

Grade 5

- Describe the major things governments do in their school, community, state, and nation including making school rules; building and maintaining highways; establishing courts of law; and providing for the defense of the nation.
- Explain that the basic purposes of government in the United States are to protect the inalienable rights of individuals and to promote the common good.
- Discuss the importance of the following ideals and principles to American democracy: individual rights and responsibilities; concern for the well-being of the community; tolerance for others; minority rights; equality of opportunity and equal protection under the law; and the importance of education, work, and volunteerism.
- Discuss the importance of the following to the creation and preservation of American constitutional democracy: the Declaration of Independence; the United States Constitution; the Bill of Rights; the Constitution of New Hampshire; and the Pledge of Allegiance.
- Explain that the United States Constitution, including the Bill of Rights and other amendments, and the New Hampshire Constitution, including its amendments, are written documents that set forth the purposes and organization of the federal and state government.
- Describe and compare the primary functions of the three branches of government including the passing of laws by the legislative branch; the carrying out and enforcement of laws by the executive branch; and the interpretation of laws and the protection of rights by the judicial branch.
- Identify, describe, and compare the structure and major responsibilities and services of government at the local, county, state, and federal levels.
- Describe how public officials are chosen and how laws and/or policies are made at the local, county, state, and federal levels.
- Identify and describe the roles and responsibilities of the major components of the New Hampshire judicial system including law enforcement and the courts.
- Discuss why it is important to participate in community and government affairs.
- Discuss what it means to be a citizen of the United States including the rights and responsibilities of citizenship.
- Describe basic elements of the voting process including eligibility to vote and alternative methods of casting votes (for example, voice, show of hands, secret ballot).
- Name the persons who represent them in Congress and the heads of the executive branch of their local, state, and federal governments.
- Explain how they can contact their representatives and other government officials.
- 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, by using examples, that productivity is measured in terms of output (goods and services) produced per unit of input (productive resources) over some period of time.
- Demonstrate the use of barter and money in everyday settings.
- Explain how barter and money are used in market economies to facilitate the exchange of resources, goods, and services.
- Describe, using a specific example such as a school-based yard sale, the application of economic concepts, including scarcity, supply and demand, prices, incentives, and profit, in deciding what items to sell; how much to ask for each item; how to advertise and conduct the sale; and how to evaluate its success.
- Explain the relationships among spending, saving, investing, borrowing, and budgeting.
- 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.
- Discuss potential outcomes of the continued movement of Earth's crust or tectonic plates including continental drift, earthquakes, and volcanic activity.
- Define a local ecosystem and explain how its components are interrelated.

- Describe cycles of succession in a variety of ecosystems (for example. Forest, lake, grassland).
- Identify and discuss the relationship between habitat and the increase, decrease, or stability of populations of species of plants and animals.
- Identify features of the physical environment in their community and region that first attracted settlers and have supported subsequent development.
- Identify and discuss, using historical and contemporary examples, connections between the location of human systems and natural resources.
- Use maps and narratives to place historic and contemporary events in a spatial context.
- Construct time lines of significant historical events in their community, state, and nation.
- Interpret data presented in time lines in order to determine when events took place
- Identify and discuss the main ideas in historical narratives, their purpose, and their point of view from which they were constructed.
- Examine historical data related to ideas, events, and people from a given timeframe in order to reconstruct a chronology and identify examples of cause and effect.
- Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.
- Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data.
- Understand the significance of the past to themselves and to society.
- Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts.
- Discuss the importance of individuals and groups that have made a difference in history and the significance of character and actions for both good and ill.
- Recognize the difference between fact and conjecture and between evidence and assertion.
- Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information.
- Use basic research skills to investigate and prepare a report on a historical person or event.
- Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 to gain an understanding of local, New Hampshire, and United States history.
- Outline the chronology of major events in local, New Hampshire, and United States history from the first arrival of humans to the present.
- 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.
- Discuss the reasons why various groups of people came to America; why and how they became Americans; and how they contributed to the development of our country.
- Explain the derivations of the name of our state, the names of its counties and major geographic features, and the name of their community.
- Discuss the origin, functions, and development of New Hampshire town meetings from the 17th century to the present.
- Describe the history, use, and significance to America of the Liberty Bell; George Washington as the father of our country; national flag; graphic representations of Liberty and Justice; Uncle Sam; Great Seal; White House; Lincoln Memorial; Statue of Liberty; veterans' memorials; Pledge of Allegiance; National Anthem; and E Pluribus Unum.
- Explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.
- Demonstrate a basic understanding of the origin, development, and distinctive characteristics of major ancient, classical, and agrarian civilizations including the Mesopotamian, ancient

Hebrew, Egyptian, Nubian (Kush), Greek Roman, Gupta Indian, Han Chinese, Islamic, Byzantine, Olmec, Mayan, Aztec, and Incan civilizations.

- Discuss the connections among civilizations from earliest times as well as the continuing growth in interaction among the world's people including the impact of changes in transportation and communication.
- Demonstrate a basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe, and the Middle East.
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