

Strand Text

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

The specific examples listed below (e.g.) are not meant to be requirements to be taught. They are offered as concrete illustrations among many other possibilities. All standards are cumulative, i.e., students in all grades are responsible for all previous expectations as well as current expectations.

Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 3.1 - 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.	3.1.2.1 Compare the rules to the classroom and school to the rules of the United States system of government.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1H: Individualism, Equality and Authority	3.1.4.1 Explain the ideal of the United States system of government, <i>e.g.</i> , equal rights or tolerance for others.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1C: People, Places and Environment
	3.1.2.2 Identify documents and symbols that embody the core ideals of the United States Government, <i>e.g.</i> , the bald eagle, the Pledge of Allegiance.	1B: Civic Ideals, Practices, and Engagement 1J: Human Expression and Communication	3.1.4.2 Analyze how government addresses social, political, and geographic issues. <i>e.g.</i> , local land use decisions or decisions involving human rights.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1C: People, Places and Environment
	3.1.2.3 Identify the basic purposes of state and national government.	1B: Civic Ideals, Practices, and Engagement		
	3.1.2.4 Evaluate the effectiveness and fairness of rules and laws at the school level.	1A: Conflict and Cooperation 1H: Individualism, Equality and Authority		

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 3.2 -Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	3.2.2.1 Explain how public officials are chosen.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement	3.2.4.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement
			3.2.4.2 Explain how laws and/or policies are made at local and state levels.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1H: Individualism, Equality and Authority

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 3.3 - The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	3.3.2.1 Explain that the world is divided into different countries.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1E: Cultural Development, Interaction, and Change	3.3.4.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same.	1A: Conflict and Cooperation 1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction
	3.3.2.2 Describe ways in which countries interact with each other culturally.	1E: Cultural Development, Interaction, and Change 1F: Global Transformation		
	3.3.2.3 Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine.	1A: Conflict and Cooperation 1F: Global Transformation		

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Civics and Governments

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 3.4 - Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	3.4.2.1 Examine the responsibilities of individuals as members of a family, school and community, <i>e.g.</i> , community helpers or chores at home and school.	1B: Civic Ideals, Practices, and Engagement 1C: People, Places and Environment	3.4.4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.	1A: Conflict and Cooperation 1H: Individualism, Equality and Authority
	3.4.2.2 Discuss ways individuals can be involved in their community, <i>e.g.</i> , food drive or cleaning school grounds.	1B: Civic Ideals, Practices, and Engagement		

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

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

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 4.1 - Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.	4.1.2.1 Define goods and services, producers and consumers.	1D:: Material Wants and Needs	4.1.4.1 Identify the factors of production and explain how businesses use these to produce goods and services.	1D:: Material Wants and Needs 1G: Science, Technology, and Society
	4.1.2.2 Describe the steps and materials needed to make a product, <i>e.g.</i> , milk or crayons.	1D:: Material Wants and Needs 1G: Science, Technology, and Society	4.1.4.2 Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models.	1D:: Material Wants and Needs 1G: Science, Technology, and Society
			4.1.4.3 Explain how decisions by consumers and producers affect and are affected by the economy.	1A: Conflict and Cooperation 1C: People, Places and Environment 1D:: Material Wants and Needs
			4.1.4.4 Describe why most jobs today require greater specialization and result in greater productivity.	1G: Science, Technology, and Society

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 4.2 - Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.	4.2.2.1 Distinguish between needs and wants.	1D:: Material Wants and Needs	4.2.4.1 Explain why needs and wants are unlimited while resources are limited.	1C: People, Places and Environment 1D:: Material Wants and Needs
			4.2.4.2 Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.	1A: Conflict and Cooperation 1D:: Material Wants and Needs
			4.2.4.3 Describe different ways individuals, households, businesses and governments make economic decisions, <i>e.g.</i> , developing alternative choices or budgets.	1A: Conflict and Cooperation 1D:: Material Wants and Needs 1G: Science, Technology, and Society
			4.2.4.4 Define supply and demand and describe factors that can cause a change in supply and demand.	1D:: Material Wants and Needs 1F: Global Transformation

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Standard	Grades K - 2	Expectations	Themes	Grades 3 - 4	Expectations	Themes
Standard 4.2 - Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.				4.2.4.5 Explain how prices of goods and services are set in the United States and describe different factors that affect price.	1D:: Material Wants and Needs 1F: Global Transformation	

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Standard	Grades K - 2	Expectations	Themes	Grades 3 - 4	Expectations	Themes
Standard 4.3 - Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.				4.3.4.1 Illustrate cycles of economic growth and decline, <i>e.g.</i> , New Hampshire manufacturing or agriculture.	1D:: Material Wants and Needs 1F: Global Transformation 1G: Science, Technology, and Society	
				4.3.4.2 Describe how changes in the business cycle can impact people's lives.	1C: People, Places and Environment	

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Standard 4.4 - Financial Institutions and the Government Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.	4.4.2.1 Describe different methods people use to exchange goods and services, <i>e.g.</i> , barter or the use of money.	1C: People, Places and Environment 1D:: Material Wants and Needs 1G: Science, Technology, and Society	4.4.4.1 Identify the characteristics of money.	1D:: Material Wants and Needs
	4.4.2.2 Identify good and services provided by local government, <i>e.g.</i> , police cars or fire protection.	1D:: Material Wants and Needs 1H: Individualism, Equality and Authority	4.4.4.2 Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.	1A: Conflict and Cooperation 1C: People, Places and Environment 1G: Science, Technology, and Society

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 4.5 - International Economics and Trade Students will recognize the importance of international trade and how economies are affected by it.	4.5.2.1 Define the term resources, <i>e.g.</i> , trees, books	1D:: Material Wants and Needs 1G: Science, Technology, and Society	4.5.4.1 Describe that countries have different kinds of resources.	1C: People, Places and Environment 1D:: Material Wants and Needs
			4.5.4.2 Explain why some countries' resources are in greater demand than others, <i>e.g.</i> , colonial New Hampshire's mast trees or petroleum.	1C: People, Places and Environment 1D:: Material Wants and Needs 1F: Global Transformation
			4.5.4.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.	1C: People, Places and Environment 1D:: Material Wants and Needs 1F: Global Transformation

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

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

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 5.1 - The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.	5.1.2.1 Identify the characteristics and purposes of globes and maps.	1C: People, Places and Environment 1F: Global Transformation	5.1.4.1 Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.	1C: People, Places and Environment 1F: Global Transformation
	5.1.2.2 Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.	1C: People, Places and Environment	5.1.4.2 Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.	1C: People, Places and Environment 1G: Science, Technology, and Society 1J: Human Expression and Communication
	5.1.2.3 Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.	1C: People, Places and Environment 1G: Science, Technology, and Society	5.1.4.3 Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.	1C: People, Places and Environment 1G: Science, Technology, and Society
			5.1.4.4 Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.	1C: People, Places and Environment 1F: Global Transformation 1I: Patterns of Social and Political Interaction

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Standard 5.1 - The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.				5.1.4.5 Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.	1C: People, Places and Environment 1D:: Material Wants and Needs 1F: Global Transformation	

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 5.2 - Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.	5.2.2.1 Explore the physical and human characteristics of place, e.g., roads, schools or mountains.	1C: People, Places and Environment 1E: Cultural Development, Interaction, and Change 1G: Science, Technology, and Society	5.2.4.1 Describe the physical and human characteristics of places, e.g., land forms or where people live.	1C: People, Places and Environment 1E: Cultural Development, Interaction, and Change 1G: Science, Technology, and Society
	5.2.2.2 Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.	1C: People, Places and Environment	5.2.4.2 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.	1C: People, Places and Environment
	5.2.2.3 Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations.	1G: Science, Technology, and Society 1J: Human Expression and Communication	5.2.4.3 Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.	1C: People, Places and Environment
			5.2.4.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.	1C: People, Places and Environment 1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction

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Standard 5.3 - Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.	5.3.2.1 Investigate how the Earth-Sun relationship affects our daily lives, <i>e.g.</i> , seasons in New Hampshire or sunlight and shadows.	1C: People, Places and Environment	5.3.4.1 Illustrate the components of Earth's physical systems, <i>e.g.</i> , a climate or a model of the water cycle.	1C: People, Places and Environment
	5.3.2.2 Explore the components and distribution of ecosystems, <i>e.g.</i> , desert or rain forest.	1C: People, Places and Environment	5.3.4.2 Demonstrate how physical processes shape features of Earth's surface, <i>e.g.</i> , weather or tectonic forces.	1C: People, Places and Environment
			5.3.4.3 Describe how the Earth-Sun relationship affects conditions on Earth, <i>e.g.</i> , seasons at different locations on Earth, length of daylight.	1C: People, Places and Environment
			5.3.4.4 Recognize the components and distribution of ecosystems, <i>e.g.</i> , the location of certain plants and animals or the food chain.	1C: People, Places and Environment

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Standard 5.3 - Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.				5.3.4.5 Investigate how humans interact with ecosystems, <i>e.g.</i> , forest management or impacting wetlands.	1C: People, Places and Environment 1D:: Material Wants and Needs 1F: Global Transformation	

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Standard 5.4 - Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.	5.4.2.1 Explore the distribution of a population, <i>e.g.</i> , city or farm.	1C: People, Places and Environment	5.4.4.1 Recognize the distribution of a population and its underlying causes, <i>e.g.</i> , rural, suburban or urban.	1C: People, Places and Environment 1I: Patterns of Social and Political Interaction
	5.4.2.2 Identify what are natural resources, <i>e.g.</i> , water or trees.	1C: People, Places and Environment	5.4.4.2 Describe the types and historical patterns of human migration, <i>e.g.</i> , chain migration or slave trade.	1C: People, Places and Environment 1I: Patterns of Social and Political Interaction
			5.4.4.3 Evaluate the effects of migration on the characteristics of places, <i>e.g.</i> , cultural awareness or food choices.	1E: Cultural Development, Interaction, and Change
			5.4.4.4 Analyze the spatial patterns of settlement in different regions of the world, <i>e.g.</i> , urbanization along rivers or nomadic movement patterns.	1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction

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Standard 5.5 - Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.	5.5.2.1 Recognize the role of natural resources in daily life, <i>e.g.</i> , food, clothing, or shelter.	1A: Conflict and Cooperation 1C: People, Places and Environment 1D:: Material Wants and Needs	5.5.4.1 Illustrate how people modify the physical environment, <i>e.g.</i> , irrigation projects or clearing land for human use.	1C: People, Places and Environment 1D:: Material Wants and Needs
	5.5.2.2 Investigate how people use resources, <i>e.g.</i> , building homes or the food they eat.	1C: People, Places and Environment 1D:: Material Wants and Needs	5.5.4.2 Examine the ways in which the physical environment provides opportunities or limitations, <i>e.g.</i> , natural resources that first attracted settlers or natural hazards that threaten life.	1C: People, Places and Environment 1D:: Material Wants and Needs
			5.5.4.3 Examine the effects of the use of renewable and nonrenewable resources on human systems, <i>e.g.</i> , climate change or fluctuating oil prices.	1C: People, Places and Environment 1D:: Material Wants and Needs
			5.5.4.4 Describe the role of natural resources in daily life, <i>e.g.</i> , food, clothing, or shelter.	1D:: Material Wants and Needs

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

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

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Standard	Grades K - 2	Expectations	Themes	Grades 3 - 4	Expectations	Themes
Standard 5.5 - Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.				5.5.4.5 Compare how people in different regions use the same resource, <i>e.g.</i> , water or wood.	1D:: Material Wants and Needs 1G: Science, Technology, and Society	

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 6.1 - Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	6.1.2.1 Identify national and New Hampshire celebrations, monuments, symbols and documents, <i>e.g.</i> , flags, Fourth of July, Lincoln Memorial, Constitution.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1E: Cultural Development, Interaction, and Change	6.1.4.1 Explore biographies of key political figures who helped shape our community, state, and country, <i>e.g.</i> , Franklin Pierce or Sandra Day O'Connor.	1E: Cultural Development, Interaction, and Change 1G: Science, Technology, and Society 1I: Patterns of Social and Political Interaction
			6.1.4.2 Trace the political development of New Hampshire governance, <i>e.g.</i> , self-government in early settlements or the development of current forms of local government.	1A: Conflict and Cooperation
			6.1.4.3 Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, <i>e.g.</i> , Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.	1B: Civic Ideals, Practices, and Engagement 1C: People, Places and Environment

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 6.2 - Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	6.2.2.1 Recognize that the world is interconnected, <i>e.g.</i> , trade or transportation.	1C: People, Places and Environment 1D:: Material Wants and Needs 1F: Global Transformation	6.2.4.1 Describe the interconnectedness of the world developed using examples., <i>e.g.</i> , the contact between Native Americans and European settlers or the location of family members serving in foreign countries.	1A: Conflict and Cooperation 1C: People, Places and Environment 1D:: Material Wants and Needs

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 6.3 - 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.	6.3.2.1 Identify individuals and/or groups who have profoundly affected life in the United States, <i>e.g.</i> , Abraham Lincoln, or Pilgrims.	1H: Individualism, Equality and Authority 1I: Patterns of Social and Political Interaction 1J: Human Expression and Communication	6.3.4.1 Explore how individuals' ideals have profoundly affected life in the United States, <i>e.g.</i> , Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".	1H: Individualism, Equality and Authority 1I: Patterns of Social and Political Interaction 1J: Human Expression and Communication
	6.3.2.2 Explore art, music and literature of various time periods, <i>e.g.</i> , spirituals or Native American Art.	1J: Human Expression and Communication	6.3.4.2 Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, <i>e.g.</i> , colonial life or industrialization in New Hampshire.	1J: Human Expression and Communication
	6.3.2.3 Recognize that groups have enhanced art, music and literature of our nation, <i>e.g.</i> , African American or Irish.	1E: Cultural Development, Interaction, and Change 1F: Global Transformation 1J: Human Expression and Communication	6.3.4.3 Explore how groups have enhanced the art, music and literature of our nation, <i>e.g.</i> , Latinos or Franco Americans.	1E: Cultural Development, Interaction, and Change 1F: Global Transformation 1J: Human Expression and Communication

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 6.4 - Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	6.4.2.1 Identify different segments of the United States economy, <i>e.g.</i> , farm, manufacturing, or retail.	1D:: Material Wants and Needs 1G: Science, Technology, and Society	6.4.4.1 Explore major developments and changes in economic productivity, <i>e.g.</i> , adoption of Native American crops or use of mass production.	1C: People, Places and Environment 1F: Global Transformation 1G: Science, Technology, and Society
			6.4.4.2 Explore the impact of important technological inventions, <i>e.g.</i> , new forms of transportation or housing.	1E: Cultural Development, Interaction, and Change 1G: Science, Technology, and Society
			6.4.4.3 Investigate the evolution of the United States economy, <i>e.g.</i> , the transition from farms to factories or the trend from small local stores to shopping malls.	1D:: Material Wants and Needs 1G: Science, Technology, and Society

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 6.5 - Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	6.5.2.1 Identify how the lives of women and children have changed over time in our country.	1B: Civic Ideals, Practices, and Engagement 1I: Patterns of Social and Political Interaction	6.5.4.1 Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, <i>e.g.</i> , the Shakers or the French Canadians.	1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction 1J: Human Expression and Communication
	6.5.2.2 Identify the concept of diversity.	1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction 1J: Human Expression and Communication	6.5.4.2 Describe the impact of major national and state events on everyday life, <i>e.g.</i> , the American Revolution or the terrorist attacks on 9.11.2001.	1B: Civic Ideals, Practices, and Engagement 1I: Patterns of Social and Political Interaction
			6.5.4.3 Trace the changes in the roles and lives of women and children and their impact on society, <i>e.g.</i> , the family or the workplace.	1B: Civic Ideals, Practices, and Engagement 1I: Patterns of Social and Political Interaction
			6.5.4.4 Explore attitudes towards diversity, <i>e.g.</i> , segregation or inclusion.	1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 6.5 - Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.			6.5.4.5 Describe the reasons why various groups have come to the United States, <i>e.g.</i> , enslavement or economic opportunity.	1C: People, Places and Environment 1F: Global Transformation 1H: Individualism, Equality and Authority

Strand

World History and Contemporary Issues

The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.

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

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 7.1 - Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.	7.1.2.1 Recognize that people of different countries have different social and political systems.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1I: Patterns of Social and Political Interaction	7.1.4.1 Explain that people of different countries create social and political systems, <i>e.g.</i> , a family or a government.	1A: Conflict and Cooperation 1B: Civic Ideals, Practices, and Engagement 1I: Patterns of Social and Political Interaction

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Standard	Grades K - 2 Expectations	Themes	Grades 3 - 4 Expectations	Themes
Standard 7.2 - Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.			7.2.4.1 Explain how events or global issues affect interactions between countries, <i>e.g.</i> , the Olympics or the war on terrorism.	1B: Civic Ideals, Practices, and Engagement 1F: Global Transformation 1G: Science, Technology, and Society

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Standard 7.3 - 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.	7.3.2.1 Explore ways that societies around the world express themselves artistically, <i>e.g.</i> , songs, dance or clothing.	1J: Human Expression and Communication	7.3.4.1 Describe ways that societies around the world express themselves artistically through forms, <i>e.g.</i> , architecture or folk tales.	1J: Human Expression and Communication

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Standard 7.4 - Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.				7.4.4.1 Explore how improvements in agriculture enhance human survival using examples, <i>e.g.</i> , the exchange between Native Americans and early colonists or feeding the hungry of the world today.	1F: Global Transformation 1G: Science, Technology, and Society	

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Standard 7.5 - Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.	7.5.2.1 Identify the concepts of values and beliefs.	1B: Civic Ideals, Practices, and Engagement 1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction	7.5.4.1 Describe different ways that societies around the world express their values and beliefs through practices, <i>e.g.</i> , festivals or dress.	1B: Civic Ideals, Practices, and Engagement 1E: Cultural Development, Interaction, and Change 1I: Patterns of Social and Political Interaction