

Grades 7 & 8 STUDENT FRIENDLY
January 2008 -DRAFT-

Civics and Governments (CV:2)			
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.			
Strand- SS:CV:2: Structure and Function of United States and New Hampshire Government			
Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.			
	Grade 7- Student Friendly	Grade 8-Student Friendly	Notes
SS:CV:8:2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)	I can differentiate between state government vs. federal government.		
SS:CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g.,	I can differentiate between state government vs. federal government and their roles.		

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<p>taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement)</p> <p>SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>	<p>I can describe how historical events have influenced American government.</p>		
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Civics and Governments (CV:3)			
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.			
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.			
	Grade 7- Student Friendly	Grade 8 –Student Friendly	Notes
<p>SS:CV:8:3.1: Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union. (Themes: A: Conflict and Cooperation)</p> <p>SS:CV:8:3.2: Analyze environmental, economic, and technological developments and their impact on society. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p>I can analyze environmental, economic and technological developments and their impact on society.</p>	<p>I understand the need for countries to work together to resolve issues.</p>	

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Civics and Governments (CV:4)			
The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.			
Strand- SS:CV:4: Rights and Responsibilities			
Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.			
	Grade 7- Student Friendly	Grade 8–Student Friendly	Notes
SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)	I know the fundamentals of civic responsibility.		

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Economics (EC:1)

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

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

Strand - SS:EC:1: Economics and the Individual

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

	Grade 7 - Student Friendly	Grade 8 – Student Friendly	Notes
SS:EC:8:1.1: Identify how events in the business cycle impact individuals' lives, e.g., recession or depression. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)		I will be able to identify the causes of economic cycles, such as recession and depression.	

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Economics (EC:2)			
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p>			
<p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>			
<p>Strand - SS:EC:2: Basic Economic Concepts</p>			
<p>Students will learn about the pillars of a free market economy and the market mechanism.</p>			
	Grade 7- Student Friendly	Grade 8 –Student Friendly	Notes
<p>SS:EC:8:2.1: Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority)</p>	<p>I will be able to identify the cost of a product is based on supply and demand.</p>		
<p>SS:EC:8:2.2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>		<p>I will be able to explain the principles of business development.</p>	

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Economics (EC:3)

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

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

Strand - SS:EC:3: Cycles in the Economy

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

	Grade 7- Student Friendly	Grade 8–Student Friendly	Notes
SS:EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)		I will recognize there are different phases of a business cycle.	
SS:EC:8:3.2: Understand how the stock market works, the buying and selling of stocks, and how it affects the economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)		I will have a basic understanding of how the stock market works and its implications.	

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Economics (EC:4)			
<p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p>			
<p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>			
<p>Strand - SS:EC:4: Financial Institutions and the Government Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>			
	Grade 7 - Student Friendly	Grade 8 – Student Friendly	Notes
<p>SS:EC:8:4.1: Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>		<p>I can explain how interest rates will determine whether I save or borrow money.</p>	
<p>SS:EC:8:4.2: Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>	<p>I will be able to understand the way tax money is collected and redistributed.</p>		

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Economics (EC:5)

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

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

Strand - SS:EC:5: International Economics and Trade

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

	Grade 7 - Student Friendly	Grade 8 – Student Friendly	Notes
SS:EC:8:5.1: Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)	I will understand that the economy of a country is influenced by its government.		
SS:EC:8:5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes. (Themes: A: Conflict and Cooperation, F: Global Transformation)	I will be able to explain how a government’s foreign policy influences trade policies.		

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<p>SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)</p> <p>SS:EC:8:5.4: Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, F: Global Transformation)</p>	<p>I will recognize the role of economics in international diplomacy.</p>	<p>I will recognize that international trade is dependent on changing economic forces.</p>	
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Economics (EC:6)

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

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

Strand - SS:EC:6: Personal Finance

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

	Grade 7 - Student Friendly	Grade 8 – Student Friendly	Notes
SS:EC:8:6.1: Compare the advantages and disadvantages of different payment methods. (Themes: D: Material Wants and Needs)	I will know there are different ways I can pay for goods and services.		
SS:EC:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy. (Themes: D: Material Wants and Needs)	I understand that in a capitalist society I can purchase what I want.		
SS:EC:8:6.3: Demonstrate the use of the different types of	I will recognize that there are different types of accounts from financial bodies.		

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<p>accounts available from financial institutions, e.g., checking or savings accounts. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.4: Students will identify sources of earned and unearned income, e.g., wages or investments. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.5: Define and compare saving and investing. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.6: Evaluate sources of investment information, and describe how to buy and sell investments. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.7: Discuss the importance of taking responsibility for personal financial decisions. (Themes: D: Material Wants and Needs)</p> <p>SS:EC:8:6.8: Design a plan for earning, spending, saving, and investing. (Themes: D: Material Wants and Needs)</p>	<p>I understand that there are different ways to earn income.</p> <p>I can compare and contrast the difference between saving and investing.</p> <p>I will know how to make responsible decisions with finances.</p> <p>I understand the need for a personal financial plan.</p>	<p>I will evaluate sources of investment information and be able to describe how to buy and sell investments.</p>	
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Geography (GE:1)			
The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.			
A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.			
Strand SS:GE:1: The World in Spatial Terms			
Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.			
	Grade 7 - Student Friendly	Grade 8 - Student Friendly	Notes
SS:GE:8:1.1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)	I will be able to recognize the differences between globes, maps, and computer projections. I will be able to compare and contrast these.	I will be able to recognize the differences between globes, maps, and computer projections. I will be able to compare and contrast these.	

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Geography (GE:2)			
The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.			
A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.			
Strand SS:GE:2: Places and Regions			
Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.			
	Grade 7 - Student Friendly	Grade 8 - Student Friendly	Notes
SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)	I will know that my community is part of a larger world community.		
SS:GE:8:2.2: Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)	I will explain how my community is connected to the world through trade.	I will explain how my community is connected to the world through trade and alliances.	

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<p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p>		<p>Through the use of technology, I will know that cultural differences exist.</p>	
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Geography (GE:3)			
The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.			
A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.			
Strand SS:GE:3: Physical Systems			
Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.			
	Grade 7-Student Friendly	Grade 8 –Student Friendly	notes
SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	I will understand how physical features affect groups of people over time.	I will understand that a place or region’s economy is based on its resources.	

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Geography (GE:4)			
The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.			
A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.			
Strand SS:GE:4: Human Systems			
Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.			
	Grade 7 -Student Friendly	Grade 8 –Student Friendly	Notes
SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	I will understand how environment impacts culture.	I will understand that a country/region's resources can lead to cooperation or conflict.	
SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social			

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and Political Interaction)			
Geography (GE:5)			
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p>			
<p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>			
<p>Strand SS:HI:5: Social/Cultural</p>			
<p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>			
	Grade 7- Student Friendly	Grade 8 –Student Friendly	Notes
NONE			

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New Hampshire and US History (CV:1)

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

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

Strand SS:HI:1: Political Foundations and Development

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

	Grade 7- Student Friendly	Grade 8 –Student Friendly	Notes
SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)		I will know how voting rights have changed over time.	

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<p>SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>	<p>I will understand New Hampshire's role in New Hampshire's role in national elections.</p>		
<p>SS:HI:8:1.3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>I will know that religion has affected the political life of the United States.</p>		
<p>SS:HI:8:1.4: Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)</p>	<p>I can identify the difference between states' rights and federal authority.</p>		

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New Hampshire and US History (CV:2)

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

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

Strand - SS:HI:2: Contacts, Exchanges & International Relations

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

	Grade 7- Student Friendly	Grade 8–Student Friendly	Notes
SS:HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)	I can explain how United States sovereignty became independent from Europe.		
SS:HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and	I can explain how United States sovereignty became independent from Europe.		

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<p>Change) SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:HI:8:2.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p>		<p>I will compare and contrast the rationales for entering into war with other nations.</p> <p>I can explain how democratic ideals have influenced United States foreign policy.</p>	
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<p>SS:HI:8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>		<p>I can show that there are many facets of United States foreign policy and how they affect domestic policy.</p>	
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New Hampshire and US History (CV:3)			
<p>The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p>			
<p>An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.</p>			
<p>Strand -SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>			
	Grade 7-Student Friendly	Grade 8 –Student Friendly	Notes
SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	I will know the arts have affected the mood of America, e.g., music, art, and literature.		

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New Hampshire and US History (CV:4)

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

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

Strand SS:WH:4: Economic Systems & Technology

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

	Grade 7-Student Friendly	Grade 8 –Student Friendly	Notes
SS:HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation)	I know that trade is global and is increasing.		
SS:HI:8:4.2: Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, H: Individualism, Equality and Authority)		I can explain some causes of labor strikes.	

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New Hampshire and US History (CV:5)

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

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

Strand SS:WH:5: Social/Cultural

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

	Grade 7- Student Friendly	Grade 8 –Student Friendly	Notes
SS:HI:8:5.1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		I can explain why society is complex and constantly changing.	

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World History (WH: 1)

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

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

Strand -SS:WH:1: Political Foundations and Developments

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

	Grade 7 - Student Friendly	Grade 8 - Student Friendly	Notes
SS:WH:8.1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)		I will explain how leaders have used different strategies to gain power.	

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<p>SS:WH:8:1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p> <p>SS:WH:8:1.3: Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>	<p>I will have an understanding of how religious groups have an impact on political systems.</p>		<p>I will give examples of how power has been abused.</p>
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World History (WH: 2)

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

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

Strand - SS:WH:2: Contacts, Exchanges & International Relations

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

	Grade 7 - Student Friendly	Grade 8 - Student Friendly	Notes
SS:WH:8:2.1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)	I can explain how disease has impacted population(s).		

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World History (WH: 3)			
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalties and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>			
<p>Strand - SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>			
	Grade 7 - Student Friendly	Grade 8 - Student Friendly	Notes
<p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>I will recognize how the arts affect a culture.</p>		
<p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>I will understand how architecture reflects different societies.</p>		

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World History (WH: 4)

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

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

Strand - SS:WH:4: Economic Systems & Technology

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

	Grade 7 - Student Friendly	Grade 8 - Student Friendly	Notes
None			

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World History (WH: 5)

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

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

Strand - SS:WH:5: Social/Cultural

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

	Grade 7 - Student Friendly	Grade 8 - Student Friendly	Notes
None			