

Grade 4

- Explain that, in the United States, constitutional democracy is founded on the conviction that Americans are united as a nation by the ideals and principles they share rather than the race, religion, or country of origin of the nation's people.
- Distinguish between economic needs and wants.
- Give examples that show how scarcity and choice govern economic decisions.
- Explain, by using examples, that since few economic choices are all-or-nothing propositions, they usually involve trade-offs.
- Explain that individuals and households undertake a variety of activities, including producing, consuming, saving, and investing, in order to satisfy their economic needs and wants.
- Explain that making the effective economic choices requires a comparison of the cost of a given resource with the benefits gained by its acquisition.
- Describe how economic systems depend upon workers with specialized jobs.
- Identify and discuss the roles played by banks, stock and commodity markets, and other financial institutions in market economies.
- Describe how supply, demand, and competition affect prices in market economies.
- Explain, by giving examples, the economic role played by various institutions including households, workers, banks, labor unions, government agencies, small and large businesses, and corporations.
- Identify the major goods and services produced in New Hampshire and the United States including those goods and services that are exported to other nations.
- Identify those goods and services that New Hampshire and the United States import from other nations.
- Discuss how to use economic knowledge effectively in educational and everyday settings.
- Identify and use the major graphic elements of maps and globes and describe different types of map scales and map projections.
- Locate on a map or globe the continents; major nations; smaller political entities (for example, provinces, states, cities); and major oceans, rivers, and mountain ranges.
- Sketch and label maps from memory of New Hampshire, the United States, and North America that show the relative location, size, and shape of important geographic features.
- Employ coordinates, including latitude and longitude, to construct maps and plot locations.
- Employ observation, maps, and other tools to identify and compare the physical features of particular places including, soils, landforms, vegetation, wildlife, and climate.
- Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, form of shelter, and modes of transportation and communication.
- Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.
- Discuss how people define regions in terms of physical and cultural criteria and how they use the concept of regions in their study of Earth.
- Identify and compare landform, climate, and natural vegetation regions.
- Identify and describe the major landforms and water systems found on Earth's surface.
- Describe the roles of water, wind, ice, temperature, and slope in shaping the physical features of Earth's major landforms and discuss how glaciers, wind, and water have shaped the physical landscape of New Hampshire.
- Discuss how changing Earth-Sun and Earth-Moon relationships influence seasons, length of day, weather and climate, the water cycle, and tides.
- Discuss potential outcomes of the continued movement of Earth's crust or tectonic plates including continental drift, earthquakes, and volcanic activity.
- Describe Earth's human systems including the urban, agricultural, political, economic, communication, and transportation systems.
- Discuss the relationship between physical features and the location of human systems including the distribution of population in coastal areas, river valleys, and mountain ranges.

- Describe and compare housing and land use patterns in rural, urban, and suburban areas in the United States and other regions of the world.
- Describe the location and boundaries of various economic activities, including agriculture, mining, manufacturing, fishing, forestry, and tourism, and discuss the relative importance of the activities in New Hampshire and the United States.
- Identify and explain the importance of the nature and location of transportation and communication networks to economic activity.
- Identify and discuss ways people depend upon, use, and alter the physical environment.
- Identify features of the physical environment in their community and region that first attracted settlers and have supported subsequent development.
- Evaluate the effect of weather and climate on agricultural activities, types of housing, fuel consumption, and other activities in their community and state.
- Explain how natural hazards and disasters affect the way people live and discuss what types of natural disasters may occur in their community, region, state, nation, and the world.
- Explain what a resource is, describe the characteristics of resources, and discuss the use of renewable and non-renewable resources in various parts of the world.
- Identify and discuss, using historical and contemporary examples, connections between the location of human systems and natural resources.
- Identify, using maps, illustration, photographs, and documents from different time periods, how land use in their community has changed and discuss reasons for these changes.
- Describe changes in the ways people have earned their living in new Hampshire from the pre-colonial time to the present and identify and discuss corresponding changes that have occurred in physical and human systems.
- Discuss the on-going story of their community, state, and nation in terms of the contributions of countless individuals.
- Identify and describe the contributions to the development of the united States and New Hampshire of key women and men involved with the founding of our state and nation; government and politics; business and economics; science and technology; and the arts.