



# FSD Social Studies Curriculum

June 2012

## **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 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

K – 2

**Civics and Governments**

**SS:CV:1: The Nature and Purpose of Government**

<b>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</b>		
SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explain the reason for rules.</li><li>• List my classroom and school rules.</li><li>• Compare the classroom and school rules to the United States government.</li></ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Recognize important United States symbols.</li><li>• Recognize important United States documents.</li></ul>	Resources	Assessments
SS:CV:2:1.3: Identify the basic purposes of state and national government.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explain that people elect their government leaders.</li><li>• Explain that the government's job is to provide for people.</li></ul>	Resources	Assessments
SS:CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Describe ways that rules help me get along with others.</li><li>• Understand the need for and help create classroom rules and expectations.</li></ul>	Resources	Assessments

--	--	--

**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.

	Resources	Assessments
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explain the meaning of public official.</li><li>• Explore how people are selected to be a mayor, president, or other public official.</li><li>• Explore and describe the steps in choosing a mayor, president, or other public official.</li></ul>		

**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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Explain that there are different countries in the world.</li></ul>	Resources	Assessments
SS:CV:2:3.2: Describe ways in which countries interact with each other culturally		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Describe the customs and traditions of several cultures, e.g. holidays.</li><li>Explain how the United States culture is affected by peoples of different backgrounds.</li></ul>	Resources	Assessments
SS:CV:2:3.3: Describe why it is important for countries to work together to resolve issues		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Describe why countries should work together to solve problems.</li></ul>	Resources	Assessments



### **SS:CV:4: Rights and Responsibilities**

<b>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.</b>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>I can show that a community is a place where people live, work and play.</li></ul>	Resources	Assessments
SS:CV:2:4.2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Define community.</li><li>Explore and explain how a person can participate in their community.</li></ul>	Resources	Assessments

## Economics

### SS:EC:1: Economics and the Individual

<p><b>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.</b></p>		
<p>SS:EC:2:1.1: Define goods and services, producers and consumers.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explore and list examples of goods.</li> <li>• Explore and list examples of services.</li> <li>• Explore and explain what it means to be a producer in our community.</li> <li>• Explore and explain what it means to be a consumer in our community.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Investigate a specific product.</li> <li>• Explain the process to make a specific product.</li> <li>• Describe the materials needed to make a specific product.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

## 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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Explain the difference between needs and wants.</li></ul>		

**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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explore and recognize the different values of our money.</li></ul>	Resources	Assessments
--	-----------	-------------

SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explore the different types financial institutions.</li><li>• Explore and explain the different services a bank or other financial institutions provide.</li></ul>	Resources	Assessments
--	-----------	-------------

### **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

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Explore and explain the word resources.</li><li>• Investigate and list different resources.</li></ul>		

## Geography

### SS:GE:1: The World in Spatial Terms

<p><b>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.</b></p>		
<p>SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Show that a globe or map identifies important physical features about the earth.</li> <li>• Show that some maps identify important features about peoples of the earth.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:2:1.2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Describe several areas of the earth's surface that have common features.</li> <li>• Explain some of the differences between areas such as woodlands or deserts.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:2:1.3: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define physical features.</li> <li>• Explore and list important human features in the United States and on Earth.</li> <li>• Explore and list important physical features in the United States and on Earth.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

## 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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate and display the physical features of a location.</li><li>Investigate and display the human features of a location.</li></ul>	Resources	Assessments
--	-----------	-------------

SS:GE:2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Define geographic.</li><li>Identify similar features that are on Earth's surface.</li></ul>	Resources	Assessments
---	-----------	-------------

SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Define perceive.</li><li>Investigate how people from different areas view a location.</li></ul>	Resources	Assessments
---	-----------	-------------

### 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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explore and explain how the interaction between the Earth and Sun impact our life each day.</li></ul>	Resources	Assessments
---	-----------	-------------

SS:GE:2:3.2: Explore the components and distribution of ecosystems, e.g., desert or rain forest.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define ecosystem.</li><li>• Investigate what makes up an ecosystem.</li><li>• Investigate why ecosystems are located where they are.</li></ul>	Resources	Assessments
--	-----------	-------------



## 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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate and explain where populations are located.</li></ul>	Resources	Assessments
---	-----------	-------------

SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Define natural resources.</li><li>Investigate and list examples of natural resources.</li></ul>	Resources	Assessments
--	-----------	-------------

**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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate how natural resources affect our life each day.</li><li>Explain how natural resources affect our life each day.</li></ul>	Resources	Assessments
---	-----------	-------------

SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate and explain the way resources are used.</li></ul>	Resources	Assessments
---	-----------	-------------

## US/N History

### 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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>Explain that the United States is made up of different sections of the economy</li></ul>		

## **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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>Explore and identify the relationships between countries.</li></ul>		

**SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions**

<b>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</b>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Explore and list important people who have shaped life in the United States.</li> <li>• Explore and list important groups that have shaped life in the United States.</li> </ul>	Resources	Assessments
SS:HI:2:3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define literature.</li> <li>• Investigate and show the history of art.</li> <li>• Investigate and show the history of music.</li> <li>• Investigate and show the history of literature.</li> </ul>	Resources	Assessments
SS:HI:2:3.3: Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Explore and identify how art has been affected by different groups of people.</li> <li>• Explore and identify how music has been affected by different groups of people.</li> <li>• Explore and identify how literature has been affected by different groups of people.</li> </ul>	Resources	Assessments

### **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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define economy.</li><li>• Explore and list the different parts of the United States economy.</li></ul>		

**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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explore and show the historical changes in women's lives in America.</li><li>• Explore and show the historical changes in children's lives in America.</li></ul>	Resources	Assessments
--	-----------	-------------

SS:HI:2:5.2: Identify the concept of diversity.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explore and explain the meaning of diversity.</li></ul>	Resources	Assessments
---	-----------	-------------

## **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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define social system.</li><li>• Define political system.</li><li>• Explore and identify the social systems in different countries.</li><li>• Explore and identify the political systems in different countries.</li></ul>		



**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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate the different ways people around the world express themselves.</li></ul>	Resources	Assessments
---	-----------	-------------

**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.

	Resources	Assessments
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate and explain the meaning of values.</li><li>Investigate and explain the meaning of beliefs.</li></ul>		

## Grades 3 – 4

### Civics and Government

#### SS:CV:1: The Nature and Purpose of Government

Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.		
SS:CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define ideal.</li><li>• Explore the values of the government system of the United States.</li><li>• Describe the values of the government system of the United States.</li></ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define social.</li><li>• Define political.</li><li>• Define geographic.</li><li>• Investigate and summarize how social issues are dealt with by the government.</li><li>• Investigate and summarize how political issues are dealt with by the government.</li><li>• Investigate and summarize how geographic issues are dealt with by the government.</li></ul>	Resources	Assessments

**SS:CV:2: Structure and Function of United States and New Hampshire Government**

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

SS:CV:4:2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and list the three branches of government.</li> <li>Summarize the role of each branch of government.</li> <li>Investigate and list how the New Hampshire state government is organized.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
--	------------------	--------------------

SS:CV:4:2.2: Explain how laws and/or policies are made at local and state levels.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Define laws.</li> <li>Define policy.</li> <li>Investigate and describe how local laws and/or policies are created.</li> <li>Investigate and describe how state laws and/or policies are created.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------

**SS:CV:3: The World and the United States' Place In It**

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

SS:CV:4:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Investigate different countries around the world.</li><li>• Investigate the different governments around the world.</li><li>• Compare and contrast different governments.</li></ul>		

**SS:CV:4: Rights and Responsibilities**

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

SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define citizen.</li><li>• Investigate New Hampshire's Constitution.</li><li>• Investigate the Constitution of the United States.</li><li>• Compare the rights of citizens using the Constitution of New Hampshire and United States,</li><li>• Summarize the rights of citizens as identified in the Constitution of New Hampshire.</li><li>• Summarize the rights of citizens as identified in the Constitution of the United States</li></ul>		

## Economics

### SS:EC:1: Economics and the Individual

<p><b>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.</b></p>		
<p>SS:EC:4:1.1: Identify the factors of production and explain how businesses use these to produce goods and services.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and list the features of production.</li> <li>Investigate and describe how production is used to create goods and services.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:EC:4:1.2: Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Define market economy.</li> <li>Define consumer in a market economy.</li> <li>Define producer in a market economy.</li> <li>Investigate and display the cycle of consumers and producers in a market economy.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and summarize how a consumer's and/or producer's decision influence the economy.</li> <li>Investigate and summarize how the economy impact a consumer's and/or producer's decisions.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Define specialization.</li> <li>Investigate and list jobs that require a</li> </ul>	<p>Resources</p>	<p>Assessments</p>

special skill.

- Investigate and explain why some jobs need to be specialized.
- Investigate and support my specialized jobs produce an increase in productivity.



## SS:EC:2: Basic Economic Concepts

<b>Students will learn about the pillars of a free market economy and the market mechanism.</b>		
SS:EC:4:2.1: Explain why needs and wants are unlimited while resources are limited.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define needs.</li> <li>• Define wants.</li> <li>• Define resources.</li> <li>• Investigate and describe the relationship between limited resources and needs and/or wants.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define scarcity.</li> <li>• Define opportunity cost.</li> <li>• Investigate and explain the notion of scarcity in an economy.</li> <li>• Investigate why scarcity influences economic choices.</li> <li>• Investigate and explain how economic choices include the measure of the cost of an activity to its value.</li> </ul>	Resources	Assessments
SS:EC:4:2.3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate groups that make economic decisions.</li> <li>• Investigate and describe different ways groups make economic decisions.</li> </ul>	Resources	Assessments
SS:EC:4:2.4: Define supply and demand and describe factors that can cause a change in supply and demand.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate and summarize the concept of supply and demand.</li> </ul>	Resources	Assessments

<ul style="list-style-type: none"> <li>Investigate and explain the reasons supply and demand can be affected.</li> </ul>		
<b>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.</b>		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and summarize how prices of goods and services are created.</li> <li>Investigate and explain different reasons why prices can be affected.</li> </ul>	Resources	Assessments

**SS:EC:3: Cycles in the Economy**

<b>Students will be able to explain the business cycle and trends in economic activity over time.</b>		
SS:EC:4:3.1: Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define cycles.</li> <li>• Investigate and explain economic growth.</li> <li>• Investigate and explain economic decline.</li> <li>• Investigate and display an example of economic growth and decline.</li> </ul>	Resources	Assessments
SS:EC:4:3.2: Describe how changes in the business cycle can impact people's lives.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define business cycle.</li> <li>• Explore and explain how changes in production or economic activity affect one's life.</li> </ul>	Resources	Assessments

**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:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate the process of the exchange of goods and services.</li><li>Investigate and explain different ways goods and services are exchanged.</li></ul>	Resources	Assessments
SS:EC:4:4.2: Identify goods and services provided by local government, e.g., police cars or fire protection.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate and list the goods and services that are supplied by local government.</li></ul>	Resources	Assessments

**SS:EC:5: International Economics and Trade**

<b>Students will recognize the importance of international trade and how economies are affected by it.</b>		
SS:EC:4:5.1: Describe that countries have different kinds of resources.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and record resources of different countries.</li> <li>Compare and contrast the resources of two countries.</li> <li>Investigate and explain that countries have different kinds of resources.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define resources.</li> <li>Investigate resources from other countries that are in high demand.</li> <li>Identify and explain why a particular countries resource is in higher demand than another's.</li> </ul>	Resources	Assessments
SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define import and export</li> <li>Explain that trade between countries involves imports and exports</li> <li>Explain the reasons why countries trade</li> </ul>	Resources	Assessments

## Geography

### SS:GE:1: The World in Spatial Terms

<p><b>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.</b></p>		
<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define characteristics.</li> <li>• Define geographic.</li> <li>• Investigate and list a variety of geographic tools.</li> <li>• Research and explain the purposes of different geographic tools.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Collect and display a map's spatial information.</li> <li>• Collect and display a map's geographic representations.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define physical features.</li> <li>• Define human features.</li> <li>• Investigate and identify Earth's physical features.</li> <li>• Investigate and display the physical features in the United States.</li> <li>• Investigate and identify human features on Earth.</li> <li>• Investigate and display the physical features in the United States.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and display how locations on Earth are spatially distributed.</li> <li>Investigate and display how features on Earth are spatially distributed.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define interaction.</li> <li>Define consequence.</li> <li>Identify the cause and effect of spatial interactions on Earth's surface.</li> </ul>	Resources	Assessments

## SS:GE:2: Places and Regions

<b>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.</b>		
SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and summarize the physical traits of places.</li> <li>Investigate and summarize the human traits of places.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate how the interactions between the physical environment and</li> </ul>	Resources	Assessments

humans shape a location.		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define generalize.</li> <li>Investigate and explain how a region is a location on Earth's surface that has similar features.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and identify how regions can change.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define perceive.</li> <li>Illustrate the similarities and differences on how different people view places.</li> </ul>	Resources	Assessments



### 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:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Identify the elements that make up the physical systems of Earth.</li> <li>Investigate and display different elements of Earth's physical system.</li> </ul>	Resources	Assessments
SS:GE:4:3.2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate what types of physical processes produces the features of Earth's surface.</li> <li>Show how physical processes affect the features of Earth's surface.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate the relationship between the Earth and Sun.</li> <li>Investigate and explain how the Earth/Sun relationship influences conditions on Earth.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define ecosystems.</li> <li>Identify and display parts of an ecosystem.</li> <li>Identify and display how ecosystems are dispersed.</li> <li>Identify and display how parts of an ecosystem are dispersed.</li> </ul>	Resources	Assessments

SS:GE:4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Research and summarize the positive affects between people and ecosystems.</li><li>• Research and summarize the negative affects of people and ecosystems.</li><li>• Compare and contrast how people help and harm ecosystems.</li></ul>		

## SS:GE:4: Human Systems

<p><b>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.</b></p>		
<p>SS:GE:4:4.1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Identify the reasons why populations are distributed the way they are.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:4:4.2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and list the ways humans have relocated throughout history.</li> <li>Investigate and explain the patterns of human relocation throughout history.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:4:4.3: Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>List different ways the movement of humans impact the traits of a location.</li> <li>Examine how the traits of a location are affected by the relocation of humans.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:4:4.4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Examine in detail how different regions established were populated.</li> <li>Examine in detail the patterns in how humans established populations.</li> <li>Summarize patterns in the development of human populations.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

## 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:4:5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define the concept of physical environment.</li><li>• Investigate and list examples of physical environment.</li><li>• Examine and show how people change the outside surroundings.</li></ul>		

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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Research how opportunities are made possible by outdoor surroundings.</li><li>• Research how opportunities are limited due to outdoor surroundings.</li><li>• Provide examples of how opportunities are made possible by outdoor surroundings.</li><li>• Provide examples of how opportunities are limited due to outdoor surroundings.</li></ul>		

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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define renewable resources.</li><li>• Define nonrenewable resources.</li><li>• Examine and show how using renewable resources effect humans.</li><li>• Examine and display how using nonrenewable resources effect humans.</li></ul>		

SS:GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define natural resources.</li> <li>Examine and describe how we use natural resources each day.</li> </ul>	Resources	Assessments
SS:GE:4:5.5: Compare how people in different regions use the same resource, e.g., water or wood.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Research and show how resources can be used by people in different locations.</li> </ul>	Resources	Assessments

## US/NH History

### SS:HI:1: Political Foundations and Development

<p><b>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</b></p>		
<p>SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define biography.</li> <li>• Research the lives of important people who helped influence the community.</li> <li>• Research the lives of important people who helped influence the state.</li> <li>• Research the lives of important people who helped influence the country.</li> <li>• Research and create a report on an important person who helped influence the community.</li> <li>• Research and create a report on an important person who helped influence the state.</li> <li>• Research and create a report on an important person who helped influence the country.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:4:1.2: Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Examine and show the sequence of how government developed in New Hampshire.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Research New Hampshire celebrations, monuments, symbols, and documents.</li><li>• Research national celebrations, monuments, symbols, and documents.</li><li>• List examples of important New Hampshire celebration, monuments, symbols, and documents.</li><li>• List examples of important national celebrations, monuments, symbols, and documents.</li><li>• Explain the importance of New Hampshire celebrations, monuments, symbols, and documents.</li><li>• Explain the importance of national celebrations, monuments, symbols, and documents</li></ul>		

## **SS:HI:2: Contacts, Exchanges & International Relations**

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

SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples., e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Research and give examples of relationships among people in the developed world.</li></ul>	Resources	Assessments
--	-----------	-------------



### 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: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".		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate how life in the United States has been greatly affected by a person's values.</li> <li>Research and report on a person, whose values have greatly affected life in the United States.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and display how important ideas are impacted or revealed by art, music, and literature.</li> <li>Investigate and display how important values are impacted or revealed by art, music, and literature.</li> <li>Investigate and display how important conflicts are impacted or revealed by art, music, and literature.</li> </ul>	Resources	Assessments
SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and explain how art, music and literature in our nation has been improved by different groups of people.</li> </ul>	Resources	Assessments

### SS:HI:4: Economic Systems & Technology

Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.		
SS:HI:4.4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define economic.</li><li>• Examine and list how economic growth developed.</li><li>• Examine and list how economic growth changed.</li></ul>	Resources	Assessments
SS:HI:4.4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Examine and display important inventions.</li><li>• Research and show the affect of important inventions.</li></ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define economy.</li><li>• Research and sequence the development of the economy of the United States.</li></ul>	Resources	Assessments

**SS:HI:5: Social/Cultural**

<p><b>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</b></p>		
<p>SS:HI:4:5.1: Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define culture.</li> <li>• Investigate and describe how different cultures added to New Hampshire's history.</li> <li>• Investigate and describe how different cultures added to New Hampshire's culture.</li> <li>• Investigate and describe how different groups of religion added to New Hampshire's history</li> <li>• Investigate and describe how different groups of religion added to New Hampshire's culture.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:4:5.2: Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explain how important national events shape everyday life.</li> <li>• Explain how important state events shape everyday life.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• List the sequence of how women and children's roles have changed.</li> <li>• List the sequence of how women and children's lives have changed.</li> <li>• List the sequence of how the changing roles of women and children shaped</li> </ul>	<p>Resources</p>	<p>Assessments</p>

society. <ul style="list-style-type: none"> <li>List the sequence of how the changing lives of women and children shaped society.</li> </ul>		
SS:HI:4.5.4: Explore attitudes towards diversity, e.g., segregation or inclusion.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define diversity.</li> <li>Investigate the feelings about the differences of other people.</li> </ul>	Resources	Assessments
SS:HI:4.5.5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate reasons why people from different countries came to the United States.</li> <li>Summarize reasons why people from different countries came to the United States.</li> </ul>	Resources	Assessments

## World History

### 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:4:1.1: Explain that people of different countries create social and political systems, e.g., a family or a government.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>Investigate and describe political systems are produced by people of different countries.</li><li>Investigate and describe social systems are produced by people of different countries.</li></ul>		

## 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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>Investigate and describe how relationships between countries are shaped by events.</li><li>Investigate and describe how relationships between countries are shaped by issues around the world.</li></ul>		

**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:4:3.1: Describe ways that societies around the world express themselves artistically through forms

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define the concept of artistically.</li><li>• Examine and explain how different groups of people around the world artistically communicate.</li></ul>		

### **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:4.4.1: 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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define agriculture.</li><li>• Examine and describe how the improvement in land use helped humans survive.</li></ul>		



**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:4:5.1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Investigate and explain the idea of values.</li><li>• Examine how cultures around the world express their values.</li><li>• Examine how cultures around the world express what they believe.</li><li>• Explain how cultures around the world express their values.</li><li>• Explain how cultures around the world express what they believe.</li></ul>		

## Grades 5 – 6

### Civics and Government

#### SS:CV:1: The Nature and Purpose of Government

<p><b>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</b></p>		
<p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define ideals.</li> <li>• Define principles.</li> <li>• Investigate the ideals and principles of the American government system.</li> <li>• Using historic examples, I can relate the ideals and principles of the American government system.</li> <li>• Using contemporary examples, I can relate the ideals and principles of the American government system.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define principles.</li> <li>• Define citing.</li> <li>• Investigate and list the core ideals of the American government.</li> <li>• Investigate and list the principles of the American government.</li> <li>• Investigate and display examples of documents that illustrate the ideals and principles of the American government.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define criteria.</li> <li>• Define effectiveness.</li> <li>• Define federal.</li> <li>• Evaluate rules and laws to determine if they are fair or not.</li> <li>• Create criteria to determine if rules and laws are effective.</li> <li>• Compare and contrast laws at the local, state, or federal levels.</li> </ul>	Resources	Assessments
SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Identify a monarchy.</li> <li>• Explain how a monarchy runs.</li> <li>• Compare a monarchy to a democracy.</li> <li>• Compare and contrast a monarchy, democracy, and oligarchy.</li> </ul>	Resources	Assessments

**SS:CV:2: Structure and Function of United States and New Hampshire Government**

<p><b>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.</b></p>		
<p>SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define conviction.</li> <li>• Identify the principles that the United States government is founded on.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:CV:6:2.2: Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define heritage.</li> <li>• Define settlers.</li> <li>• Define establishment.</li> <li>• Define democracy.</li> <li>• Investigate and explain the tradition early settlers brought to American.</li> <li>• Investigate and describe how early settler's tradition created the development and establishment of American democracy.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

**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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define monarchy.</li><li>• Define oligarchy.</li><li>• Define democracy.</li><li>• Identify the government in another country.</li></ul>	Resources	Assessments
SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define culture.</li><li>• Identify different ways cultures interact.</li><li>• Investigate and explain a cultural interaction.</li></ul>	Resources	Assessments
SS:CV:6:3.3: Discuss the reasons for conflicts between and among countries and peoples, e.g. , natural resources or religion.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define conflict.</li><li>• Investigate and list reasons countries have conflict.</li><li>• Identify and explain a conflict between two countries.</li></ul>	Resources	Assessments

### **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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define citizenship.</li><li>• Define characteristics.</li><li>• List characteristics of good citizenship.</li><li>• Summarize how a specific characteristic support good citizenship.</li></ul>		

## Economics

### SS:EC:1: Economics and the Individual

<p><b>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.</b></p>		
<p>SS:EC:6:1.1: Identify the role of the individual in factor and product markets.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define factor makers.</li> <li>• Define product markets.</li> <li>• Identify the function of individuals on factor markets.</li> <li>• Identify the function of individuals on product markets.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:EC:6:1.2: Explain how specialization and productivity are related.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define specialization.</li> <li>• Define productivity.</li> <li>• Compare specialization and productivity.</li> <li>• Describe how specialization and productivity are linked.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:EC:6:1.3: Recognize the relationship between productivity and wages, and between wages and standard of living.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define wage.</li> <li>• Define standard of living.</li> <li>• Define relationship.</li> <li>• Compare and identify the connection between productivity and wages.</li> <li>• Compare and identify the connection between wages and standard of living.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

## 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define opportunity cost.</li> <li>Investigate and conclude how decisions affect the value of an alternative option.</li> </ul>	Resources	Assessments
SS:EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define production.</li> <li>Investigate and list the features of production.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define shortage.</li> <li>Define surplus.</li> <li>Investigate and identify factors that affect price and availability of goods and services.</li> <li>Investigate and give examples of shortages that have affected the price and availability of goods and services.</li> <li>Investigate and give examples of surplus that have affected the price and availability of goods and services.</li> </ul>	Resources	Assessments



**SS:EC:3: Cycles in the Economy**

<b>Students will be able to explain the business cycle and trends in economic activity over time.</b>		
SS:EC:6:3.1: Describe gross domestic product and its components, e.g., the difference between imports and exports.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define gross domestic products.</li> <li>• Explain gross domestic product.</li> <li>• Investigate and summarize the factors of gross domestic product.</li> </ul>	Resources	Assessments
SS:EC:6:3.2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define inflation.</li> <li>• Investigate the impact of inflation.</li> <li>• Explain how inflation can impact people in different situations.</li> </ul>	Resources	Assessments

## Geography

### SS:GE:1: The World in Spatial Terms

<p><b>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.</b></p>		
<p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define geographic.</li> <li>• Explain the concept of a mental map.</li> <li>• Identify geographic information from maps.</li> <li>• Interpret geographic information from maps.</li> <li>• Collect and display geographic information from maps.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define region.</li> <li>• Define relative location.</li> <li>• Define absolute location.</li> <li>• Investigate location, distance, and direction to identify relative and absolute location as it applies to my community.</li> <li>• Investigate scale, movement, and region to identify relative and absolute location as it applies to my community.</li> <li>• Show how location, distance, direction, scale, movement, and region apply to relative and absolute location.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define spatial distribution.</li><li>• Investigate and use various sources to explain spatial distribution for climate zones.</li><li>• Investigate and use various sources to explain spatial distribution to natural resources.</li><li>• Investigate and use various sources to explain spatial distribution to population density.</li><li>• Investigate and use various sources to explain spatial distribution to a topic of choice.</li></ul>		

## SS:GE:2: Places and Region

**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.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Identify different regions.</li> <li>• Identify different ways regions change.</li> <li>• Explain different ways regions change.</li> <li>• Identify a region and explain how the region changed.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
--	------------------	--------------------

SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define preserve.</li> <li>• Define culture.</li> <li>• List ways that places/regions preserve their culture.</li> <li>• Explain how places/regions preserve their culture.</li> <li>• Investigate and show how a place or region has preserved its culture.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
--	------------------	--------------------

### 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define physical process.</li> <li>• Define physical environment.</li> <li>• List examples of physical processes..</li> <li>• Investigate and explain how physical processes shape patterns in the physical environment.</li> </ul>	Resources	Assessments
SS:GE:6:3.2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate and list Earth's physical structure.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define ecosystem.</li> <li>• Investigate and list physical processes that change an ecosystem..</li> <li>• Investigate and show how a physical process has changed a specific ecosystem.</li> </ul>	Resources	Assessments
SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define human activity.</li> <li>• Investigate different ways humans impact an ecosystem.</li> <li>• Investigate and summarize a specific human activity that has changed an ecosystem.</li> </ul>	Resources	Assessments

## SS:GE:4: Human Systems

<p><b>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.</b></p>		
<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Define demographic structure.</li> <li>Define population.</li> <li>Investigate and identify factors that create a demographic structure.</li> </ul>	Resources	Assessments
<p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Define historical pattern.</li> <li>Define human migration.</li> <li>Identify and list the types of human migration.</li> <li>Identify and display the historical patterns of human migration.</li> </ul>	Resources	Assessments
<p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Show how movement of large groups of people can effect an area.</li> </ul>	Resources	Assessments
<p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Define spatial patterns.</li> <li>Define settlement.</li> <li>List the spatial patterns of settlement.</li> <li>Research a settlement and summarize</li> </ul>	Resources	Assessments

its spatial patterns.		
SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural.		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define function.</li> <li>• Define spatial arrangements.</li> <li>• Identify the functions of settlement.</li> <li>• Identify the size of settlement.</li> <li>• Identify the spatial arrangement of settlement.</li> </ul>	Resources	Assessments

## 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define consequence.</li> <li>• Define human modification.</li> <li>• Give examples of consequences of human modification on Earth's physical environment.</li> <li>• Explain the impact of human modification on the physical environment.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate and explain the responsibility of technology in the human modification of the physical environment.</li> <li>• Gives examples of function of technology in the human modification of the physical environment.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define appreciate.</li> <li>• Define constraints.</li> <li>• Investigate and describe features of various physical environments that make it possible for human activities.</li> <li>• Investigate and describe features of different physical environments limit human activities.</li> </ul>	Resources	Assessments



SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define resource.</li><li>• Define viewpoint.</li><li>• Explain why people believe differently regarding the use of resources.</li></ul>		

## US/NH History

### 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define self-government.</li><li>• Explain how people have created their own government.</li><li>• Explain why people have created their own government.</li><li>• Investigate and display examples of self-government.</li></ul>	Resources	Assessments
SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define foundations.</li><li>• Define colonial.</li><li>• Define institutions.</li><li>• Define democracy.</li><li>• Investigate the influence of European, Native American, and colonies on American democracy.</li><li>• Summarize how Europe, Native Americans, and the colonies influenced American democracy.</li></ul>	Resources	Assessments

**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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define enhance.</li><li>• Investigate and identify groups that have improved American art, music, and literature.</li><li>• Summarize how groups have improved American art, music, and literature.</li></ul>		

### SS:HI:4: Economic Systems & Technology

<p><b>Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</b></p>		
<p>SS:HI:6.4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define economic productivity.</li> <li>• Investigate and show how the making of products is developed.</li> <li>• Show how major developments affect America's economics.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:6.4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Investigate how technological inventions are valuable.</li> <li>• Investigate the value of inventors.</li> <li>• Investigate the cause and effect of how our life is impacted by inventions and inventors.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:6.4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862).</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define diverse.</li> <li>• Explain how people moving west had increased opportunities.</li> <li>• Explain how people moving west helped changed the economy.</li> <li>• Identify and describe events that developed opportunities from moving west.</li> <li>• Identify and describe events that developed a varied economy from moving west.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

**SS:HI:5: Social/Cultural**

<p><b>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</b></p>		
<p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define ethnic.</li> <li>• Investigate and describe how different cultures affect the growth of the United States.</li> <li>• Investigate and describe how various religious groups affect the growth of the United States.</li> <li>• Identify a specific cultural group and explain its impact on the history of the United States.</li> <li>• Identify a specific religious group and explain its impact on the history of the United States.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Collect and display important national events.</li> <li>• Collect and display important state events.</li> <li>• Select an important national or state event and explain how it affected our life.</li> <li>• Select a current major national or state event and infer how it may affect or life.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

SS:HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace.		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Investigate how women's roles have changed.</li> <li>• Compare and contrast the lives, past and present, of women.</li> <li>• Investigate how women's changing roles have affects society.</li> </ul>	Resources	Assessments
SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define immigrant</li> <li>• Investigate the immigration experience.</li> <li>• Compare and contrast the experiences of different ethnic groups that came to the United States.</li> <li>• Investigate two ethnic groups and describe how their experience was similar and different.</li> </ul>	Resources	Assessments

## World History

### SS:WH:1: Political Foundations and Developments

<b>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</b>		
SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define political system.</li><li>• Identify different types of political systems.</li><li>• Summarize different types of political systems.</li></ul>	Resources	Assessments
SS:WH:6:1.2: Explore the use and abuse of power.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define power.</li><li>• Investigate how power is used.</li><li>• Investigate how power can be abused.</li></ul>	Resources	Assessments

**SS:WH:2: Contacts, Exchanges & International Relations**

<b>Students will demonstrate their understanding of the interactions of peoples and governments over time.</b>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define water route.</li> <li>• Define trade</li> <li>• Define land route.</li> <li>• List various water routes.</li> <li>• List various land routes.</li> <li>• Investigate and summarize the impact of land/water routes on trade.</li> <li>• Investigate and explain a specific land or water route and its impact.</li> </ul>	Resources	Assessments
SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define technology.</li> <li>• Investigate the spread and impact of ideas/technology.</li> <li>• Summarize the spread and impact of ideas/technology.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define migration.</li> <li>• Investigate major migrations.</li> <li>• Give examples of major migrations.</li> <li>• Investigate and explain a major migration.</li> <li>• Compare and contrast major migrations.</li> </ul>	Resources	Assessments



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

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define military.</li><li>• Define cultural exchange.</li><li>• Investigate the impact of military encounters on cultural exchange.</li><li>• Identify military encounter and summarize its impact.</li></ul>		

**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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define differentiate.</li><li>• Explain how certain geographic regions fostered certain religions.</li></ul>	Resources	Assessments
SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Investigate the progress of education.</li><li>• Investigate and describe the effects of education on society.</li></ul>	Resources	Assessments

## 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define analyze.</li> <li>Define agricultural revolution.</li> <li>Research and list factors of agricultural revolution.</li> <li>Examine and summarize the influence of agricultural revolution.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define tension.</li> <li>Define nomadic.</li> <li>Investigate land use by settled farmers.</li> <li>Investigate land use by nomadic herders.</li> <li>Research and explain the conflicts between farmers and nomadic herders.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate farming system inventions.</li> <li>Investigate new technologies as applied to farming systems.</li> <li>List examples of inventions and new technologies on farming system.</li> <li>Investigate and summarize how inventions influence farming systems</li> </ul>	Resources	Assessments

SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet.

Student Friendly/"I can ..." statements

- Investigate and outline how communication has improved.

Resources

Assessments

## 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Outline the growth of cities.</li> <li>Investigate and outline how cities influence daily life.</li> </ul>	Resources	Assessments
SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate various ways societies have educated their citizens.</li> <li>Explain how different societies have educated their citizens.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define stability.</li> <li>Define empire.</li> <li>Define nation-states.</li> <li>Investigate and describe how ethnic/religious groups influenced the development of empires and nation-states.</li> <li>Investigate and describe how ethnic/religious groups influenced the stability empires and nation-states.</li> </ul>	Resources	Assessments
SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define leisure.</li> <li>Investigate and display different types of entertainment.</li> <li>Investigate and display different types of activities people with participate in during their free time.</li> </ul>	Resources	Assessments

SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and list society's different types of families that have developed.</li> <li>Describe the different families that have developed.</li> </ul>	Resources	Assessments

Grades 7 – 8

Civics and Government

<p><b>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</b></p>		
<p>SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define essential.</li> <li>• Define limiting.</li> <li>• I can explain how individual rights are protected.</li> <li>• I can investigate and support with evidence, what might happen to individual rights if government powers are not watched.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:CV:8:1.2: Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define representative government.</li> <li>• Define direct democracy.</li> <li>• Compare and contrast the representative government and direct democracy.</li> <li>• Develop and support a position for representative government.</li> <li>• Develop and support a position for direct democracy.</li> <li>• I can explain how minority rights are protected in a representative government.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

**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: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.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define amendments.</li> <li>• Define constitution.</li> <li>• Define federal government.</li> <li>• Investigate and summarize the responsibilities of the federal government as identified in the New Hampshire Constitution.</li> <li>• Investigate and summarize the responsibilities of the federal government as identified in the United State Constitution and amendments.</li> <li>• Differentiate between state and federal governments.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------

SS:CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Compare and contrast local, state and federal government structure.</li> <li>• Explain the similarities and differences of important responsibilities of local and state government.</li> <li>• Explain the similarities and differences of important responsibilities of state and federal government.</li> <li>• Describe the similarities and differences of services of local, state and federal government.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------



SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights.		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define evolution.</li> <li>• Explain how specific events added to the development of the American government.</li> <li>• Investigate and explain how specific documents influence the development of the American government.</li> </ul>	Resources	Assessments
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.		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define legislative process.</li> <li>• Define political process.</li> <li>• Define bill.</li> <li>• Define law.</li> <li>• Investigate and sequence how a bill becomes law.</li> </ul>	Resources	Assessments

**SS:CV:3: The World and the United States' Place In It**

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

SS:CV:8:3.1: Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define resolve.</li> <li>• Investigate conflicts between countries.</li> <li>• Investigate how countries have worked together to solve problems.</li> <li>• Explain why it is important countries work together to solve problems.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------

SS:CV:8:3.2: Analyze environmental, economic, and technological developments and their impact on society.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Investigate the progress of environmental developments.</li> <li>• Investigate the progress of technological developments.</li> <li>• Investigate the progress of economic developments.</li> <li>• Investigate and describe the influence of environmental, economic, and technological advancement on society.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------

**SS:CV:4: Rights and Responsibilities**

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

SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define civic.</li><li>• Define political.</li><li>• Explore the different ways citizens can be involved in government.</li><li>• Investigate and explain different ways citizens can successfully be involved in different levels of government.</li></ul>		

## Economics

### 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:8:1.1: Identify how events in the business cycle impact individuals' lives, e.g., recession or depression.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define free market.</li><li>• Define business cycle.</li><li>• Investigate and list events in the business cycle affect a person's life.</li><li>• Explain how specific business cycle events affect a person's life.</li></ul>		

**SS:EC:2: Basic Economic Concepts**

<b>Students will learn about the pillars of a free market economy and the market mechanism.</b>		
SS:EC:8:2.1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define determinants.</li> <li>• Identify the factors that influence supply and demand.</li> <li>• Describe the factors that shape supply and demand.</li> </ul>	Resources	Assessments
SS:EC:8:2.2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define entrepreneurship.</li> <li>• Investigate and cite the components of being an entrepreneur.</li> <li>• Explain the traits that are necessary for entrepreneurship.</li> </ul>	Resources	Assessments

### 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:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate the different stages of the business cycle.</li><li>Describe the different stages of the business cycle.</li></ul>	Resources	Assessments
--	-----------	-------------

SS:EC:8:3.2: Understand how the stock market works, the buying and selling of stocks, and how it affects the economy.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Define stock market.</li><li>Investigate the function of the stock market.</li><li>Summarize how the stock market works.</li><li>Summarize how the stock market affects the economy.</li></ul>	Resources	Assessments
--	-----------	-------------

### **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.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define interest rate.</li><li>• Investigate and describe how interest rates impact a person's decisions.</li></ul>	Resources	Assessments
--	-----------	-------------

SS:EC:8:4.2: Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define redistributed.</li><li>• Define income.</li><li>• Explore and recognize the different ways wages can be dispersed.</li></ul>	Resources	Assessments
---	-----------	-------------

**SS:EC:5: International Economics and Trade**

<b>Students will recognize the importance of international trade and how economies are affected by it.</b>		
SS:EC:8:5.1: Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define allocate.</li> <li>• Investigate and cite the different ways resources can be distributed.</li> </ul>	Resources	Assessments
SS:EC:8:5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate government policies on trade.</li> <li>• List the government policies that effect trade.</li> <li>• Summarize the effect of government policies on trade.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define international.</li> <li>• Define diplomacy.</li> <li>• Investigate and cite the role of finances and the relationship with other countries.</li> <li>• Investigate and cite the role of finances and war.</li> </ul>	Resources	Assessments
SS:EC:8:5.4: Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate the effects of changing finances on trade with other countries.</li> </ul>	Resources	Assessments



## SS:EC:6: Personal Finance

<b>Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy</b>		
SS:EC:8:6.1: Compare the advantages and disadvantages of different payment methods.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and list different types of payments.</li> <li>Compare and contrast different ways to make payments.</li> <li>Collect and display the pros and cons of different payment methods.</li> </ul>	Resources	Assessments
SS:EC:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define free market economy.</li> <li>Investigate and summarize the rights of buyers and sellers in a free market economy.</li> <li>Investigate and summarize the responsibilities of buyers and sellers in a free market economy.</li> </ul>	Resources	Assessments
SS:EC:8:6.3: Demonstrate the use of the different types of accounts available from financial institutions, e.g., checking or savings accounts.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Research and list different types of financial institutions.</li> <li>Collect and display the different types of accounts that are provided from a financial institution.</li> <li>Explain how and why accounts from financial institutions are used.</li> </ul>	Resources	Assessments
SS:EC:8:6.4: Students will identify sources of earned and unearned income, e.g., wages or investments.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and cite how one receives earned income.</li> <li>Investigate and cite how one receives unearned income.</li> </ul>	Resources	Assessments

SS:EC:8:6.5: Define and compare saving and investing.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define saving.</li> <li>• Define investing.</li> <li>• Compare and contrast saving and investing.</li> </ul>	Resources	Assessments
SS:EC:8:6.6: Evaluate sources of investment information, and describe how to buy and sell investments.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate the types of resources used to get information about investments.</li> <li>• Investigate and decide which investment sources are valuable.</li> <li>• Investigate and explain how to buy investments.</li> <li>• Investigate and explain how to sell investments.</li> </ul>	Resources	Assessments
SS:EC:8:6.7: Discuss the importance of taking responsibility for personal financial decisions.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Develop a logical argument of the importance of making good decisions on how to use one's money.</li> </ul>	Resources	Assessments
SS:EC:8:6.8: Design a plan for earning, spending, saving, and investing.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate and create an earning plan.</li> <li>• Investigate and create a spending plan.</li> <li>• Investigate and create a savings plan.</li> <li>• Investigate and create an investing plan.</li> </ul>	Resources	Assessments

## Geography

### 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: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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Compare reasons, good or bad, to use geographic tools.</li></ul>		

## 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:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define region.</li> <li>• Investigate and list different regions.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
--	------------------	--------------------

SS:GE:8:2.2: Illustrate the connections among regions, e.g., world trade or regional alliances.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Investigate and display the relationships between regions.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------

SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Investigate and summarize how culture affects the understanding of a location and/or region.</li> <li>• Investigate and summarize how technology affects the understanding of a location and/or region.</li> <li>• Investigate and summarize how experience affects the understanding of a location and/or region.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------

### **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:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define physical processes</li><li>• Identify physical processes that impact the development of resources.</li><li>• Identify physical processes that impact where resources will be found.</li></ul>		

## 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:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"><li>• Investigate the concept of physical regional systems.</li><li>• Investigate the concept of human regional systems.</li><li>• Investigate and explain the relationship between physical and human regional systems.</li></ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"><li>• Investigate causes of political division.</li><li>• Investigate and cite how people contribute to political division of Earth's surface.</li></ul>	<p>Resources</p>	<p>Assessments</p>

## US / NH History

### 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:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define suffrage.</li> <li>Investigate how the right to vote was made able to different groups of citizens.</li> </ul>	Resources	Assessments
SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define presidential primary.</li> <li>Investigate the election process.</li> <li>Investigate and summarize New Hampshire voter's part in our nation's presidential primary.</li> <li>Investigate and summarize New Hampshire voter's part in our nation's elections.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate the influence of religion on our nation's political life.</li> </ul>	Resources	Assessments

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.

	Resources	Assessments
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"><li>• Research the concept of state's rights.</li><li>• Research the concept of national authority.</li><li>• Investigate and summarize the friction between the rights of individual states and the federal government.</li></ul>		



## 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define sovereignty.</li> <li>• Investigate and summarize methods that were used to have Europe view the United States as a new nation.</li> <li>• Investigate and summarize the challenges in recognizing the United States as an independent nation.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define influence.</li> <li>• Investigate how the Western Hemisphere was impacted the Western Hemisphere.</li> <li>• Investigate and cite evidence on United States' attempt to eliminate Europe's influence on the Western Hemisphere.</li> <li>• Research and summarize the key steps the United States took to eliminate Europe's impact on the Western Hemisphere.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define rational.</li> <li>• Investigate reasons why a country will enter into war with other country.</li> </ul>	Resources	Assessments

<ul style="list-style-type: none"> <li>Using a Venn diagram, compare and contrast the reasons a country will declare war with another.</li> </ul>		
<p>SS:HI:8:2.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and explain the concept of democratic ideals.</li> <li>Investigate and explain the concept of economic motives.</li> <li>Investigate and explain the concept of empire building.</li> <li>Investigate and cite the events and policies that developed from the foreign policy of the United States.</li> <li>Investigate and summarize different factors that impacted the foreign policy of the United States.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Define domestic affairs.</li> <li>Research how things that happen in politics and government of the United States were and are impacted by foreign policy.</li> <li>Investigate and cite events in history that are a result of the influence of foreign policy in the United States.</li> <li>Investigate and summarize the influence of foreign policy in the United States.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

**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: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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Investigate and describe historical events that were shaped by art, music, and literature.</li><li>• Investigate and describe values that have been shaped by art, music, and literature at specific periods in history.</li><li>• Investigate and describe major ideas that have been shaped by art, music, and literature at specific periods in history.</li></ul>		

### **SS:HI:4: Economic Systems & Technology**

<b>Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>		
SS:HI:8.4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Investigate the concept of global scale.</li><li>Investigate and cite how economic interactions has expanded world wide.</li></ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Define management.</li><li>Define labor.</li><li>Research and cite the reasons for management and labor conflicts.</li></ul>	Resources	Assessments

**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:8:5.1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care.

Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define the concept of societal change.</li><li>• Research and explain how the family is affected by changes in society.</li></ul>	Resources	Assessments
---	-----------	-------------

## World History

### SS:WH:1: Political Foundations and Developments

<b>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</b>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define the concept of legitimacy.</li> <li>Research and explain ways leaders have establish political acceptance.</li> <li>Explain methods leaders have used to establish political acceptance.</li> <li>Research and explain reasoning leaders have used to establish political acceptance.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate in detail how political systems have been affected by religious groups.</li> <li>Cite evidence on how political systems have been affected by religious groups.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define genocide.</li> <li>Investigate and cite examples of how power has been used.</li> <li>Investigate and cite examples of how power has been misused.</li> <li>Summarize the affects of the use and misuse of power.</li> </ul>	Resources	Assessments

## **SS:WH:2: Contacts, Exchanges & International Relations**

**Students will demonstrate their understanding of the interactions of peoples and governments over time.**

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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define demographic.</li><li>• Examine in detail how diseases affect specific groups of people.</li><li>• Examine in detail how the treatment of diseases affects specific groups of people.</li><li>• Summarize the affect of diseases and their treatment on specific groups of people.</li></ul>		

**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: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.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Research and display how art, music and literature affect important ideas throughout history.</li> <li>• Research and display how art, music, and literature affect values throughout history.</li> <li>• Research and display how art, music, and literature affect conflicts throughout history.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define architecture.</li> <li>• Examine in detail how various societies' values were represented in design and structure of buildings.</li> <li>• Research and explain with evidence how specific societies' values were represented in their design and structure of buildings.</li> </ul>	<p>Resources</p>	<p>Assessments</p>



## Grades 9 – 12

### Civics and Government

#### SS:CV:1: The Nature and Purpose of Government

<p><b>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</b></p>		
<p>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.</p>		
<p>Student Friendly/“I can ...” statements</p> <ul style="list-style-type: none"> <li>• Identify the county structures of government</li> <li>• Identify the national structures of government</li> <li>• Identify the differences between county and national government</li> <li>• Identify the functions of the county government</li> <li>• Identify the functions of the national government</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/“I can ...” statements</p> <ul style="list-style-type: none"> <li>• Examine how a bill becomes a law</li> <li>• Illustrate how citizens participate in the law making process</li> <li>• Apply laws to specific situations</li> <li>• Understand how laws are enforced on the state and federal levels</li> <li>• Make a new law to fix or help a new situation</li> </ul>	<p>Resources</p>	<p>Assessments</p>

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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Identify the purposes of government</li> <li>• Provide examples of the goals of the preamble, using the Constitution</li> <li>• Apply the purposes of government using a current event</li> <li>• Evaluate the purpose of government using different current scenarios</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Explain where the laws of the United States come from</li> <li>• Explain who makes the law and why</li> </ul>	Resources	Assessments

## SS:CV:2: Structure and Function of United States and New Hampshire Government

<p><b>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.</b></p>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Identify and explain the six principles of the US Constitution</li> <li>Compare the principles of the US and the NH Constitution</li> <li>Collect examples of how principles are incorporated in the Constitution</li> <li>Evaluate modern examples of the principles of government at work</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Explain the purpose of the Constitutional convention</li> <li>Analyze the need for changes to the Constitution</li> <li>Describe the amendment process to the Constitution</li> <li>Investigate reasons why changes to the Constitution were made</li> <li>Explain specific changes or amendments to the Constitution</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Describe the United States judicial system</li> <li>Describe the New Hampshire judicial system</li> <li>Explain the roles and responsibilities in</li> </ul>	<p>Resources</p>	<p>Assessments</p>

<p>the United States judicial system</p> <ul style="list-style-type: none"> <li>• Explain the roles and responsibilities in the NH judicial system</li> <li>• Compare and contrast the US and NH judicial systems</li> </ul>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Describe the individual rights provided in the Bill of Rights of the United States</li> <li>• Justify the need to extend the individual rights provided in the US</li> <li>• Illustrate the connections between the individual rights and the need for the rights</li> <li>• Examine examples of ways that individual rights have been extended</li> </ul>	<p>Resources</p>	<p>Assessments</p>

**SS:CV:3: The World and the United States' Place In It**

<p><b>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.</b></p>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and report on world affairs that affect the United States</li> <li>Categorize various world events or issues as technological, environmental, or economic</li> <li>Analyze the impact that environmental, economic, and technological issues have on world affairs</li> <li>Analyze the United States' response to environmental, economic, and technological issues</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Discuss the role between domestic and foreign policies of a government</li> <li>Cite evidence of the impact foreign policies have on domestic policies</li> <li>Critique how well the relationship between domestic and foreign policies works for a government</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Provide examples of ways the United States' ideals affect world affairs</li> <li>Evaluate the impact of the United States' ideals on world affairs</li> </ul>	<p>Resources</p>	<p>Assessments</p>

### SS:CV:4: Rights and Responsibilities

<b>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.</b>		
SS:CV:12:4.1: Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and report on ways to be a responsible citizen</li> <li>Analyze the impact that responsible citizens can have on the political process</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Connect specific historical events to the changes in personal liberties that they inspired</li> <li>Give specific examples of how citizens can act to preserve their liberties</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Explain the need for citizens to be knowledgeable and actively participating in government</li> <li>Explain the impact on liberty when citizens are knowledgeable and actively participate</li> <li>Evaluate the negative results that may occur when citizens do not remain knowledgeable and active in government</li> </ul>	Resources	Assessments

## Economics

### SS:EC:1: Economics and the Individual

<b>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.</b>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Explain the role(s) I will play in the flow of economic activity</li></ul>	Resources	Assessments
SS:EC:12:1.2: Conceptualize how events in the business cycle impact individual lives, e.g., career or consumer choices.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>Describe the events in the business cycle, e.g. growth, decline</li><li>Interpret how the events in the business cycle impact people's lives</li></ul>	Resources	Assessments

## 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Provide examples that illustrate the four factors of production</li> <li>• Conclude that control of resources is the key to economic productivity and overall growth</li> <li>• Investigate the three types of economic systems and state the differences between them</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Compare the factor and product market</li> <li>• Show the ways that in a market economy, businesses and households interact with one another without government interference</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define price elasticity</li> <li>• Identify the key points on a supply or demand schedule/graph</li> <li>• Interpret the demand and supply schedules or graphs to explain how they influence prices</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define monopoly</li> </ul>	Resources	Assessments



<ul style="list-style-type: none"> <li>• Define oligopoly</li> <li>• Define pure competition</li> <li>• Describe the similarities of monopoly and oligopoly</li> <li>• Describe the differences between monopoly and oligopoly</li> <li>• Explain the effects of monopolies on consumers</li> <li>• Investigate reasons for government regulations on monopolies</li> </ul>		
<p>SS:EC:12:2.5: Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define sole proprietorship</li> <li>• Define partnership</li> <li>• Define corporation</li> <li>• Explain the similarities between sole proprietorships, partnerships, and corporations</li> <li>• Explain the differences between sole proprietorships, partnerships, and corporations</li> </ul>	<p>Resources</p>	<p>Assessments</p>

### 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define economic indicator</li> <li>Describe the business cycle</li> <li>Investigate economic indicators such as new home construction or unemployment claims</li> <li>Describe the effects of various economic indicators on the business cycle</li> </ul>	Resources	Assessments
SS:EC:12:3.2: Explain the different types of inflation, e.g., cost-push or structural.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Research the different types of inflation</li> <li>Create a graphic organizer detailing the different types of inflation</li> </ul>	Resources	Assessments
SS:EC:12:3.3: Apply the consumer price index to demonstrate comparative values over time, e.g., the purchasing power of the dollar.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define consumer price index</li> <li>Investigate the changes in the value of the dollar over time</li> <li>Explain how the consumer price index is used to demonstrate how the value of the dollar (or other value) has changed over time</li> </ul>	Resources <ul style="list-style-type: none"> <li>Project idea: research the changes in the value of the dollar over time by interviewing family members about the prices of various products, e.g. gas, milk, going to a movie</li> </ul>	Assessments
SS:EC:12:3.4: Explain the different types of unemployment, e.g., frictional or cyclical.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate the different types of unemployment</li> <li>Create a graphic organizer describing the different types of unemployment</li> </ul>	Resources	Assessments

**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

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Investigate various ways that the government takes action on financial institutions</li> <li>• Analyze how government actions on financial institutions impact our lives</li> </ul>	<p>Resources</p>	<p>Assessments</p>
---	------------------	--------------------

SS:EC:12:4.2: Explain the components of the money supply, e.g., currency or money market accounts.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Describe each component of the money supply</li> <li>• Explain how the components of the money supply are connected</li> </ul>	<p>Resources</p>	<p>Assessments</p>
--	------------------	--------------------

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.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explain the term monetary policy</li> <li>• Explain the term fiscal policy</li> <li>• Distinguish the key features of monetary policy and fiscal policy</li> <li>• Explain how monetary policy and fiscal policy affect the economy</li> </ul>	<p>Resources</p>	<p>Assessments</p>
--	------------------	--------------------

**SS:EC:5: International Economics and Trade**

<b>Students will recognize the importance of international trade and how economies are affected by it.</b>		
SS:EC:12:5.1: Explain how comparative advantage affects trade decisions, e.g., importing steel or exporting capital equipment.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define comparative advantage</li> <li>• Explain how trade decisions are affected by the ability of one country to offer goods at a lower price than another</li> </ul>	Resources	Assessments
SS:EC:12:5.2: Analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate international currency values</li> <li>• Determine the factors that affect the values of international currency</li> <li>• Explain the reasons for the changes in international currency values</li> </ul>	Resources	Assessments
SS:EC:12:5.3: Examine how various national economic policies have led to changes in the international economy, e.g., mercantilism or privatization.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate national economic policies such as mercantilism and privatization</li> <li>• Examine how privatization and other economic policies have led to changes in the international economy</li> </ul>	Resources	Assessments

**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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Define risk of an investment</li><li>• Define rate of return of an investment</li><li>• Define liquidity of an investment</li><li>• Compare the risk, rate of return, and liquidity of an investment</li></ul>	Resources	Assessments
SS:EC:12:6.2: Identify and analyze sources of consumer credit.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Identify sources of consumer credit</li><li>• Compare several sources of consumer credit</li><li>• Give the pros and cons for various sources of consumer credit</li></ul>	Resources	Assessments
SS:EC:12:6.3: Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Explain what it means for a person to be creditworthy</li><li>• List possible credit problems people may have</li><li>• Explain the factors that determine a person's creditworthiness</li><li>• Identify ways to avoid or correct credit problems</li></ul>	Resources	Assessments
SS:EC:12:6.4: Describe how insurance and other risk management strategies protect against financial loss.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"><li>• Describe risk management</li><li>• Research how insurance works</li><li>• Describe methods of protection against financial loss</li></ul>	Resources	Assessments

## Geography

### SS:GE:1: The World in Spatial Terms

<p><b>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.</b></p>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Give examples of several geographic issues</li> <li>Use maps, charts, graphs, or other tools to display geographic features</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Describe what is meant by a person's mental map</li> <li>Describe how a person's mental map influences the ways that they think of other places and peoples</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Analyze ways trade takes place from country to country or from place to place</li> <li>Research various types of organizations through mapping</li> </ul>	<p>Resources</p>	<p>Assessments</p>

## 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.

<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Discuss the ways that the meaning and importance of a place has changed through time</li> <li>• Give examples of several places that have changed in meaning or importance over a period of time</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explore activities that people have done to change the condition of their physical environment</li> <li>• Investigate how people have restructured places by changing the physical environment, e.g. Back Bay in Boston</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:12:2.3: Describe the structure of regional systems, e.g., how small cities are linked to larger cities.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explain the connections within NH and New England between smaller regions and the bigger regions or cities</li> <li>• Describe the structure of a region in terms of how the smaller and larger parts are connected</li> </ul>	<p>Resources</p>	<p>Assessments</p>

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.		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explain how regions of a country have unique characteristics that can contribute to conflict</li> <li>• Cite examples of conflict that have resulted between specific geographic regions</li> </ul>	Resources	Assessments
SS:GE:12:2.5: Recognize that places and regions serve as symbols for individuals and societies, e.g., Mecca or Salt Lake City.		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Identify places that are important to religious or political groups</li> <li>• Explain that some places are important symbols to societies of people</li> </ul>	Resources	Assessments



### SS:GE:3: Physical Systems

<b>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.</b>		
SS:GE:12:3.1: Explain the interaction of Earth's physical systems, e.g., tectonic forces that shape continents and ocean basins.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate the Earth's tectonic plates</li> <li>Explain how the tectonic forces have shaped continents and ocean basins</li> </ul>	Resources	Assessments
SS:GE:12:3.2: Demonstrate the spatial variation in physical processes across Earth's surface, e.g., monsoon patterns or desertification.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Explain the various physical processes that affect Earth's surface</li> <li>Describe where to find the various physical processes that affect Earth's surface</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Study the different ecosystems to determine their unique characteristics</li> <li>Discuss the characteristics of each ecosystem that make it unique</li> </ul>	Resources	Assessments
SS:GE:12:3.4: Compare the carrying capacity of different ecosystems in relation to land use, e.g., steppe or savanna.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define carrying capacity</li> <li>Discuss the factors that affect the carrying capacity of an ecosystem</li> <li>Describe the land use of a particular ecosystem</li> <li>Compare specific ecosystems in terms of their carrying capacity and how much land they use</li> </ul>	Resources	Assessments

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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Explain the "big picture" for a specific environmental issue by connecting it to the ecosystem</li></ul>		

## SS:GE:4: Human Systems

<b>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.</b>		
SS:GE:12:4.1: Identify world population trends in both numbers and patterns, e.g., urban development or the availability of water.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate world population trends using graphs and charts</li> <li>Describe patterns in world population trends</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Describe culture traits that are unique to various regions</li> <li>Explain how a regions' specific culture traits influence the characteristics of the region</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define economic interdependence</li> <li>Explain issues that tie countries together economically</li> <li>Conclude that countries are becoming increasingly interdependent economically</li> </ul>	Resources	Assessments
SS:GE:12:4.4: Classify the functions, sizes, and spatial arrangements of urban areas, e.g., how cities differ from towns and villages.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Describe the differences in sizes of cities, towns, and villages</li> <li>Describe the differences in layout for cities, towns, and villages</li> <li>Describe the differences in function for cities, towns, and villages</li> </ul>	Resources	Assessments

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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Explain how cooperation and conflicts between nations have affected the space that nations occupy on Earth</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define primary, secondary, tertiary, and quaternary economic activities</li> <li>Identify economic activities in more developed countries</li> <li>Identify economic activities in less developed countries</li> <li>Explain the evolution of economic activities in more developed countries</li> <li>Explain the evolution of economic activities in less developed countries</li> </ul>	Resources	Assessments

**SS:GE:5: Environment and Society**

<p><b>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</b></p>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Evaluate how major changes to the physical environment, by humans, affect people around the world.</li> <li>Explain how major changes to the physical environment, by humans, affect people around the world.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and give examples of changes to Earth's surface reduce its ability to maintain human activity.</li> <li>Summarize how changes to Earth's surface reduce its ability to maintain human activity.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:GE:12:5.3: Consider how humans perceive and react to natural hazards, e.g., flood plains in New Hampshire or earthquake zones.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and list different natural hazards.</li> <li>Examine and explain how natural hazards are viewed by people.</li> <li>Examine and explain how people respond to natural hazards.</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and explain the concept of spatial distribution.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

<ul style="list-style-type: none"> <li>Examine and explain how the manner in which humans settle is affected by the availability of resources.</li> </ul>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and describe the historical changes of natural resource use.</li> <li>Investigate and describe the historical development of natural resources.</li> </ul>	Resources	Assessments
SS:GE:12:5.6: Evaluate the management and use of renewable, non-renewable, flow and potential resources, e.g., over fishing or recycling.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate and list renewable and nonrenewable resources.</li> <li>Investigate and explain how renewable resources are managed.</li> <li>Investigate and explain how non-renewable resources are managed.</li> <li>Investigate and explain the use of renewable and non-renewable resources.</li> <li>Investigate and explain the movement of renewable and non-renewable resources.</li> <li>Investigate and explain potential resources.</li> </ul>	Resources	Assessments

## US/NH History

### SS:HI:1: Political Foundations and Development

<p><b>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</b></p>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Describe the impact of political parties</li> <li>Describe the rise and fall of political parties and movements</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Analyze the impact of religion on the US government</li> <li>Analyze and describe the impact of religion on the political life of the US</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:12:1.3: Analyze the roots and application of the federal system of government by examining key documents and events</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Examine important documents and events that led to establishing the federal government</li> <li>Use important documents to analyze the beginnings of the federal government</li> <li>Use important documents to analyze how the federal government has functioned</li> </ul>	<p>Resources</p>	<p>Assessments</p>

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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Define sectionalism in the United States</li><li>• Explain the ways the North/South sectionalism impacted national crises in history</li><li>• Explain the ways various types of sectionalism have impacted US government policies</li></ul>		



## SS:HI:2: Contacts, Exchanges & International Relations

<p><b>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b></p>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explain the role of NH in past and current international events</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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 Era of the French Revolution and Napoleonic Wars or the two World Wars.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Examine the changes in US foreign policy over different time periods</li> <li>• Analyze ways that the US has been involved internationally or isolated internationally</li> <li>• Explain the ways that the US foreign policy has changed in terms of power and dominance</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explain what it means to have democratic ideals</li> <li>• Explain what empire building means</li> <li>• Determine how much influence democratic ideals have had on US foreign policy</li> <li>• Determine how much influence economic motives have had on US foreign policy</li> <li>• Determine how much influence empire building has had on US foreign policy</li> </ul>	<p>Resources</p>	<p>Assessments</p>

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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Explain the meaning of the words, "Manifest Destiny"</li> <li>• Explain what is meant by the words, "American Ideology"</li> <li>• Explain the effect that Manifest Destiny has had on American ideology</li> </ul>	Resources	Assessments
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).		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate ways that the United States has been involved in regional and international organizations</li> </ul>	Resources	Assessments

### 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Give examples of individual's ideas that have had a major impact on American life</li> <li>• Evaluate the ways that individual's ideas have impacted American life</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Analyze ways that the arts have influenced the ideas, values, and conflicts in US History</li> <li>• Analyze ways that science has influenced the ideas, values, and conflicts in US History</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Identify groups in America or in history that have influenced our culture</li> <li>• Critique how the art of our nation has been influenced by different groups in history</li> <li>• Critique how the music of our nation has been influenced by different groups in history</li> <li>• Critique how literature of our nation has been influenced by different groups in history</li> </ul>	Resources	Assessments

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.		
Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Examine the ways that American ideas have spread around the world, and give examples</li><li>• Examine the ways that American culture has spread around the world, and give examples</li></ul>		

### SS:HI:4: Economic Systems & Technology

<b>Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Analyze how westward movement led to more opportunities for people</li> <li>Analyze how westward movement led to a more diverse economy</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Describe several major changes in the American economy</li> <li>Evaluate how the major changes in productivity have impacted the American economy</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate developments in technology in history</li> <li>Explain specific examples of technology that have simplified work</li> <li>Explain how the development of technology has made work more complex</li> </ul>	Resources	Assessments
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).		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Explain how countries trade activity has become more and more global</li> </ul>	Resources	Assessments

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.

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Describe the distribution of wealth in the United States</li><li>• Investigate changes in the economy that have affected the distribution of wealth</li></ul>		

**SS:HI:5: Social/Cultural**

<p><b>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</b></p>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define pluralism</li> <li>• Cite examples of groups who held to a value of uniformity in their views</li> <li>• Give examples of groups who held to a value of pluralism in their views</li> <li>• Describe the tensions that have occurred between groups who hold to a uniformity value and those who hold to a value of pluralism</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:12:5.2: Evaluate the changing roles of gender in society, e.g., the ideal of "Republican Motherhood" or Title IX.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Explain how roles of men and women have changed in society</li> <li>• Give examples that demonstrate how male and female roles have changed over time</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>SS:HI:12:5.3: Explore attitudes toward diversity held by and groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Define diversity</li> <li>• Investigate the attitudes that various groups have had toward diversity</li> <li>• Apply my research on diversity to how this affects me in my daily life</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>• Describe the social classes that have existed at various time in history of the US</li> </ul>	<p>Resources</p>	<p>Assessments</p>

<ul style="list-style-type: none"> <li>• Explain ways that social class has had impact on peoples lives in the United States</li> </ul>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Explain how moral issues have had an impact on our society</li> </ul>	Resources	Assessments



## World History

### 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define the basic powers that every government holds</li> <li>Describe the four defining characteristics of the state</li> <li>Identify the four theories that attempt to explain the origin of the state</li> <li>Explain the purpose of government</li> <li>Classify governments according to three sets of characteristics</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate specific examples of international or regional political organizations</li> <li>Evaluate the strengths and weaknesses of international organizations such as the United Nations</li> <li>Evaluate the strengths and weaknesses of regional organizations such as the Delian League</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Describe various weapons of mass destruction</li> <li>Discuss the impact of weapons of</li> </ul>	Resources	Assessments

<p>mass destruction from specific examples in history</p> <ul style="list-style-type: none"> <li>Describe the reactions of various countries to the ownership or use of weapons of mass destruction</li> </ul>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate and report on events in history when mass movements took place</li> <li>Analyze the impact of mass movements on political institutions in place at that time</li> </ul>	<p>Resources</p>	<p>Assessments</p>
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Describe several ways that religion has played a role in influencing a political system</li> <li>Evaluate how much influence various religions have had on political systems</li> </ul>	<p>Resources</p>	<p>Assessments</p>

**SS:WH:2: Contacts, Exchanges & International Relations**

<b>Students will demonstrate their understanding of the interactions of peoples and governments over time.</b>		
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Cite evidence of ways that merchants and traders have played a key role in spreading ideas and beliefs</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Describe what it means for two groups of people to have a cultural exchange</li> <li>• Give specific examples of ways that military activities have resulted in cultural exchanges</li> <li>• Summarize ways that cultures have mixed as a result of military activity</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Describe examples of groups of people migrating between nations</li> <li>• Assess the impact that migration of peoples has on the society that they move into</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Discuss various peace treaties</li> <li>• Evaluate how effective various organizations have been at maintaining peace or regulating warfare</li> </ul>	Resources	Assessments

### 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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate the types of religious differences that might lead to conflict</li> <li>Describe how religious differences have led to conflicts around the world</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Describe several philosophic systems or social theories that have had great influence in history</li> <li>Analyze a particular philosophic system or social theory has been a powerful force in history</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Examine ways that men and women have been depicted in the arts throughout history</li> <li>Examine ways that various ethnic groups have been depicted in the arts throughout history</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate the art, music, and literature of various time periods</li> <li>Investigate ways that art, music, or literature have had an affect on the ideas, values, or conflicts in history</li> </ul>	Resources	Assessments

### SS:WH:4: Economic Systems & Technology

<b>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>		
SS:WH:12:4.1: Analyze various systems of distributing wealth, e.g., feudalism, free market economies, or the welfare state.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Examine in detail the different ways wealth is distributed.</li> <li>Explain the different ways wealth is structured.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate the Industrial Revolution.</li> <li>Cite evidence to show how the Industrial Revolution affected counties around the world.</li> <li>Summarize the major influences of the Industrial Revolution around the world.</li> </ul>	Resources	Assessments
SS:WH:12:4.3: Analyze the development and impact of various labor systems, e.g., slavery, the medieval guilds, or wage labor.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Investigate different types of labor systems.</li> <li>Explain how labor systems evolved.</li> <li>Summarize affect of different labor systems.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>Define innovation.</li> <li>Investigate and list various medical innovations.</li> <li>Summarize how medical innovations developed.</li> </ul>	Resources	Assessments

<ul style="list-style-type: none"> <li>Investigate and summarize the influence of medical innovations.</li> </ul>		
<p>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.</p>		
<p>Student Friendly/"I can ..." statements</p> <ul style="list-style-type: none"> <li>Investigate the development of weapons.</li> <li>Examine and summarize how political power was shaped by the development of weapons.</li> <li>Examine and summarize how economic power was shaped by the development of weapons.</li> </ul>	<p>Resources</p>	<p>Assessments</p>

**SS:WH:5: Social/Cultural**

<b>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</b>		
SS:WH:12:5.1: Assess the impact of urbanization on the world environment, e.g., Rome or Sao Paulo.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define urbanization.</li> <li>• Evaluate how the growth of cities influences the world's environment.</li> <li>• Summarize how the world's environment is shaped by the growth of cities and the movement of people.</li> </ul>	Resources	Assessments
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.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define the concept of social norms.</li> <li>• Investigate and explain how social norms are shaped by religious ideas on daily life.</li> <li>• Investigate and explain the function of religious ideas have on daily life.</li> </ul>	Resources	Assessments
SS:WH:12:5.3: Analyze struggles for cultural continuity by Diaspora communities, e.g., ethnic Chinese, Jews, or Roma (gypsies).		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Define Diaspora.</li> <li>• Define the concept of cultural continuity.</li> <li>• Investigate and explain the difficulties people have to maintain their heritage when they leave their homeland.</li> </ul>	Resources	Assessments
SS:WH:12:5.4: Examine gender roles in societies, e.g., ancient Athens, the Mali Empire, or contemporary Latin America.		
Student Friendly/"I can ..." statements <ul style="list-style-type: none"> <li>• Investigate and describe the roles men and women adopted in different cultures.</li> <li>• Compare and contrast the roles of men and women in different cultures.</li> </ul>	Resources	Assessments

SS:WH:12:5.5: Determine the basis for ranking social groups within a given culture

Student Friendly/"I can ..." statements	Resources	Assessments
<ul style="list-style-type: none"><li>• Examine the concept of social ranking.</li><li>• Explain why the practice of social ranking.</li><li>• Identify the social ranking systems of various cultures.</li><li>• Compare and contrast the social ranking system of different countries.</li></ul>		