was to have dominion over all territory between the Atlantic and Pacific Oceans. In the 1890s the director of the census reported that there was no land area of considerable size within the United States that had not been settled. This effectively closed the frontier. As a result, Manifest Destiny was altered to a policy of imperialistic expansion.

Cultural Impact

Westward expansion has also been an influence in the formation of the American character. Conditions on the frontier were frequently lawless and never very stable. Additionally, a settler could always “pack up and move west” if he disapproved of a particular situation. This imbued the American identity with a spirit of individuality, as well as a dislike and distrust of authority counter to European forbears.

A spirit of self-reliance, and the belief that children should surpass their parents in accomplishment, can both be attributed in large part to the traditional possibility open to Americans (and not open to Europeans) to move to an unsettled area in their own country and begin anew. This possibility has also resulted in a flexible social order in the United States, where class distinctions are tenuous and transitory. It has led to a relative absence of the rigid traditions and “sense of roots” that are essential features of European society.

The Migration

The actual migration itself was not an even process, but consisted instead of a series of westward “jumps.” Each jump was comprised of three stages. Generally, the pioneers of the westward movement were fur trappers, traders, and prospectors. They established isolated outposts and almost always lived a nomadic existence. After their reports filtered back to the East, they were followed by cattle and sheep herders. Herders needed large unsettled and undivided tracts in which to graze their livestock. (They also typically lived nomadically, adapting themselves to their immediate environment.)

The next stage, the influx of farmers, brought a stabilizing influence. Unlike the traders and the herders, the farmers attempted to adapt the land to their uses whenever possible. They cleared land, built fences, and established viable communities. Additionally, they brought the less flexible social order of the East-and with it, law and order-to the frontier areas.

The original settlement of the American colonies in the 16th century was itself a westward movement-westward from Europe. The eastern seaboard was the frontier, and the earliest settlers waged a battle against the harsh conditions to gain a secure foothold on the continent.

By the 1680s settlements of considerable size had been established all along the Atlantic coast, and the first American pioneers were already moving westward toward the Appalachians and beyond. In the early 18th century, immigrant groups from Scotland, Ireland, and Germany were not settling on the seaboard. Instead, they were moving inland toward the Appalachians, where they established communities.

The French and Indian War in the mid-1700s brought virtually all the land east of the Mississippi into British control. It opened vast new areas to settlement. Pioneers of the period such as Daniel Boone led the way to a new westward movement. Often much of the new land was bought at a low price by eastern land speculators. Those speculators later came into conflict with the actual settlers of the area. The assumption of preemption rights (which gave the settler first option to buy the land on which he had settled), though technically illegal until the mid-1800s, became standard practice. Conflicts between the eastern speculator and the pioneer settler were usually resolved in favor of the latter. This was because an absentee landlord could exercise little authority over the settler who had cleared the land, built a homestead, harvested a crop, and felt he had earned ownership of the land.

Governing the West

Disputes between the eastern and western elements in state governments were frequent. The established eastern faction was forced increasingly to concede to the westerners' interests, though in many cases the conflict was never satisfactorily resolved. For example, the state of West Virginia was originally part of Virginia. Though the western part of the state was given an increasingly greater share in state government in the early 1800s, the conflict gave the westerners a sense of separateness. When the issue of slavery and secession split the state during the Civil War, the west Virginians applied for and were awarded separate statehood.

From the Atlantic to the Pacific

Meanwhile, the United States had gained possession of a transcontinental dominion. The Louisiana Purchase (1803) had nearly doubled the size of the nation, and in the 1840s three large transactions (the Annexation of Texas, 1845; the settlement of the Oregon Boundary Dispute, 1846; and the Mexican Cession, 1848) brought the United States' border to the Pacific. By 1840 nearly all of the land east of the Mississippi had been settled, and movement to the western territories had begun.

Fur traders had pioneered the Pacific Northwest in the early part of the century. With the increased use of the Oregon Trail in the 1840s, permanent settlements in the area proliferated rapidly. The discovery of gold in California in the late 1840s altered the usual pattern of the westward movement considerably. The West Coast became settled before considerable inroads into the Plains states had been made. Thus, by 1850 California had a population of more than 100,000, while the Plains states were left largely unsettled.

Following the Civil War, a new wave of westward migration began. The only remaining unsettled area-the region between the Mississippi and the Far West-became the scene

of a land rush on an unprecedented scale. For the first two decades, the cattlemen reigned supreme in the area. But by the 1880s and 1890s, vast regions had been transformed into farmland.

Environmental Consequences

A negative aspect of the westward movement was the wastefulness and superficial development of much of the land. With the closing of the frontier, the 1900s ushered in widespread recognition of the need for conservation practices. Much of the wildlife of the area had been decimated by the fur trappers. Farming and mining practices contributed to soil erosion and inefficient production. During the 1900s, the United States set about developing in detail the vast areas that had been “discovered” in the 1800s.<

Migration Today

Westward expansion continued into the 2000s, as Americans migrated from the more densely settled East to the less populated West. Rural areas gained population in near record levels by the early 2000s. The Southwest in particular offered a haven to aging Americans and sun-seekers. The ideal of the rugged individual still held true for many—many Americans headed west to live more unstructured, unregulated lives, or to live in tune with nature.

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Supporting Question 3

Featured Source	Source A	Native Americans Offer Their Perspective on Westward Expansion
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Native Americans Offer Their Perspective on Westward Expansion

Lewis and Clark sent a delegation of American Indians from seven nations along the Upper Missouri River back east to meet with President Thomas Jefferson. After hearing a speech by the president on January 4, 1806, they issued the following response. The Native American leaders express affection for the

captains and a willingness to accept Jefferson's offers of peace, friendship, and trade. But they also express concerns about whether American traders and settlers on the western frontier will follow through on the president's promises to treat them fairly. As it turned out, their concerns were well founded. In the decades following the Lewis and Clark Expedition, the U.S. government betrayed its promises to the Native Americans countless times by breaking treaties and stealing their land to make room for white settlement.

My Grandfather & My Father

It is with an open heart that we receive your hands, friendship stretches ours in yours & unites them together.

Fathers

We feel entirely our happiness at this day, since you tell us that we are welcome in the grand lodge of prosperity. We perceive that we are numbered among your most cherished children.

Fathers

You observe that we have undertaken a very long journey in order to see our fathers & brethren; it is most true: but fathers, we will tell you that we did not look back for to measure the road, & our sight stretching to the rising sun, discovered every new day the pleasure rising with him, as we were reflecting our daily approach, our hearts were overjoyed, for we were soon to see our new good fathers who wish to pity us.

Fathers

There is a long while that we wish to be acquainted with our fathers & brothers of the rising sun & we hope that, when we will return back, where the sun sets, we will dispel all the thick clouds whose darkness obscures the light of the day.

Fathers

That Great Spirit who disposes of everything, & fixes into our bosom the ardent desire of seeing you, we thank him & we will thank him more when we will be at home amongst our wives & children, for, then, our eyes will be satisfied, our ears full with your words, & our hearts with joy.

But fathers

We have to thank our interpreters who advised us to strengthen our hearts, & listen not to the sense of those men who wanted to prevent us from coming to see you, alleging that we would be unwelcome & all of us should die. Our interpreters told us that our fathers were good & would pity us, that they wanted to be acquainted with their new red children; & that we ought not to listen to the crowing of bad birds.

Fathers

You do not know yet your new red children, & we see that you are as much worthy of pity as we are; flatterers came before you, made vast promises, but when far away, they constitute themselves masters, deceive you & your children suffer....

Fathers

We believe that you wish to pity us & to prevent our wants by sending us supplies of goods, but look sharp & tell to your men to take not too much fur for a little of goods, should they act in that way we would not be better off than we are now with our actual traders.

Fathers

We have seen the beloved man [Captain Meriwether Lewis], we shook hands with him & we heard the words you put in his mouth. We wish him well, where he is, we have him in our hearts, & when he will return we believe that he will take care of us, prevent our wants & make us happy: he told us you wished us to come to see you & our brethren of the rising sun: here we are happy to see you & glad to hear the words of good fathers.

Fathers

You tell us to be in peace & amity with our brethren: we wish to be so: misunderstanding sometimes breaks peace & amity, because we listen too much to those men who live yet amongst us & who do not belong to your family, but when we will have but your own children with us, then it will be easy for you to maintain the peace of your red children & we will all acknowledge that we have good fathers.

Fathers

Meditate what you say, you tell us that your children of this side of the Mississippi hear your word, you are mistaken, since every day they raise their tomahawks over our heads, but we believe it be contrary to your orders & inclination, & that, before long, should they be deaf to your voice, you will chastise them.

Fathers

Though your forefathers were inhabiting the other side of the big lake, we consider you as ourselves, since, like us, you spring out of our land, for the same reason, we believe you consider us to be your children, that you pity us & wish to make us happy should we follow your advices.

Fathers

You say that the French, English & Spanish nations have left the waters of the Missouri & Mississippi, we are all glad of it, & we believe that the day they will leave us the weather will be clear, the paths clean, & our ears will be no more affected with the disagreeable sounds of the bad birds who wish us to relinquish the words of our good fathers whose words we keep in our hearts.

Although fathers

Do not believe that the number of our new brethren would be able to frighten us, were we not inclined to acknowledge you for our fathers; but we wish to live like you & to be men like you; we hope you will protect us from the wicked, you will punish them who won't hear your word, open their ears, & lead them in the good path.... Fathers

You say that you are as numerous as the stars in the skies, & as strong as numerous. So much the better, fathers, tho', if you are so, we will see you ere long punishing all the wicked red skins that you'll find amongst us, & you may tell to your white children on our lands, to follow your orders, & do not as they please, for they do not keep your word. Our brothers who came here before told us you had ordered good things to be done & sent to our villages, but we have seen nothing, & your waged men think that truth will not reach your ears, but we are conscious that we must speak the truth, truth must be spoken to the ears of our fathers, & our fathers must open their ears to truth to get in.

Fathers

You tell us to complain to the beloved man, should anyone commit injury & decline compensation, but you know fathers that the beloved man is gone far away, that he cannot do the justice which you want him to do; while he is absent we do better to complain to his fathers, & when he will arrive we will complain to him, then he will have justice done to the injured man & if he loves his fathers he will chastise the one who broke the peace which our good fathers told us to make together & to maintain.

Fathers

We hear your word, we will carry it into our villages, & spread it all over our fields, we will tell to our warriors, wives & children that, ever since you became the fathers of all the red skins, like good fathers, you wish us to live like children of but one family who have but one father, & that before we should go at war we have to take the advice of our good fathers & then we shall know what these latter will tell us.

Fathers

Our hearts are good, though we are powerful & strong, & we know how to fight, we do not wish to fight but shut the mouth of your children who speak war, stop the arm of those who raise the tomahawk over our heads & crush those who strike first, then we will confess that we have good fathers who wish to make their red children happy &

peace maintained among them. For when we are at peace we hunt freely, our wives & children do not stand in want, we smoke & sleep easy....

Fathers

As you spoke that we had brethren inhabiting the shores of the big Lake & that you offered us to visit them, we do wish to be acquainted with them, to shake hands with them & to tell them that we are their brothers & if they are good children we will tell them that we are so, for you know fathers we acknowledge you for our fathers.

Fathers

After shaking hands with all our new brothers, being acquainted with them all, then we will tell to our warriors, our wives, our children how many things we have seen, they all will listen to our sayings, they will gather around us, hear the words of their new fathers & brethren, love them all & wonder at all things; yes fathers, we will speak the truth, you know the truth must come out of the mouth of a father.

Fathers

We hope the more we will see our new brethren the more we will love them for we hope they will welcome us & receive us as their brethren....

Fathers

You say, that, when we will come back the ice will be broken, the snow melted, & then we will return into our villages: yes, fathers, when we will see our warriors, when we will see our wives, when we will see our children, our hearts will be overjoyed, their hearts will be overjoyed, they will hear the word you put in our mouth, we will carry it to them deeply engraved in our hearts. Our warriors will bury the tomahawk, the wicked will be good, whenever they will hear the word of their fathers & know them to be good to all the red skins.

Fathers

We will keep your word in our bosom; the stinking cloud may rise, it will melt away when we will remember the word of our fathers, the bad birds may fly over our heads, & crow mischief, their flesh will be poor, their voice weak, they will hush & fly away when hearing the word of our fathers; we will be happy with your word, fathers, & never part with it....

Fathers

We give you again the hand of friendship.

Source

"Speech of the Osages, Missouri, Otos, Panis, Cansas, Ayowais & Sioux Nations to the President of the U.S. & to the Secretary at War," January 4, 1806. In Jackson, Donald, ed. *Letters of the Lewis and Clark Expedition with Related Documents 1783-1854*. Volume 1. Urbana and Chicago: University of Illinois Press, 1978. Retrieved from <http://www.loc.gov/exhibits/lewisandclark/transcript46.html>.

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Featured Source	Source E	John O'Sullivan excerpt on <i>Manifest Destiny</i> , 1839
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John L. O'Sullivan on *Manifest Destiny*, 1839

Excerpted from "The Great Nation of Futurity," *The United States Democratic Review*, Volume 6, Issue 23, pp. 426-430. The complete [article](#) can be found in *The Making of America Series* at Cornell University

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.

It is so destined, because the principle upon which a nation is organized fixes its destiny, and that of equality is perfect, is universal. It presides in all the operations of the physical world, and it is also the conscious law of the soul -- the self-evident dictates of morality, which accurately defines the duty of man to man, and consequently man's rights as man. Besides, the truthful annals of any nation furnish abundant evidence, that its happiness, its greatness, its duration, were always proportionate to the democratic equality in its system of government. . . .

What friend of human liberty, civilization, and refinement, can cast his view over the past history of the monarchies and aristocracies of antiquity, and not deplore that they ever existed? What philanthropist can contemplate the oppressions, the cruelties, and injustice inflicted by them on the masses of mankind, and not turn with moral horror from the retrospect?

America is destined for better deeds. It is our unparalleled glory that we have no reminiscences of battle fields, but in defence of humanity, of the oppressed of all nations, of the rights of conscience, the rights of personal enfranchisement. Our annals describe no scenes of horrid carnage, where men were led on by hundreds of thousands to slay one another, dupes and victims to emperors, kings, nobles, demons in the human form called heroes. We have had patriots to defend our homes, our liberties, but no aspirants to crowns or thrones; nor have the American people ever suffered themselves to be led on by wicked ambition to depopulate the land, to spread desolation far and wide, that a human being might be placed on a seat of supremacy. We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. **The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can.** We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that "the gates of hell" -- the powers of aristocracy and monarchy -- "shall not prevail against it."

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High -- the Sacred and the True. Its floor shall be a hemisphere -- its roof the firmament of the star-studded heavens, and its congregation an Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God's natural and moral law of equality, the law of brotherhood -- of "peace and good will amongst men." . . .

Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. Equality of rights is the cynosure of our union of States, the grand exemplar of the correlative equality of individuals; and while truth sheds its effulgence, we cannot retrograde, without dissolving the one and subverting the other. We must onward to the fulfilment of our mission -- to the entire development of the principle of our organization - - freedom of conscience, freedom of person, freedom of trade and business pursuits, universality of freedom and equality. This is our high destiny, and in nature's eternal,

inevitable decree of cause and effect we must accomplish it. All this will be our future history, to establish on earth the moral dignity and salvation of man -- the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings, hierarchs, and oligarchs, and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than that of beasts of the field. Who, then, can doubt that our country is destined to be *the great nation* of futurity?

Summative Performance Task

Grade 8: Energy

Competencies (*Crosscutting Concepts*):

- (#4) Students will apply reasoning and modeling to determine the proportional relationships in observable and non-observable phenomena in terms of relative scale and quantity.
- (#5) Students will investigate and analyze a natural or human designed system in order to develop and justify a model that accurately represents the system or aspects of the system (e.g., boundaries, inputs, outputs, interactions, and behaviors).
- (#6) Students will analyze evidence (e.g., investigations, models, theories, scenarios) to predict and track changes in the cycling of matter and flow of energy within and between systems in order to identify their possibilities and limitations.

Standards (*Disciplinary Core Ideas*):

PS3.A: Definitions of Energy

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1)
- A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2) Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS3-3),(MS-PS3-4)

PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5) The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (MS-PS3-4)
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3)

PS3.C: Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2)

ETS1.A: Defining and Delimiting an Engineering Problem

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (secondary to MS-PS3-3)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (secondary to MS-PS3-3)

Essential Question: “How can energy be transferred from one object or system to another?”

Summative Unit Objectives (Students who demonstrate increasing use and understanding of the competencies will...)	Summative Assessments (How will you measure the unit objectives?)	Formative Learning Targets (What learning must take place to accomplish unit objectives?)	Formative Instructional Strategies & Supporting Resources (How will you support student learning?)
<i>Performance Expectations</i>		<i>NH Model Competency Statements</i>	<i>Science and Engineering Practices</i>
MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]		I can determine an appropriate scale to observe time, space, and energy phenomena using models to study systems that are quite large or small.	Develop a model to describe unobservable mechanisms. (MS-PS3-2)
MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on		I can use a variety of methods, tools and mathematical representations (algebraic expressions and equations) to make measurements, observations, and predictions of phenomena. I can observe that the function of natural and designed systems may change with scale. I can find and describe proportional relationships (e.g., speed as the ratio of distance traveled to time taken) among different types of quantities	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS3-4) Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (MS-PS3-1) Apply scientific ideas or principles

relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]		and use the relationship to predict the magnitude of properties and processes. I can describe the structure and interactions of systems that may exist independently, be composed of subsystems, or be a part of larger complex systems. I can model systems and their interactions, including inputs, processes, and outputs.	to design, construct, and test a design of an object, tool, process or system. (MS-PS3-3) Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (MS-PS3-5)
MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]	Thermos building project	I can design and utilize a model to explain and justify the possible effects of change within a system (e.g., cycling of matter and the flow of energy).	
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial		I can determine the limitations of a model when it represents only certain aspects of the system under study. I can develop a model and from it draw evidence that matter is conserved in physical and chemical processes. I can demonstrate how the transfer of energy drives the motion and/or cycling of matter within a natural and a designed system.	

temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.] MS-PS3-5. Construct, use, and present arguments to support the claim that when the motion energy of an object changes, energy is transferred to or from the object. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]		I can interpret and defend my interpretation of the effects of different forms of energy within and between systems (e.g. energy in fields, thermal energy, energy of motion). I can predict possible changes within the system by tracking the transfer of energy flow through a designed or natural system.	
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Teaching Scientific Notation through Nanotechnology

A PBL unit that teaches scientific notation through a nano-scaled investigation

By Kate Schulten, Grade 8 Math

Challenge Question: Can you design a nano-sized vessel to deliver 10,000 molecules of CRLX101 to the tumor of a cancer patient?

Standards Addressed:

CCSS.MATH.CONTENT.8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.

CCSS.MATH.CONTENT.8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology

Scientific Notation & Nanotechnology Project: **Activity #1** (Group)

- Design Your Vessel
- Sketch your vessel
- Label all the measurements of your vessel
- Show work to prove that 10,000 molecules would fit in your vessel
- Show work to prove that your vessel is NOT longer than 5×10^{-8} meters in any direction
- Write this up (final draft quality) to be included with final project

Website link: <https://www.sutori.com/story/teaching-scientific-notation-through-nanotechnology-Q18WoCDD7UMgfE1KmTkZf9uD>