

**K,1,2 STUDENT FRIENDLY**  
**January 2008 -DRAFT-**

**Civics and Governments (CV:1)**

**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:1: The Nature and Purpose of Government**

**Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.**

	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)	I know that my classroom has rules that I should follow.	I know that there are rules for the classroom, the school and the community.	I can compare the school rules to the rules of the community.
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. (Themes: B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)	I know what the U.S. flag looks like.	I can recognize symbols of our country, like flag, eagle, Statue of Liberty.	I can recognize and tell about symbols of our country, like flag, eagle, Statue of Liberty, The White House, etc.
SS:CV:2:1.3: Identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)		I know there is a government.	I know how the government helps us.
SS:CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)	I know that rules should be fair.	know that rules should be fair and help us get along.	I can tell why school rules are important and why they should be fair.

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<b>Civics and Governments (CV:2)</b>			
<b>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.</b>			
<b>Strand- SS:CV:2: Structure and Function of United States and New Hampshire Government</b>			
<b>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.</b>			
	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
SS:CV:2:2.1: Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	I know how to vote.	I know that adults vote to choose the President.	I know it is important to vote for the leaders of our country.

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<b>Civics and Governments (CV:3)</b>			
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<b>Strand- SS:CV:3: The World and the United States' Place In It</b>			
<b>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.</b>			
	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
SS:CV:2:3.1: Explain that the world is divided into different countries. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)		I know the U.S. is my country.	I know that there are many countries in the world.
SS:CV:2:3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)		I know that countries share art, music and stories.	I know that countries share art, music and stories.
SS:CV:2:3.3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation)	I know it is important to help each other.	I know that it is important to work together.	I know it is important for countries to help each other.

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<b>Civics and Governments (CV:4)</b>			
<b>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.</b>			
<b>Strand- SS:CV:4: Rights and Responsibilities</b>			
<b>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.</b>			
	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
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. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)	I know ways to help my family. I know ways to help my school family.	I know how to be a helpful family member. I know community helpers and what they do.	I know the responsibilities of being a family and community member.
SS:CV:2:4.2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)	I know it is important to help other people.	I know ways to help people in my school and my town.	I know ways to help people in my school and my community.

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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.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 – Student Friendly
SS:EC:2:1.1: Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs)	I know that people buy things and sell things.	I can tell what goods and services are.	I can tell what goods and services are.
SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	I know the steps to make _____. (butter, paper, applesauce, etc.)	I know the steps and materials needed to make a product (play dough, paper, crayons, etc.).	I know the steps and materials needed to make a product (play dough, paper, crayons, etc.).

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**Economics (EC:2)**

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:2: Basic Economic Concepts**

**Students will learn about the pillars of a free market economy and the market mechanism.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 – Student Friendly
SS:EC:2:2.1: Distinguish between needs and wants. (Themes: D: Material Wants and Needs)		I know the difference between needs and wants.	I can tell the difference between needs and wants.

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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.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 – Student Friendly
None			

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**Economics (EC:4)**

**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 be**

**cause 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: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.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 – Student Friendly
SS:EC:2:4.1: Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)	I know you need money to buy things.	I know that you need money to buy things and that there are different types of money (bills and coins).	I know that you need money to buy things.  I can tell the value of U.S. bills and coins.
SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D:		I know you can save your money in a bank.	I know that banks offer different services to people and businesses (saving, borrowing, etc.).

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Material Wants and Needs, H: Individualism, Equality and Authority)			
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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.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 – Student Friendly
SS:EC:2:5.1: Define the term resources, e.g., trees, books. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)		I know that we use many different kinds of resources (natural and informational).	I can tell different types of natural and informational resources.

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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 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:6: Personal Finance**

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

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 – Student Friendly
None			

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<b>Geography (GE:1)</b>			
<b>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.</b>			
<b>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.</b>			
<b>Strand SS:GE:1: The World in Spatial Terms</b>			
<b>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.</b>			
	Kindergarten - Student Friendly	Grade 1 - Student Friendly	Grade 2 - Student Friendly
SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)	I know the difference between a map and a globe.	I know we use maps to find places in the world.	I know there are different types of maps.
SS:GE:2:1.2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment)	I can find places using words like left, right, near, and far.	I know how to find and use a compass rose and map key.	I can draw a map with a map key and a compass rose.
SS:GE:2:1.3: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	I can find land and water on a map or globe.	I know there are oceans, continents, and countries on a world map.	I can find and label the continents and four major oceans on a world map.  I can find and label the equator and North and South poles.

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<b>Geography (GE:2)</b>			
<b>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.</b>			
<b>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.</b>			
<b>Strand SS:GE:2: Places and Regions</b>			
<b>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.</b>			
	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
<p>SS:GE:2:2.1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</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. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p>		<p>I know that some things are found in nature and some things are man made.</p> <p>I know that the world has different places like deserts, forests and mountains.</p> <p>I know that people have different ideas of how places look.</p>	<p>I can show places on a map that are natural or man made.</p> <p>I can find landforms on a map.</p> <p>I know that people have different ideas of how places look.</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.**

	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
<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. (Themes: C: People, Places and Environment)</p> <p>SS:GE:2:3.2: Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment)</p>	<p>I can name the four seasons.</p>	<p>I know how the four seasons affect people and animals.</p> <p>I know that there are places with different weather and natural resources.</p>	<p>I know why the seasons change.</p> <p>I know that there are places with different weather and natural resources, e.g., deserts, rainforests.</p>

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<b>Geography (GE:4)</b>			
<b>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.</b>			
<b>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.</b>			
<b>Strand SS:GE:4: Human Systems</b>			
<b>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.</b>			
	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)	I know that some people live in the country and some people live in the city.	I know that usually more people live in a city than in a town.	I can compare a city and a town.
SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)		I know what a natural resource is.	I can name some natural resources.

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**Geography (GE:5)**

**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:HI:5: Social/Cultural**

**Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.**

	Kindergarten- Student Friendly	Grade 1 –Student Friendly	Grade 2- Student Friendly
SS:GE:2:5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)  SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)		I know why natural resources are important.  I know that natural resources help us in many ways.	I know why natural resources are important (food, clothing, shelter).  I can tell how we use natural resources.

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**New Hampshire and US History (HI: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.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 - Student Friendly
SS:HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)	I know what the United States flag looks like.	I can recognize symbols of our country, like the flag, eagle, Statue of Liberty.  I know that our country celebrates special holiday.	I know and understand why our country celebrates special holidays.  I can recognize and tell about symbols of our country, like the flag, eagle, Statue of Liberty, The White House and others.

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**New Hampshire and US History (HI: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.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 - Student Friendly
SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)	I know there are different kinds of transportation.	I know that we use different kinds of transportation to move people and goods.	I know that we use transportation to move people and goods around the world.

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**New Hampshire and US History (HI:3)**

**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.**

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**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.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 - Student Friendly
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. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	I have listened to stories about famous Americans.	I know about famous people in American history, like the Pilgrims and Abraham Lincoln.	I can tell about famous people in American history, like the Pilgrims and Abraham Lincoln.
SS:HI:2:3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication)	I know that there are many different kinds of people in our country.	I know that art and music come from many countries.	I know that art and music come from many groups of people.
SS:HI:2:3.3: Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)	I know that there are many different kinds of people in our country.	I know that art and music come from many countries.	I know that art and music come from many groups of people.

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**New Hampshire and US History (HI: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:HI:4: Economic Systems & Technology**

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

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 - Student Friendly
SS:HI:2:4.1: Identify different segments of the United States economy, e.g., farm, manufacturing or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	I know that farms give us food.	I know that the United States has farms, factories and stores to provide goods.	I know that the United States has farms, factories and stores to provide goods and how they are different.

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**New Hampshire and US History (HI: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:HI:5: Social/Cultural**

**Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.**

	Kindergarten - Student Friendly	Grade 1 – Student Friendly	Grade 2 - Student Friendly
SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)		I can tell ways that my life is different from children of long ago.	I know that the lives of children and women have changed from long ago.
SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	I know that there are many different people in our country.	I can tell ways that people in our country are different.	I can tell ways that people in our country are different.

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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.**

	Kindergarten - Student Friendly	Grade 1 - Student Friendly	Grade 2 - Student Friendly
SS:WH:2:1.1: Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction		I know that some countries are led by presidents and others are not.	I know that some countries elect their leaders and others do not.

K,1,2 STUDENT FRIENDLY  
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**K,1,2 STUDENT FRIENDLY**  
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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.**

	Kindergarten – Student Friendly	Grade 1 - Student Friendly	Grade 2 - Student Friendly
None			

**K,1,2 STUDENT FRIENDLY**  
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**World History (WH:3)**

**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: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.**

	Kindergarten – Student Friendly	Grade 1 - Student Friendly	Grade 2 - Student Friendly
SS:WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)	I know that people do things differently around the world (songs, dance, clothing).	I know that people do things differently around the world (songs, dance, clothing).	I know that people do things differently around the world (songs, dance, clothing).

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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.**

	Kindergarten – Student Friendly	Grade 1 - Student Friendly	Grade 2 - Student Friendly
None			

**K,1,2 STUDENT FRIENDLY**  
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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.**

	Kindergarten – Student Friendly	Grade 1 - Student Friendly	Grade 2 - Student Friendly
SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		I know that people care about, and believe different ideas (pilgrims, civil rights, cultures).	I know that people care about, and believe different ideas (pilgrims, civil rights, cultures).