

Standards		Weekly Issues
SS: CV: 2: 1.1	Compare the rules to the classroom and school to the rules of the United States system of government.	3: What Are Rules?
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.	6: Important Documents 10: Patriotism 11: National Symbols
SS: CV: 2: 1.3	Identify the basic purposes of state and national government.	4: What Are Laws? 5: Government 6: Important Documents
SS: CV: 2: 1.4	Evaluate the effectiveness and fairness of rules and laws at the school level.	1: I Am a Member of a Community 3: What Are Rules?
SS: CV: 2: 2.1	Explain how public officials are chosen.	2: Authority Figures 5: Government
SS: CV: 2: 3.1	Explain that the world is divided into different countries.	
SS: CV: 2: 3.2	Describe ways in which countries interact with each other culturally.	
SS: CV: 2: 3.3	Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine.	
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.	1: I Am a Member of a Community 2: Authority Figures 7: Learning and Working Together 8: Citizens 9: Characteristics of Responsible Citizens
SS: CV: 2: 4.2	Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds	1: I Am a Member of a Community 4: What Are Laws? 7: Learning and Working Together 8: Citizens
SS: EC: 2: 1.1	Define goods and services, producers and consumers.	30: Economics 31: Jobs

Standards		Weekly Issues
SS: EC: 2: 1.2	Describe the steps and materials needed to make a product, e.g., milk or crayons.	
SS: EC: 2: 2.1	Distinguish between needs and wants.	29: Needs and Wants
SS: EC: 2: 4.1	Identify the characteristics of money.	
SS: EC: 2: 4.2	Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.	32: Spending and Saving
SS: EC: 2: 5.1	Define the term resources, e.g., trees, books.	
SS: GE: 2: 1.1	Identify the characteristics and purposes of globes and maps.	13: Map Skills 14: Location 15: Finding Places Around Me 19: My Place on the Map
SS: GE: 2: 1.2	Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.	13: Map Skills
SS: GE: 2: 1.3	Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.	16: Physical Characteristics of a Place 19: My Place on the Map
SS: GE: 2: 2.1	Explore the physical and human characteristics of place, e.g., roads, schools or mountains.	14: Location 15: Finding Places Around Me 16: Physical Characteristics of a Place 18: Human Characteristics of a Place
SS: GE: 2: 2.2	Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.	18: Human Characteristics of a Place
SS: GE: 2: 2.3	Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations.	

Standards		Weekly Issues
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.	17: Weather
SS: GE: 2: 3.2	Explore the components and distribution of ecosystems, e.g., desert or rainforest.	
SS: GE: 2: 4.1	Explore the distribution of a population, e.g., city or farm.	
SS: GE: 2: 4.2	Identify what are natural resources, e.g., water or trees.	
SS: GE: 2: 5.1	Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.	18: Human Characteristics of a Place
SS: GE: 2: 5.2	Investigate how people use resources, e.g., building homes or the food they eat.	18: Human Characteristics of a Place
SS: HI: 2: 1.1	Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.	12: National Patriotic Holidays 20: Calendars 21: Words About Time 28: Holidays Around the World
SS: HI: 2: 2.1	Recognize that the world is interconnected, e.g., trade or transportation.	26: Transportation Over Time
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.	9: Characteristics of Responsible Citizens 10: Patriotism 25: Inventors
SS: HI: 2: 3.2	Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.	
SS: HI: 2: 3.3	Recognize that groups have enhanced art, music and literature of our nation, e.g., African American or Irish.	

Standards		Weekly Issues
SS: HI: 2: 4.1	Identify different segments of the United States economy, e.g., farm, manufacturing, or retail.	26: Transportation Over Time
SS: HI: 2: 5.1	Identify how the lives of women and children have changed over time in our country.	22: Changes Over Time 23: History 24: Life Long Ago and Today
SS: WH: 2: 1.1	Recognize that people of different countries have different social and political systems.	27: Culture
SS: WH: 2: 3.1	Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.	27: Culture
SS: WH: 2: 5.1	Identify the concepts of values and beliefs.	7: Learning and Working Together 27: Culture 28: Holidays Around the World

Standards		Weekly Issues
SS:CV:2:1.1	Compare the rules to the classroom and school to the rules of the United States system of government.	3: Rules and Laws
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.	6: Founders 7: Important Documents 11: Patriotism 12: National Patriotic Symbols
SS:CV:2:1.3	Identify the basic purposes of state and national government.	3: Rules and Laws 4: Government 5: Government Services 7: Important Documents
SS:CV:2:1.4	Evaluate the effectiveness and fairness of rules and laws at the school level.	3: Rules and Laws
SS:CV:2:2.1	Explain how public officials are chosen.	2: Authority Figures 4: Government
SS:CV:2:3.1	Explain that the world is divided into different countries.	
SS:CV:2:3.2	Describe ways in which countries interact with each other culturally.	
SS:CV:2:3.3	Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine.	
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.	1: Community 2: Authority Figures 8: Citizens 9: Characteristics of Responsible Citizens
SS:CV:2:4.2	Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds	1: Community 8: Citizens
SS:EC:2:1.1	Define goods and services, producers and consumers.	28: Economics 30: Jobs 31: Workers Contribute to the Economy

Standards		Weekly Issues
SS:EC:2:1.2	Describe the steps and materials needed to make a product, e.g., milk or crayons.	
SS:EC:2:2.1	Distinguish between needs and wants.	27: Needs and Wants 29: Economic Choices
SS:EC:2:4.1	Identify the characteristics of money.	
SS:EC:2:4.2	Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.	32: Spending and Saving
SS:EC:2:5.1	Define the term resources, e.g., trees, books.	
SS:GE:2:1.1	Identify the characteristics and purposes of globes and maps.	14: Map Skills 15: Location
SS:GE:2:1.2	Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.	14: Map Skills
SS:GE:2:1.3	Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.	16: Physical Characteristics of a Place 19: Geography of Our Community
SS:GE:2:2.1	Explore the physical and human characteristics of place, e.g., roads, schools or mountains.	15: Location 16: Physical Characteristics of a Place 17: Human Characteristics of a Place 19: Geography of Our Community
SS:GE:2:2.2	Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.	17: Human Characteristics of a Place
SS:GE:2:2.3	Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations.	
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.	
SS:GE:2:3.2	Explore the components and distribution of ecosystems, e.g., desert or rainforest.	
SS:GE:2:4.1	Explore the distribution of a population, e.g., city or farm.	

Standards		Weekly Issues
SS:GE:2:4.2	Identify what are natural resources, e.g., water or trees.	16: Physical Characteristics of a Place
SS:GE:2:5.1	Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.	18: Adapting to Our Environment
SS:GE:2:5.2	Investigate how people use resources, e.g., building homes or the food they eat.	18: Adapting to Our Environment
SS:HI:2:1.1	Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.	11: Patriotism 13: National Patriotic Holidays 20: Calendars 22: History
SS:HI:2:2.1	Recognize that the world is interconnected, e.g., trade or transportation.	
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.	10: Responsible Citizens in History
SS:HI:2:3.2	Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.	
SS:HI:2:3.3	Recognize that groups have enhanced art, music and literature of our nation, e.g., African American or Irish.	
SS:HI:2:4.1	Identify different segments of the United States economy, e.g., farm, manufacturing, or retail.	
SS:HI:2:5.1	Identify how the lives of women and children have changed over time in our country.	21: Changes Over Time 23: Life Long Ago and Today 24: Communication Over Time
SS:WH:2:1.1	Recognize that people of different countries have different social and political systems.	25: Culture
SS:WH:2:3.1	Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.	26: Folktales and Legends
SS:WH:2:5.1	Identify the concepts of values and beliefs.	25: Culture

Standards		Weekly Issues
SS:CV:2:1.1	Compare the rules to the classroom and school to the rules of the United States system of government.	4 - Rules and Laws
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.	6 - Important Documents 12 - Patriotism 13 - Patriotic Symbols
SS:CV:2:1.3	Identify the basic purposes of state and national government.	5 - Principles of Democracy 7 - The Purpose of Government 8 - The Structure of National Government 9 - The Structure of Tribal, State, and Local Government 10 - Government Services
SS:CV:2:1.4	Evaluate the effectiveness and fairness of rules and laws at the school level.	4 - Rules and Laws
SS:CV:2:2.1	Explain how public officials are chosen.	
SS:CV:2:3.1	Explain that the world is divided into different countries.	22 - Movement
SS:CV:2:3.2	Describe ways in which countries interact with each other culturally.	
SS:CV:2:3.3	Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine.	
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.	3 - I Belong to a Community 11 - Citizenship
SS:CV:2:4.2	Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds	3 - I Belong to a Community 31 - Solving Problems in Your Community
SS:EC:2:1.1	Define goods and services, producers and consumers.	26 - Economic Activity 28 - Producers and Consumers 29 - Economic Principles 30 - More Economic

Standards		Weekly Issues
		Principles
SS:EC:2:1.2	Describe the steps and materials needed to make a product, e.g., milk or crayons.	
SS:EC:2:2.1	Distinguish between needs and wants.	25 - Needs, Wants, Resources
SS:EC:2:4.1	Identify the characteristics of money.	
SS:EC:2:4.2	Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.	27 - Economic Choices
SS:EC:2:5.1	Define the term resources, e.g., trees, books.	25 - Needs, Wants, Resources
SS:GE:2:1.1	Identify the characteristics and purposes of globes and maps.	17 - Map Skills 18 - Location
SS:GE:2:1.2	Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.	17 - Map Skills
SS:GE:2:1.3	Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.	19 - Physical Features of Places 24 - Regions of the World
SS:GE:2:2.1	Explore the physical and human characteristics of place, e.g., roads, schools or mountains.	19 - Physical Features of Places 20 - Human Characteristics of Places
SS:GE:2:2.2	Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.	20 - Human Characteristics of Places
SS:GE:2:2.3	Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations.	
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.	
SS:GE:2:3.2	Explore the components and distribution of ecosystems, e.g., desert or rainforest.	
SS:GE:2:4.1	Explore the distribution of a population, e.g., city or farm.	
SS:GE:2:4.2	Identify what are natural resources, e.g., water or trees.	
SS:GE:2:5.1	Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.	
SS:GE:2:5.2	Investigate how people use resources, e.g., building homes or the food they eat.	21 - Humans and the Environment

Standards		Weekly Issues
SS:HI:2:1.1	Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.	12 - Patriotism 15 - Memorials and Monuments 16 - Patriotic Holidays
SS:HI:2:2.1	Recognize that the world is interconnected, e.g., trade or transportation.	
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.	14 - Founders 32 - Historical Figures
SS:HI:2:3.2	Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.	
SS:HI:2:3.3	Recognize that groups have enhanced art, music and literature of our nation, e.g., African American or Irish.	
SS:HI:2:4.1	Identify different segments of the United States economy, e.g., farm, manufacturing, or retail.	
SS:HI:2:5.1	Identify how the lives of women and children have changed over time in our country.	
SS:WH:2:1.1	Recognize that people of different countries have different social and political systems.	23 - Culture
SS:WH:2:3.1	Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.	
SS:WH:2:5.1	Identify the concepts of values and beliefs.	23 - Culture

	Standards	Weekly Issues
SS:CV:4.1.1	Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.	7 - The Purpose of Government 9 - Important Documents 12 - We the People
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.	7 - The Purpose of Government
SS:CV:4.2.1	Identify the individual functions of the three branches of government and the organization of New Hampshire state government.	6 - I Am a Member of a Community 8 - Government 10 - National Government 11 - Tribal, State, and Local Government 12 - We the People 13 - Inquiry: Research a Tribal, State, or Local Government
SS:CV:4.2.2	Explain how laws and/or policies are made at local and state levels.	7 - The Purpose of Government 10 - National Government 11 - Tribal, State, and Local Government 13 - Inquiry: Research a Tribal, State, or Local Government
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.	6 - I Am a Member of a Community 8 - Government 11 - Tribal, State, and Local Government 12 - We the People
SS:CV:4.4.1	Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.	6 - I Am a Member of a Community 8 - Government 9 - Important Documents 10 - National Government 11 - Tribal, State, and Local Government 12 - We the People
SS:EC:4.1.1	Identify the factors of production and explain how businesses use these to produce goods and services.	29 - Producers and Consumers
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.	29 - Producers and Consumers 30 - Community Interdependence
SS:EC:4.1.3	Explain how decisions by consumers and producers affect and are affected by the economy.	
SS:EC:4.1.4	Describe why most jobs today require greater specialization and result in greater productivity.	29 - Producers and Consumers
SS:EC:4.2.1	Explain why needs and wants are unlimited while resources are limited.	32 - Inquiry: Interdependence in Your Community
SS:EC:4.2.2	Explain why scarcity requires individuals, households,	30 - Community Interdependence

Standards		Weekly Issues
	businesses, and governments to make economic choices and how economic choices always involve an opportunity cost.	
SS:EC:4:2.3	Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.	32 - Inquiry: Interdependence in Your Community
SS:EC:4:2.4	Define supply and demand and describe factors that can cause a change in supply and demand.	
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.	
SS:EC:4:3.1	Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture.	
SS:EC:4:3.2	Describe how changes in the business cycle can impact people's lives.	
SS:EC:4:4.1	Describe different methods people use to exchange goods and services, e.g., barter or the use of money.	
SS:EC:4:4.2	Identify goods and services provided by local government, e.g., police cars or fire protection.	
SS:EC:4:5.1	Describe that countries have different kinds of resources.	
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.	
SS:EC:4:5.3	Explain that trade between countries involves imports and exports and the reasons why countries trade.	30 - Community Interdependence 32 - Inquiry: Interdependence in Your Community
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.	14 - Thinking Like a Geographer 15 - Map Skills 23 - Using Charts, Maps, and Data
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.	14 - Thinking Like a Geographer
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.	14 - Thinking Like a Geographer 15 - Map Skills
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.	15 - Map Skills

Standards		Weekly Issues
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.	23 - Using Charts, Maps, and Data
SS:GE:4:2.1	Describe the physical and human characteristics of places, e.g., land forms or where people live.	16 - Natural Features and Landforms 17 - Natural Features and Landforms: Oceans and Deserts 18 - Regions: Part One 19 - Regions: Part Two
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.	
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 region.	17 - Natural Features and Landforms: Oceans and Deserts 18 - Regions: Part One 19 - Regions: Part Two
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.	18 - Regions: Part One 19 - Regions: Part Two
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.	
SS:GE:4:3.1	Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.	16 - Natural Features and Landforms 17 - Natural Features and Landforms: Oceans and Deserts
SS:GE:4:3.2	Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.	16 - Natural Features and Landforms
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.	
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.	
SS:GE:4:3.5	Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.	
SS:GE:4:4.1	Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.	28 - Urban, Suburban, and Rural Land Use
SS:GE:4:4.2	Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.	21 - Migration
SS:GE:4:4.3	Evaluate the effects of migration on the characteristics of	21 - Migration

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	places, e.g., cultural awareness or food choices.	
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.	21 - Migration 28 - Urban, Suburban, and Rural Land Use
SS:GE:4:5.1	Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.	28 - Urban, Suburban, and Rural Land Use 31 - Transportation Over Time
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.	
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.	20 - Water is a Natural Resource
SS:GE:4:5.4	Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.	20 - Water is a Natural Resource
SS:GE:4:5.5	Compare how people in different regions use the same resource, e.g., water or wood.	20 - Water is a Natural Resource
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.	25 - People Who Influence Communities
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.	24 - Communities Over Time
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.	9 - Important Documents
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.	13 - Inquiry: Research a Tribal, State, or Local Government 24 - Communities Over Time
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".	25 - People Who Influence Communities
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.	
SS:HI:4:3.3	Explore how groups have enhanced the art, music, and	

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	literature of our nation, e.g., Latinos or Franco Americans.	
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.	
SS:HI:4:4.2	Explore the impact of important technological inventions, e.g., new forms of transportation or housing.	31 - Transportation Over Time
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.	23 - Using Charts, Maps, and Data 27 - Eyewitnesses to Changes Over Time
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.	24 - Communities Over Time 25 - People Who Influence Communities 27 - Eyewitnesses to Changes Over Time
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.	26 - Problem Solving
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.	27 - Eyewitnesses to Changes Over Time 31 - Transportation Over Time
SS:HI:4:5.4	Explore attitudes towards diversity, e.g., segregation or inclusion.	26 - Problem Solving
SS:HI:4:5.5	Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.	26 - Problem Solving
SS:WH:4:1.1	Explain that people of different countries create social and political systems, e.g., a family or a government.	
SS:WH:4:2.1	Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism.	
SS:WH:4:3.1	Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.	
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.	
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.	

	Standards	Weekly Issues
SS:CV:4.1.1	Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.	21 - Structure and Functions of Government 23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
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.	21 - Structure and Functions of Government 23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS:CV:4.2.1	Identify the individual functions of the three branches of government and the organization of New Hampshire state government.	21 - Structure and Functions of Government 22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
SS:CV:4.2.2	Explain how laws and/or policies are made at local and state levels.	22 - Tribal, State, and Local Governments 25 - Guided Inquiry: Road to Statehood and Government
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.	25 - Guided Inquiry: Road to Statehood and Government
SS:CV:4.4.1	Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.	20 - Foundations of Government and Law 22 - Tribal, State, and Local Governments 23 - Citizens 24 - Responsibilities of Citizens 25 - Guided Inquiry: Road to Statehood and Government
SS:EC:4.1.1	Identify the factors of production and explain how businesses use these to produce goods and services.	15 - Economic Principles 6 - Economic Activities 19 - Guided Inquiry: Economy of My State
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.	15 - Economic Principles 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS:EC:4.1.3	Explain how decisions by consumers and producers affect and are affected by the economy.	
SS:EC:4.1.4	Describe why most jobs today require greater specialization and result in greater productivity.	15 - Economic Principles 16 - Economic Activities 19 - Guided Inquiry: Economy of My State
SS:EC:4.2.1	Explain why needs and wants are unlimited while resources are limited.	14 - Needs and Wants 19 - Guided Inquiry: Economy of My State

Standards		Weekly Issues
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.	15 - Economic Principles 19 - Guided Inquiry: Economy of My State
SS:EC:4:2.3	Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.	14 - Needs and Wants 15 - Economic Principles 17 - Personal Finance 19 - Guided Inquiry: Economy of My State
SS:EC:4:2.4	Define supply and demand and describe factors that can cause a change in supply and demand.	15 - Economic Principles 19 - Guided Inquiry: Economy of My State
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.	15 - Economic Principles 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS:EC:4:3.1	Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture.	19 - Guided Inquiry: Economy of My State
SS:EC:4:3.2	Describe how changes in the business cycle can impact people's lives.	17 - Personal Finance 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS:EC:4:4.1	Describe different methods people use to exchange goods and services, e.g., barter or the use of money.	17 - Personal Finance 18 - Economic Systems 19 - Guided Inquiry: Economy of My State
SS:EC:4:4.2	Identify goods and services provided by local government, e.g., police cars or fire protection.	14 - Needs and Wants 19 - Guided Inquiry: Economy of My State
SS:EC:4:5.1	Describe that countries have different kinds of resources.	15 - Economic Principles 19 - Guided Inquiry: Economy of My State
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.	15 - Economic Principles 19 - Guided Inquiry: Economy of My State
SS:EC:4:5.3	Explain that trade between countries involves imports and exports and the reasons why countries trade.	14 - Needs and Wants 19 - Guided Inquiry: Economy of My State
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.	6 - Geographic Skills 7 - Location 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	6 - Geographic Skills 7 - Location 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS:GE:4:1.3	Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal	8 - Physical Characteristics 9 - Regions of the United States

	Standards	Weekly Issues
	parallels or meridians.	13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	
SS:GE:4:2.1	Describe the physical and human characteristics of places, e.g., land forms or where people live.	8 - Physical Characteristics 9 - Regions of the United States 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	9 - Regions of the United States 13 - Guided Inquiry: Physical and Human Characteristics of My State
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 region.	9 - Regions of the United States 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	9 - Regions of the United States 10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	
SS:GE:4:3.1	Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.	
SS:GE:4:3.2	Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.	8 - Physical Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	
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.	
SS:GE:4:3.5	Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.	10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State

Standards		Weekly Issues
SS:GE:4:4.1	Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.	10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS:GE:4:4.2	Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.	11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS:GE:4:4.3	Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.	11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	11 - Movement 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS:GE:4:5.1	Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.	10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	
SS:GE:4:5.4	Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.	9 - Regions of the United States 10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS:GE:4:5.5	Compare how people in different regions use the same resource, e.g., water or wood.	9 - Regions of the United States 10 - Human Characteristics 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	
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.	25 - Guided Inquiry: Road to Statehood and Government
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	25 - Guided Inquiry: Road to Statehood and Government

Standards		Weekly Issues
	Constitution.	
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.	
		20 - Foundations of Government and Law 25 - Guided Inquiry: Road to Statehood and Government 27 - Change Over Time 28 - Conflict and Cooperation 29 - Contributions of Individuals and Groups 30 - Symbols and Landmarks 31 - Celebrations and Remembrance
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".	32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
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.	29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS:HI:4:3.3	Explore how groups have enhanced the art, music, and literature of our nation, e.g., Latinos or Franco Americans.	29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
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.	29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS:HI:4:4.2	Explore the impact of important technological inventions, e.g., new forms of transportation or housing.	29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
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.	29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
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.	29 - Contributions of Individuals and Groups 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS:HI:4:5.2	Describe the impact of major national and state events on	26 - Chronology

Standards		Weekly Issues
	everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001.	32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
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.	25 - Guided Inquiry: Road to Statehood and Government 26 - Chronology 27 - Eyewitnesses to Changes Over Time 32 - Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SS:HI:4:5.4	Explore attitudes towards diversity, e.g., segregation or inclusion.	
SS:HI:4:5.5	Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.	
SS:WH:4:1.1	Explain that people of different countries create social and political systems, e.g., a family or a government.	12 - Culture 13 - Guided Inquiry: Physical and Human Characteristics of My State
SS:WH:4:2.1	Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism.	
SS:WH:4:3.1	Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.	12 - Culture 13 - Guided Inquiry: Physical and Human Characteristics of My State
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.	
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.	12 - Culture 13 - Guided Inquiry: Physical and Human Characteristics of My State

Standards		Weekly Issues
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.	28 - The Constitution 29 - The Bill of Rights 32 - Guided Inquiry: Changes in the United States
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.	23 - Independence and Revolution: The Government 28 - The Constitution 29 - The Bill of Rights 32 - Guided Inquiry: Changes in the United States
SS:CV:6:1.3	Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels.	19 - The Acts of Parliament 22 - Guided Inquiry: The Road to Revolution 32 - Guided Inquiry: Changes in the United States
SS:CV:6:1.4	Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.	7 - Government and Culture in North America 9 - Guided Inquiry: Lives of North American Indians 14 - Colonial Life 27 - The Founders and Process 32 - Guided Inquiry: Changes in the United States
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.	18 - Consequences of the French and Indian War 30 - The New Nation 32 - Guided Inquiry: Changes in the United States
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.	10 - The Age of Encounters 11 - Consequences of Contact 12 - The Colonies and Their Founding 13 - Jamestown 14 - Colonial Life 15 - Guided Inquiry: Life in the British Colonies 16 - Conflicts and Compromise in North America
SS:CV:6:3.1	Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy.	
SS:CV:6:3.2	Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.	17 - Clash of the Empires
SS:CV:6:3.3	Discuss the reasons for conflicts between and among	13 - Jamestown

Standards		Weekly Issues
	countries and peoples, e.g., natural resources or religion.	16 - Conflicts and Compromise in North America 17 - Clash of the Empires 18 - Consequences of the French and Indian War 19 - The Acts of Parliament 21 - The Shot Heard 'Round the World 22 - Guided Inquiry: The Road to Revolution 24 - Independence and Revolution: The People 25 - Independence and Revolution: The Military
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.	19 - The Acts of Parliament 22 - Guided Inquiry: The Road to Revolution 29 - The Bill of Rights 32 - Guided Inquiry: Changes in the United States
SS:EC:6:1.1	Identify the role of the individual in factor and product markets.	
SS:EC:6:1.2	Explain how specialization and productivity are related.	
SS:EC:6:1.3	Recognize the relationship between productivity and wages, and between wages and standard of living.	
SS:EC:6:2.1	Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time.	
SS:EC:6:2.2	Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.	
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.	
SS:EC:6:3.1	Describe gross domestic product and its components, e.g., the difference between imports and exports.	
SS:EC:6:3.2	Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel, or housing.	11 - Consequences of Contact 15 - Guided Inquiry: Life in the British Colonies
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.	
SS:GE:6:1.2	Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute	

Standards		Weekly Issues
	location of the student's community, or the diffusion of the English language to the United States.	
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.	
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.	17 - Clash of the Empires 18 - Consequences of the French and Indian War 26 - Outcomes of the American Revolution
SS:GE:6:2.2	Describe how places and regions preserve culture, e.g., songs or traditions.	6 - Life in the Americas 7 - Government and Culture in North America 9 - Guided Inquiry: Lives of North American Indians
SS:GE:6:3.1	Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion.	
SS:GE:6:3.2	Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere.	
SS:GE:6:3.3	Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or desertification.	
SS:GE:6:3.4	Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.	
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.	
SS:GE:6:4.2	Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.	6 - Life in the Americas 9 - Guided Inquiry: Lives of North American Indians
SS:GE:6:4.3	Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.	10 - The Age of Encounters 11 - Consequences of Contact 12 - The Colonies and Their Founding 13 - Jamestown 14 - Colonial Life 15 - Guided Inquiry: Life in the British Colonies 16 - Conflicts and Compromise in North America 17 - Clash of the Empires 18 - Consequences of the French and Indian War 30 - The New Nation

Standards		Weekly Issues
		31 - America on the Move 32 - Guided Inquiry: Changes in the United States
SS:GE:6:4.4	Analyze the spatial patterns of settlement, e.g., urbanization along rivers, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.	
SS:GE:6:4.5	Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban, and rural.	
SS:GE:6:5.1	Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.	16 - Conflicts and Compromise in North America
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.	31 - America on the Move
SS:GE:6:5.3	Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.	6 - Life in the Americas 9 - Guided Inquiry: Lives of North American Indians 30 - The New Nation 31 - America on the Move 32 - Guided Inquiry: Changes in the United States
SS:GE:6:5.4	Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.	8 - Trade and Economics in North America 9 - Guided Inquiry: Lives of North American Indians 13 - Jamestown 15 - Guided Inquiry: Life in the British Colonies 17 - Clash of the Empires 18 - Consequences of the French and Indian War
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.	13 - Jamestown 15 - Guided Inquiry: Life in the British Colonies 23 - Independence and Revolution: The Government 27 - The Founders and Process 32 - Guided Inquiry: Changes in the United States
SS:HI:6:1.2	Explain how the foundations of American democracy are rooted in European, Native American, and colonial traditions, experiences and institutions.	7 - Government and Culture in North America 9 - Guided Inquiry: Lives of North American Indians

Standards		Weekly Issues
		12 - The Colonies and Their Founding 13 - Jamestown 14 - Colonial Life 15 - Guided Inquiry: Life in the British Colonies 20 - The Actions of the Colonies 22 - Guided Inquiry: The Road to Revolution
SS:HI:6:3.1	Examine how the art, music, and literature of our nation have been enhanced by groups, e.g., immigrants or abolitionists.	
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.	31 - America on the Move 32 - Guided Inquiry: Changes in the United States
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.	
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).	26 - Outcomes of the American Revolution 30 - The New Nation 32 - Guided Inquiry: Changes in the United States
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.	13 - Jamestown 15 - Guided Inquiry: Life in the British Colonies 24 - Independence and Revolution: The People 29 - The Bill of Rights 32 - Guided Inquiry: Changes in the United States
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.	24 - Independence and Revolution: The People 26 - Outcomes of the American Revolution 29 - The Bill of Rights 32 - Guided Inquiry: Changes in the United States
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.	24 - Independence and Revolution: The People 29 - The Bill of Rights 30 - The New Nation 31 - America on the Move 32 - Guided Inquiry: Changes in the United States

Standards		Weekly Issues
SS:HI:6:5.4	Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.	
SS:WH:6:1.1	Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.	7 - Government and Culture in North America 9 - Guided Inquiry: Lives of North American Indians
SS:WH:6:1.2	Explore the use and abuse of power.	10 - The Age of Encounters 11 - Consequences of Contact 15 - Guided Inquiry: Life in the British Colonies 16 - Conflicts and Compromise in North America 17 - Clash of the Empires 18 - Consequences of the French and Indian War 19 - The Acts of Parliament 22 - Guided Inquiry: The Road to Revolution
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.	10 - The Age of Encounters 15 - Guided Inquiry: Life in the British Colonies
SS:WH:6:2.2	Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder, or the transistor.	10 - The Age of Encounters 15 - Guided Inquiry: Life in the British Colonies 18 - Consequences of the French and Indian War 31 - America on the Move 32 - Guided Inquiry: Changes in the United States
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.	
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.	
SS:WH:6:3.1	Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.	10 - The Age of Encounters 15 - Guided Inquiry: Life in the British Colonies
SS:WH:6:3.2	Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.	
SS:WH:6:4.1	Analyze the impact of the agricultural revolution on humans	11 - Consequences of Contact

Standards		Weekly Issues
	using examples, e.g., the role of women, specialization of labor, or population density.	15 - Guided Inquiry: Life in the British Colonies
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.	
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.	
SS:WH:6:4.4	Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet.	
SS:WH:6:5.2	Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling.	
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., Ancient Persia, the Ottoman Empire, or Nigeria.	
SS:WH:6:5.4	Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theater.	
SS:WH:6:5.5	Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear.	

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	<p>SS:CV:2:1.4 Evaluate the effectiveness and fairness of rules and laws at the school level.</p> <p>SS:CV:2:4.1 Examine the responsibilities of individuals as members of a family, school, and community, e.g., community helpers or chores at home and school.</p> <p>SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.</p>
2	Authority Figures	<p>SS:CV:2:2.1 Explain how public officials are chosen.</p> <p>SS:CV:2:4.1 Examine the responsibilities of individuals as members of a family, school, and community, e.g., community helpers or chores at home and school.</p>
3	What Are Rules?	<p>SS:CV:2:1.1 Compare the rules to the classroom and school to the rules of the United States system of government.</p> <p>SS:CV:2:1.4 Evaluate the effectiveness and fairness of rules and laws at the school level.</p>
4	What Are Laws?	<p>SS:CV:2:1.3 Identify the basic purposes of state and national government.</p> <p>SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.</p>
Unit 2: Civics and Government		
5	Government	<p>SS:CV:2:1.3 Identify the basic purposes of state and national government.</p> <p>SS:CV:2:2.1 Explain how public officials are chosen.</p>
6	Important Documents	<p>SS:CV:2:1.2 Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.</p> <p>SS:CV:2:1.3 Identify the basic purposes of state and national government</p>
7	Learning and Working Together	<p>SS:CV:2:4.1 Examine the responsibilities of individuals as members of a family, school, and community, e.g., community helpers or chores at home and school.</p>

Week	Title	Standards Covered
		SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. SS:WH:2:5.1 Identify the concepts of values and beliefs.
8	Citizens	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. SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.
9	Characteristics of Responsible Citizens	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. 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.
Unit 3: Symbols and Celebrations		
10	Patriotism	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. 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.
11	National Symbols	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.
12	National Patriotic Holidays	SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
Unit 4: Geography		
13	Map Skills	SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps. SS:GE:2:1.2 Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.
14	Location	SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps. SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.

Week	Title	Standards Covered
15	Finding Places Around Me	<p>SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps.</p> <p>SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.</p>
16	Physical Characteristics of a Place	<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>SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.</p>
17	Weather	<p>SS:GE:2:3.1 Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows.</p>
18	Human Characteristics of a Place	<p>SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.</p> <p>SS:GE:2:2.2 Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts, or woodlands.</p> <p>SS:GE:2:5.1 Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>SS:GE:2:5.2 Investigate how people use resources, e.g., building homes or the food they eat.</p>
19	My Place on the Map	<p>SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps.</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>
Unit 5: Time and Chronology		
20	Calendars	<p>SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.</p>
21	Words About Time	<p>SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.</p>
22	Changes Over Time	<p>SS:HI:2:5.1 Identify how the lives of women and children have changed over time in our country.</p>

Week	Title	Standards Covered
Unit 6: History		
23	History	SS:HI:2:5.1 Identify how the lives of women and children have changed over time in our country.
24	Life Long Ago and Today	SS:HI:2:5.1 Identify how the lives of women and children have changed over time in our country.
25	Inventors	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.
26	Transportation Over Time	SS:HI:2:4.1 Identify different segments of the United States economy, e.g., farm, manufacturing, or retail. SS:HI:2:2.1 Recognize that the world is interconnected, e.g., trade or transportation.
Unit 7: Culture		
27	Culture	SS:WH:2:5.1 Identify the concepts of values and beliefs. SS:WH:2:1.1 Recognize that people of different countries have different social and political systems. SS:WH:2:3.1 Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.
28	Holidays Around the World	SS:WH:2:5.1 Identify the concepts of values and beliefs. SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution
Unit 8: Economics		
29	Needs and Wants	SS:EC:2:2.1 Distinguish between needs and wants.
30	Economics	SS:EC:2:1.1 Define goods and services, producers and consumers.
31	Jobs	SS:EC:2:1.1 Define goods and services, producers and consumers.
32	Spending and Saving	SS:EC:2:4.2 Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.

Week	Title	Standards Covered
Unit 1: Communities		
1	Community	<p>SS:CV:2:4.1 Examine the responsibilities of individuals as members of a family, school, and community, e.g., community helpers or chores at home and school.</p> <p>SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.</p>
2	Authority Figures	<p>SS:CV:2:2.1 Explain how public officials are chosen.</p> <p>SS:CV:2:4.1 Examine the responsibilities of individuals as members of a family, school, and community, e.g., community helpers or chores at home and school.</p>
3	Rules and Laws	<p>SS:CV:2:1.1 Compare the rules to the classroom and school to the rules of the United States system of government.</p> <p>SS:CV:2:1.3 Identify the basic purposes of state and national government.</p> <p>SS:CV:2:1.4 Evaluate the effectiveness and fairness of rules and laws at the school level.</p>
Unit 2: Civics and Government		
4	Government	<p>SS:CV:2:1.3 Identify the basic purposes of state and national government.</p> <p>SS:CV:2:2.1 Explain how public officials are chosen.</p>
5	Government Services	SS:CV:2:1.3 Identify the basic purposes of state and national government.
6	Founders	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.
7	Important Documents	<p>SS:CV:2:1.2 Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.</p> <p>SS:CV:2:1.3 Identify the basic purposes of state and national government.</p>
8	Citizens	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.

Week	Title	Standards Covered
		SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.
9	Characteristics of Responsible Citizens	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.
10	Responsible Citizens in History	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.
Unit 3: Symbols and Celebrations		
11	Patriotism	<p>SS:CV:2:1.2 Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.</p> <p>SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.</p>
12	National Patriotic Symbols	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.
13	National Patriotic Holidays	SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
Unit 4: Geography		
14	Map Skills	<p>SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps.</p> <p>SS:GE:2:1.2 Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.</p>
15	Location	<p>SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps.</p> <p>SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.</p>
16	Physical Characteristics of a Place	<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>SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains</p> <p>SS:GE:2:4.2 Identify what are natural resources, e.g., water or trees.</p>

Week	Title	Standards Covered
17	Human Characteristics of a Place	<p>SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.</p> <p>SS:GE:2:2.2 Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts, or woodlands.</p>
18	Adapting to Our Environment	<p>SS:GE:2:5.2 Investigate how people use resources, e.g., building homes or the food they eat.</p> <p>SS:GE:2:5.1 Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>SS:GE:2:5.2 Investigate how people use resources, e.g., building homes or the food they eat.</p>
19	Geography of Our Community	<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>SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.</p>
Unit 5: History		
20	Calendars	SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
21	Changes Over Time	SS:HI:2:5.1 Identify how the lives of women and children have changed over time in our country.
22	History	SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
23	Life Long Ago and Today	SS:HI:2:5.1 Identify how the lives of women and children have changed over time in our country.
24	Communication Over Time	SS:HI:2:5.1 Identify how the lives of women and children have changed over time in our country.
Unit 6: Culture		
25	Culture	<p>SS:WH:2:1.1 Recognize that people of different countries have different social and political systems.</p> <p>SS:WH:2:5.1 Identify the concepts of values and beliefs</p>
26	Folktales and Legends	SS:WH:2:3.1 Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.
Unit 7: Economics		

Week	Title	Standards Covered
27	Needs and Wants	SS:EC:2:2.1 Distinguish between needs and wants.
28	Economics	SS:EC:2:1.1 Define goods and services, producers and consumers.
29	Economic Choices	SS:EC:2:2.1 Distinguish between needs and wants
30	Jobs	SS:EC:2:1.1 Define goods and services, producers and consumers
31	Workers Contribute to the Economy	SS:EC:2:1.1 Define goods and services, producers and consumers.
32	Spending and Saving	SS:EC:2:4.2 Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses

Week	Title	Standards Covered
Unit 1: Foundations		
1	Sources	
2	Timelines	
Unit 2: Government		
3	I Belong to a Community	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. SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.
4	Rules and Laws	SS:CV:2:1.1 Compare the rules to the classroom and school to the rules of the United States system of government. SS:CV:2:1.4 Evaluate the effectiveness and fairness of rules and laws at the school level
5	Principles of Democracy	SS:CV:2:1.3 Identify the basic purposes of state and national government.
6	Important Documents	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.
7	The Purpose of Government	SS:CV:2:1.3 Identify the basic purposes of state and national government.
8	The Structure of National Government	SS:CV:2:1.3 Identify the basic purposes of state and national government.
9	The Structure of Tribal, State, and Local Government	SS:CV:2:1.3 Identify the basic purposes of state and national government.
10	Government Services	SS:CV:2:1.3 Identify the basic purposes of state and national government.
Unit 3: Civics		
11	Citizenship	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.
12	Patriotism	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. SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
13	Patriotic Symbols	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.
14	Founders	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.

Week	Title	Standards Covered
15	Memorials and Monuments	SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
16	Patriotic Holidays	SS:HI:2:1.1 Identify national and New Hampshire celebrations, monuments, symbols, and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
Unit 4: Geography		
17	Map Skills	SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps. SS:GE:2:1.2 Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.
18	Location	SS:GE:2:1.1 Identify the characteristics and purposes of globes and maps.
19	Physical Features of Places	SS:GE:2:1.3 Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains.
20	Human Characteristics of Places	SS:GE:2:2.1 Explore the physical and human characteristics of place, e.g., roads, schools, or mountains. SS:GE:2:2.2 Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts, or woodlands.
21	Humans and the Environment	SS:GE:2:5.2 Investigate how people use resources, e.g., building homes or the food they eat.
22	Movement	SS:CV:2:3.1 Explain that the world is divided into different countries.
23	Culture	SS:WH:2:5.1 Identify the concepts of values and beliefs. SS:WH:2:1.1 Recognize that people of different countries have different social and political systems.
24	Regions of the World	SS:GE:2:1.3 Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.
Unit 5: Economics		
25	Needs, Wants, Resources	SS:EC:2:2.1 Distinguish between needs and wants. SS:EC:2:5.1 Define the term resources, e.g., trees, books.
26	Economic Activity	SS:EC:2:1.1 Define goods and services, producers and consumers.
27	Economic Choices	SS:EC:2:4.2 Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.

Week	Title	Standards Covered
28	Producers and Consumers	SS:EC:2:1.1 Define goods and services, producers and consumers.
29	Economic Principles	SS:EC:2:1.1 Define goods and services, producers and consumers.
30	More Economic Principles	SS:EC:2:1.1 Define goods and services, producers and consumers.
Unit 6: Culminating Activities		
31	Solving Problems in Your Community	SS:CV:2:4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.
32	Historical Figures	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.

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiries	
2	Sources	
3	Examining Evidence and Communicating Conclusions	
4	Taking Action	
5	Engage in Your Own Inquiry	
Unit 2: Civics and Government		
6	I Am a Member of a Community	<p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p> <p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:3.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same.</p>
7	The Purpose of Government	<p>SS:CV:4:1.1 Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>SS:CV:4:1.2 Analyze how government addresses social, political, and geographic issues, e.g., local land use decisions or decisions involving human rights.</p> <p>SS:CV:4:2.2 Explain how laws and/or policies are made at local and state levels.</p>
8	Government	<p>SS:CV:4:3.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same.</p> <p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p>
9	Important Documents	<p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p> <p>SS:HI:4:1.3 Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.</p>

Week	Title	Standards Covered
		SS:CV:4:1.1 Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.
10	National Government	<p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:2.2 Explain how laws and/or policies are made at local and state levels.</p> <p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p>
11	Tribal, State, and Local Government	<p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p> <p>SS:CV:4:3.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same.</p> <p>SS:CV:4:2.2 Explain how laws and/or policies are made at local and state levels</p>
12	We the People	<p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p> <p>SS:CV:4:1.1 Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:3.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same.</p>
13	Inquiry: Research a Tribal, State, or Local Government	<p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:2.2 Explain how laws and/or policies are made at local and state levels.</p> <p>SS:HI:4:2.1 Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.</p>
Unit 3: Geography		
14	Thinking Like a Geographer	<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>SS:GE:4:1.2 Display spatial information on maps and other geographic</p>

Week	Title	Standards Covered
		<p>representations, e.g., home-to-school routes or settings in appropriate children's literature.</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>
15	Map Skills	<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>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>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.</p>
16	Natural Features and Landforms	<p>SS:GE:4:3.1 Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.</p> <p>SS:GE:4:3.2 Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.</p> <p>SS:GE:4:2.1 Describe the physical and human characteristics of places, e.g., landforms or where people live.</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>SS:GE:4:3.1 Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.</p> <p>SS:GE:4:2.1 Describe the physical and human characteristics of places, e.g., landforms or where people live</p> <p>SS:GE:4:2.3 Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate region.</p>
18	Regions: Part One	<p>SS:GE:4:2.1 Describe the physical and human characteristics of places, e.g., landforms or where people live.</p> <p>SS:GE:4:2.3 Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate region.</p> <p>SS:GE:4:2.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p>
19	Regions: Part Two	<p>SS:GE:4:2.1 Describe the physical and human characteristics of places, e.g., landforms or where people live.</p> <p>SS:GE:4:2.3 Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate region.</p> <p>SS:GE:4:2.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p>
20	Water is a Natural	<p>SS:GE:4:5.3 Examine the effects of the use of renewable and nonrenewable</p>

Week	Title	Standards Covered
	Resource	<p>resources on human systems, e.g., climate change or fluctuating oil prices.</p> <p>SS:GE:4:5.4 Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>SS:GE:4:5.5 Compare how people in different regions use the same resource, e.g., water or wood.</p>
21	Migration	<p>SS:GE:4:4.2 Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.</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>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>
Unit 4: History		
22	Timelines	
23	Using Charts, Maps, and Date	<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>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.</p> <p>SS:GE:4:1.5 Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.</p>
24	Communities Over Time	<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>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.</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>
25	People Who Influence Communities	<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>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"</p> <p>SS:HI:4:5.1 Explain the unique contributions of different ethnic and religious</p>

Week	Title	Standards Covered
		groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.
26	Problem Solving	<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>SS:HI:4:5.4 Explore attitudes towards diversity, e.g., segregation or inclusion.</p> <p>SS:HI:4:5.5 Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.</p>
27	Eyewitnesses to Changes Over Time	<p>SS:HI:4:4.3 Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.</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>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>
Unit 5: Economics		
28	Urban, Suburban, and Rural Land Use	<p>SS:GE:4:4.1 Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.</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>SS:GE:4:5.1 Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</p>
29	Producers and Consumers	<p>SS:EC:4:1.1 Identify the factors of production and explain how businesses use these to produce goods and services.</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>SS:EC:4:1.4 Describe why most jobs today require greater specialization and result in greater productivity.</p>
30	Community Interdependence	<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>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.</p> <p>SS:EC:4:5.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.</p>
31	Transportation Over	SS:HI:4:4.2 Explore the impact of important technological inventions, e.g., new

Week	Title	Standards Covered
	Time	<p>forms of transportation or housing.</p> <p>SS:GE:4:5.1 Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</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>
32	Inquiry: Interdependence in Your Community	<p>SS:EC:4:2.1 Explain why needs and wants are unlimited while resources are limited.</p> <p>SS:EC:4:2.3 Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.</p> <p>SS:EC:4:5.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	
2	Historical Inquiry Sources	
3	Analyzing and Evaluating Evidence	
4	Using Evidence to Communicate Conclusions	
5	Engaging in Your Own Inquiry	
Unit 2: Geography		
6	Geographic Skills	<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>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>
7	Location	<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>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>
8	Physical Characteristics	<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>SS:GE:4:2.1 Describe the physical and human characteristics of places, e.g., land forms or where people live.</p> <p>SS:GE:4:3.2 Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.</p>

Week	Title	Standards Covered
9	Regions of the United States	<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>SS:GE:4:2.1 Describe the physical and human characteristics of places, e.g., land forms or where people live.</p> <p>SS:GE:4:2.2 Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.</p> <p>SS:GE:4:2.3 Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate region</p> <p>SS:GE:4:2.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p> <p>SS:GE:4:5.4 Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>SS:GE:4:5.5 Compare how people in different regions use the same resource, e.g., water or wood.</p>
10	Human Characteristics	<p>SS:GE:4:2.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p> <p>SS:GE:4:3.5 Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.</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>SS:GE:4:5.1 Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</p>

Week	Title	Standards Covered
		<p>SS:GE:4:5.2 Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.</p> <p>SS:GE:4:5.4 Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>SS:GE:4:5.5 Compare how people in different regions use the same resource, e.g., water or wood.</p>
11	Movement	<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.</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>SS:GE:4:4.3 Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.</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>
12	Culture	<p>SS:WH:4:1.1 Explain that people of different countries create social and political systems, e.g., a family or a government.</p> <p>SS:WH:4:3.1 Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.</p> <p>SS:WH:4:5.1 Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.</p>
13	Guided Inquiry: Physical and Human Characteristics of My State	<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>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>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</p>

Week	Title	Standards Covered
		<p>meridians.</p> <p>SS:GE:4:2.1 Describe the physical and human characteristics of places, e.g., land forms or where people live.</p> <p>SS:GE:4:3.2 Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.</p> <p>SS:GE:4:2.2 Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.</p> <p>SS:GE:4:2.3 Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate region.</p> <p>SS:GE:4:2.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p> <p>SS:GE:4:5.4 Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>SS:GE:4:5.5 Compare how people in different regions use the same resource, e.g., water or wood.</p> <p>SS:GE:4:3.5 Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.</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>SS:GE:4:5.1 Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</p> <p>SS:GE:4:5.2 Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.</p> <p>SS:GE:4:1.4 Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.</p> <p>SS:GE:4:4.2 Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.</p>

Week	Title	Standards Covered
		<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>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>SS:WH:4:1.1 Explain that people of different countries create social and political systems, e.g., a family or a government.</p> <p>SS:WH:4:3.1 Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.</p> <p>SS:WH:4:5.1 Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.</p>
Unit 3: Economics		
14	Needs and Wants	<p>SS:EC:4:2.1 Explain why needs and wants are unlimited while resources are limited.</p> <p>SS:EC:4:2.3 Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.</p> <p>SS:EC:4:4.2 Identify goods and services provided by local government, e.g., police cars or fire protection.</p> <p>SS:EC:4:5.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.</p>
15	Economic Principles	<p>SS:EC:4:1.1 Identify the factors of production and explain how businesses use these to produce goods and services.</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>SS:EC:4:1.4 Describe why most jobs today require greater specialization and result in greater productivity.</p>

Week	Title	Standards Covered
		<p>SS:EC:4:2.2 Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.</p> <p>SS:EC:4:2.3 Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.</p> <p>SS:EC:4:2.4 Define supply and demand and describe factors that can cause a change in supply and demand.</p> <p>SS:EC:4:2.5 Explain how prices of goods and services are set in the United States and describe different factors that affect price</p> <p>SS:EC:4:5.1 Describe that countries have different kinds of resources.</p> <p>SS:EC:4:5.2 Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum.</p> <p>SS:EC:4:5.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.</p>
16	Economic Activities	<p>SS:EC:4:1.1 Identify the factors of production and explain how businesses use these to produce goods and services</p> <p>SS:EC:4:1.4 Describe why most jobs today require greater specialization and result in greater productivity.</p>
17	Personal Finance	<p>SS:EC:4:2.3 Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.</p> <p>SS:EC:4:3.2 Describe how changes in the business cycle can impact people's lives.</p> <p>SS:EC:4:4.1 Describe different methods people use to exchange goods and services, e.g., barter or the use of money.</p>

Week	Title	Standards Covered
18	Economic Systems	<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>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</p> <p>SS:EC:4:3.2 Describe how changes in the business cycle can impact people's lives.</p> <p>SS:EC:4:4.1 Describe different methods people use to exchange goods and services, e.g., barter or the use of money.</p>
19	Guided Inquiry: Economy of My State	<p>SS:EC:4:2.1 Explain why needs and wants are unlimited while resources are limited.</p> <p>SS:EC:4:2.3 Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.</p> <p>SS:EC:4:4.2 Identify goods and services provided by local government, e.g., police cars or fire protection.</p> <p>SS:EC:4:5.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.</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>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>SS:EC:4:1.4 Describe why most jobs today require greater specialization and result in greater productivity.</p> <p>SS:EC:4:2.2 Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.</p> <p>SS:EC:4:2.4 Define supply and demand and describe factors that can cause a change in supply and demand.</p> <p>SS:EC:4:2.5 Explain how prices of goods and services are set in the United States and describe different factors that affect price.</p>

Week	Title	Standards Covered
		<p>SS:EC:4:3.1 Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture.</p> <p>SS:EC:4:5.1 Describe that countries have different kinds of resources.</p> <p>SS:EC:4:5.2 Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum.</p> <p>SS:EC:4:3.2 Describe how changes in the business cycle can impact people's lives.</p> <p>SS:EC:4:4.1 Describe different methods people use to exchange goods and services, e.g., barter or the use of money.</p>
Unit 4: Government		
20	Foundations of Government and Law	<p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p> <p>SS:HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</p>
21	Structure and Functions of Government	<p>SS:CV:4:1.1 Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>SS:CV:4:1.2 Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights.</p> <p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p>
22	Tribal, State, and Local Governments	<p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:2.2 Explain how laws and/or policies are made at local and state levels.</p> <p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p>

Week	Title	Standards Covered
23	Citizens	<p>SS:CV:4:1.1 Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>SS:CV:4:1.2 Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights.</p> <p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p>
24	Responsibilities of Citizens	<p>SS:CV:4:1.1 Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>SS:CV:4:1.2 Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights.</p> <p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p>
25	Guided Inquiry: Road to Statehood and Government	<p>SS:CV:4:1.1 Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>SS:CV:4:1.2 Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights.</p> <p>SS:CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>SS:CV:4:2.2 Explain how laws and/or policies are made at local and state levels.</p> <p>SS:CV:4:3.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same.</p> <p>SS:CV:4:4.1 Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</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>

Week	Title	Standards Covered
		<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.</p> <p>SS:HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</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>
Unit 5: History		
26	Chronology	<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>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>
27	Change Over Time	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".
28	Conflict and Cooperation	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".
29	Contributions of Individuals and Groups	<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.</p> <p>SS:HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</p> <p>SS:HI:4:3.2 Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire.</p>

Week	Title	Standards Covered
		<p>SS:HI:4:3.3 Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.</p> <p>SS:HI:4:4.1 Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.</p> <p>SS:HI:4:4.2 Explore the impact of important technological inventions, e.g., new forms of transportation or housing.</p> <p>SS:HI:4:4.3 Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.</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>
30	Symbols and Landmarks	<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.</p> <p>SS:HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</p>
31	Celebrations and Remembrance	<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.</p> <p>SS:HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</p>
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State	<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>SS:HI:4:5.3 Trace the changes in the roles and lives of women and</p>

Week	Title	Standards Covered
		<p>children and their impact on society, e.g., the family or the workplace.</p> <p>SS:HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</p> <p>SS:HI:4:1.3 Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.</p> <p>SS:HI:4:3.2 Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire.</p> <p>SS:HI:4:3.3 Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.</p> <p>SS:HI:4:4.1 Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.</p> <p>SS:HI:4:4.2 Explore the impact of important technological inventions, e.g., new forms of transportation or housing.</p> <p>SS:HI:4:4.3 Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.</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>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	
2	Historical Inquiry Sources	
3	Analyzing and Evaluating Evidence	
4	Communicating Conclusions	
5	Engaging in Your Own Inquiry	
Unit 2: North America Before European Contact		
6	Life in the Americas	<p>SS:GE:6:2.2 Describe how places and regions preserve culture, e.g., songs or traditions.</p> <p>SS:GE:6:4.2 Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.</p> <p>SS:GE:6:5.3 Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.</p>
7	Government and Culture in North America	<p>SS:CV:6:1.4 Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.</p> <p>SS:GE:6:2.2 Describe how places and regions preserve culture, e.g., songs or traditions.</p> <p>SS:HI:6:1.2 Explain how the foundations of American democracy are rooted in European, Native American, and colonial traditions, experiences, and institutions.</p> <p>SS:WH:6:1.1 Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state</p>
8	Trade and Economics in North America	<p>SS:GE:6:5.4 Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.</p>

Week	Title	Standards Covered
9	Guided Inquiry: Lives of North American Indians	<p>SS:GE:6:2.2 Describe how places and regions preserve culture, e.g., songs or traditions.</p> <p>SS:GE:6:4.2 Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.</p> <p>SS:GE:6:5.3 Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.</p> <p>SS:CV:6:1.4 Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.</p> <p>SS:HI:6:1.2 Explain how the foundations of American democracy are rooted in European, Native American, and colonial traditions, experiences, and institutions.</p> <p>SS:WH:6:1.1 Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.</p> <p>SS:GE:6:5.4 Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.</p>
Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	<p>SS:WH:6:2.1 Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.</p> <p>SS:WH:6:3.1 Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.</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>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p> <p>SS:WH:6:2.2 Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor</p>
11	Consequences of	SS:WH:6:4.1 Analyze the impact of the agricultural revolution on

Week	Title	Standards Covered
	Contact	<p>humans using examples, e.g., the role of women, specialization of labor, or population density.</p> <p>SS:EC:6:3.2 Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel, or housing.</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>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p>
12	The Colonies and Their Founding	<p>SS:HI:6:1.2 Explain how the foundations of American democracy are rooted in European, Native American, and colonial traditions, experiences, and institutions.</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>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p>
13	Jamestown	<p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p> <p>SS:HI:6:1.1 Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.</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>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>SS:GE:6:5.4 Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.</p>

Week	Title	Standards Covered
14	Colonial Life	<p>SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.</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>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p>
15	Guided Inquiry: Life in the British Colonies	<p>SS:WH:6:2.1 Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.</p> <p>SS:WH:6:3.1 Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.</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>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p> <p>SS:WH:6:2.2 Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder, or the transistor.</p> <p>SS:WH:6:4.1 Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density.</p> <p>SS:EC:6:3.2 Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel, or housing.</p> <p>SS:HI:6:1.2 Explain how the foundations of American democracy are rooted in European, Native American, and colonial traditions, experiences, and institutions.</p> <p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p> <p>SS:HI:6:1.1 Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.</p>

Week	Title	Standards Covered
		<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>SS:GE:6:5.4 Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.</p> <p>SS:CV:6:1.4 Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.</p>
16	Conflicts and Compromise in North America	<p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p> <p>SS:GE:6:5.1 Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.</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>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p>
17	Clash of the Empires	<p>SS:CV:6:3.2 Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.</p> <p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p> <p>SS:GE:6:2.1 Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.</p> <p>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement</p> <p>SS:GE:6:5.4 Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p>
18	Consequences of the	<p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among</p>

Week	Title	Standards Covered
	French and Indian War	<p>countries and peoples, e.g., natural resources or religion.</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>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> <p>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>SS:GE:6:5.4 Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p> <p>SS:WH:6:2.2 Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor</p>
Unit 4: The American Revolution		
19	The Acts of Parliament	<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.</p> <p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p> <p>SS:CV:6:4.1 Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p>
20	The Actions of the Colonies	<p>SS:HI:6:1.2 Explain how the foundations of American democracy are rooted in European, Native American, and colonial traditions, experiences, and institutions.</p>
21	The Shot Heard 'Round the World	<p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p>

Week	Title	Standards Covered
22	Guided Inquiry: The Road to Revolution	<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.</p> <p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p> <p>SS:CV:6:4.1 Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.</p> <p>SS:WH:6:1.2 Explore the use and abuse of power.</p> <p>SS:HI:6:1.2 Explain how the foundations of American democracy are rooted in European, Native American, and colonial traditions, experiences, and institutions.</p>
23	Independence and Revolution: The Government	<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>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.</p>
24	Independence and Revolution: The People	<p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</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>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>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>
25	Independence and Revolution: The Military	<p>SS:CV:6:3.3 Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.</p>
26	Outcomes of the American Revolution	<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>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</p>

Week	Title	Standards Covered
		front. 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.
Unit 5: Creating a New Nation		
27	The Founders and Process	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. SS:CV:6:1.4 Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.
28	The Constitution	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. 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.
29	The Bill of Rights	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. 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. 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. 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. 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.

Week	Title	Standards Covered
30	The New Nation	<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>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>SS:GE:6:5.3 Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.</p> <p>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>SS:HI:6:5.3 Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace.</p>
31	America on the Move	<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>SS:GE:6:5.3 Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.</p> <p>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>SS:GE:6:5.2 Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production.</p> <p>SS:HI:6:5.3 Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace.</p> <p>SS:WH:6:2.2 Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor</p>
32	Guided Inquiry: Changes in the United States	<p>SS:HI:6:1.1 Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.</p> <p>SS:CV:6:1.4 Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.</p>

Week	Title	Standards Covered
		<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>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>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.</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>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> <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>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>SS:GE:6:5.3 Appreciate how characteristics of different physical environments provide opportunities for human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.</p> <p>SS:GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</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>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.</p> <p>SS:WH:6:2.2 Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder, or the transistor.</p>