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<b>Civics and Governments</b>		<b>Student Friendly</b>
<p><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></p>		
<p><b>Strand- SS:CV:1: The Nature and Purpose of Government</b>  <b>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</b></p>		
<p>SS:CV:4:1.1: Explain the ideal of the United States systems of government, e.g., equal rights or tolerance for others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>	<p>Students will explain what it means to be a citizen of the classroom and community and discuss the importance of a citizen assuming responsibility to take care of themselves, accept the consequences of their actions, obey the law, respect the rights of others, become informed and attentive to the needs of others.</p>	<p>I understand that the United States system of government is based on equal rights.</p>
<p>SS:CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights. (Themes: 1: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>		
<b>Civics and Governments (CV:2)</b>		<b>Student Friendly</b>
<p><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></p>		
<p>SS:CV:4:2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p>		
<p>SS:CV:4:2.2: Explain how laws and/or policies are made at local and state levels. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>		

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<b>Civics and Governments (CV:3)</b>		<b>Student Friendly</b>
Strand- <b>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>		
SS:CV:4:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		
<b>Civics and Governments (CV:4)</b>		<b>Student Friendly</b>
Strand- <b>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>		
SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)		

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<b>Economics (EC-1)</b>	<b>Student Friendly</b>	
<p><b>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.</b></p> <p><b>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.</b></p>		
<p><b>Strand- SS:EC:1: Economics and the Individual</b></p> <p><b>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</b></p>		
<p>SS:EC:4:1.1: Identify the factors of production and explain how businesses use these to produce goods and services. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>		
<p>SS:EC:4:1.2: Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>		
<p>SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy. (Themes A: Conflict and Cooperation C: People, Places and Environment D: Material Wants and Needs)</p>		
<p>SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity. (Themes: G: Science, Technology, and Society)</p>		

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<b>Economics (EC:2)</b>		<b>Student Friendly</b>
<b>Strand- SS:EC:2: Basic Economic Concepts</b>		
<b>Students will learn about the pillars of a free market economy and the market mechanism.</b>		
SS:EC:4:2.1: Explain why needs and wants are unlimited while resources are limited. (Themes: C: People, Places and Environment, D: Material Wants and Needs)		
SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)		
SS:EC:4:2.3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, G: Science, Technology, and Society)		
SS:EC:4:2.4: Define supply and demand and describe factors that can cause a change in supply and demand. (Themes: D: Material Wants and Needs, F: Global Transformation)		I know what supply and demand is.
SS:EC:4:2.5: Explain how prices of goods and services are set in the United States and describe different factors that affect price. (Themes: D: Material Wants and Needs, F: Global Transformation)		
<b>Economics (EC:3)</b>		<b>Student Friendly</b>
<b>Strand- SS:EC:3: Cycles in the Economy</b>		
<b>Students will be able to explain the business cycle and trends in economic activity over time.</b>		
SS:EC:4:3.1: Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)		
SS:EC:4:3.2: Describe how changes in the business cycle can impact people's lives. (Themes: C: People, Places and Environment)		

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<b>Economics (EC:4)</b>		<b>Student Friendly</b>
<b>SS:EC:4: Financial Institutions and the Government</b>		
<b>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</b>		
SS:EC:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money. (Themes: D: Material Wants and Needs)	Students will demonstrate an increasing understanding of the fundamental economic concepts of productivity, exchange, money and choice.	I can compare and contract different money systems.
SS:EC:4:4.2: Identify good and services provided by local government, e.g., police cars or fire protection. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, G: Science, Technology, and Society)		
<b>Economics (EC:5)</b>		<b>Student Friendly</b>
<b>Strand- SS:EC:5: International Economics and Trade</b>		
<b>Students will recognize the importance of international trade and how economies are affected by it.</b>		
SS:EC:4:5.1: Describe that countries have different kinds of resources. (Themes: C: People, Places and Environment, D: Material Wants and Needs)		
SS:EC:4:5.2: Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)		
SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)		
<b>Economics (EC:6)</b>		<b>Student Friendly</b>
<b>Strand – SS:EC:6 personal Finance</b>		
<b>Students will be able to explain the importance of money management, spending credit, saving and investing in a free market economy.</b>		
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<b>Geography (GE:1)</b>	<b>Student Friendly</b>	
<p><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></p> <p><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></p>		
<p><b>Strand SS:GE:1: The World in Spatial Terms</b></p> <p><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></p>		
<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. (Themes: C: People, Places and Environment, F: Global Transformation)</p>	<p>Students will interpret maps and use the map elements to organize information about places and the environment (e.g. continents, oceans, countries, mountain ranges, north, south, east, west, equator, North and South Pole, longitude and latitude). They will identify and compare landform, climate, and natural vegetation regions.</p>	<p>I can choose the best geographic tool to find information needed, i.e., maps and globes.</p>
<p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, J: Human Expression and Communication)</p>		
<p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>	<p>Students will locate on a map: particular geographic features in their neighborhood and community, the continents, major nations, major oceans, rivers, and mountain ranges.</p>	<p>I can describe landforms of the United States and New Hampshire, i.e., oceans, rivers, woodlands, grasslands, mountains, prairies, and deserts.</p> <p>I can locate the seven continents and five major oceans.</p>
<p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>		
<p>SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>		

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<b>Geography (GE:2)</b>	<b>Student Friendly</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>		
SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	Students will describe characteristics of land forms.	I can find and tell the physical features and landforms of a place, given a map.  I can compare and contrast the ways different people see places. Example: compare schools today with earlier times.
SS:GE:4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude. (Themes: C: People, Places and Environment)		
SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment)		
SS:GE:4:2.4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		
SS:GE:4:2.5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature. (Themes: J: Human Expression and Communication)		

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<b>Geography (GE:3)</b>		<b>Student Friendly</b>
<b>Strand SS:GE:3: Physical Systems</b>		
<b>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.</b>		
SS:GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle. (Themes: C: People, Places and Environment)	Students will describe the characteristics of various biomes (tropical rain forest, major desert) and discuss the groups of plants and animals associated with these large ecosystems. They will describe cycles of succession in a variety of ecosystems (for example lake, forest, grassland).	I will investigate how climate, landforms, and resources affect the Earth.
SS:GE:4:3.2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces. (Themes: C: People, Places and Environment)		
SS:GE:4:3.3: Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight. (Themes: C: People, Places and Environment)		I know how the sun affects night and day. I know how the Sun affects the seasons.
SS:GE:4:3.4: Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain. (Themes: C: People, Places and Environment)		
SS:GE:4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)		
<b>Geography (GE:4)</b>		<b>Student Friendly</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>		
SS:GE:4:4.1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)	Students will explain what makes a community rural, suburban, or urban.	I can define communities as rural, suburban or urban.
SS:GE:4:4.2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)		
SS:GE:4:4.3: Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices. (Themes: E: Cultural Development, Interaction, and Change)		

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SS:GE:4:4.4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		
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<b>Geography (GE:5)</b>	<b>Student Friendly</b>	
<b>Strand SS:GE:5: Environment and Society</b> <b>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</b>		
SS:GE:4:5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs)		
SS:GE:4:5.2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life. (Themes: C: People, Places and Environment, D: Material Wants and Needs)		
SS:GE:4:5.3: Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices. (Themes: C: People, Places and Environment, D: Material Wants and Needs)		
SS:GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D: Material Wants and Needs)		I understand the role of natural resources in daily life, i.e., trees, paper.
SS:GE:4:5.5: Compare how people in different regions use the same resource, e.g., water or wood.(Themes: D: Material Wants and Needs, G: Science, Technology, and Society)		

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<b>New Hampshire and US History (HI:1)</b>		<b>Student Friendly</b>
<p><b>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.</b></p>		
<p><b>Strand - SS:HI:1: Political Foundations and Development</b>  <b>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</b></p>		
<p>SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p>	<p>Students will construct a chronological explanation of the key people and events that were important in t shaping the United States Government. Students will 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.</p>	<p>I will know about important people from NH, e.g., authors like Tommie de Paola.</p>
<p>SS:HI:4:1.2: Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government. (Themes: A: Conflict and Cooperation)</p>		
<p>SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>		<p>I can describe the importance of national and NH celebrations and symbols.</p>
<b>New Hampshire and US History (HI:2)</b>		<b>Student Friendly</b>
<p><b>Strand - SS:HI:2: Contacts, Exchanges &amp; International Relations</b>  <b>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b></p>		
<p>SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples., e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p>		

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<b>New Hampshire and US History (HI:3)</b>		<b>Student Friendly</b>
<b>Strand - SS:HI:3: World Views and Value Systems and their Intellectual and Artistic Expressions</b>		
<b>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</b>		
SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	Students will demonstrate how individuals have affected life in the US ie. biography, play, etc.	I will explore how people's beliefs have strongly affected life in the United States (ex. Martin Luther King.)
SS:HI:4:3.2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication)	Students will participate in time period activities through art, music, and literature.	I will explore art, music and literature of different time periods, i.e., Little Red School House.
SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)		
<b>New Hampshire and US History (HI:4)</b>		<b>Student Friendly</b>
<b>Strand - SS:HI:4: Economic Systems &amp; Technology</b>		
<b>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>		
SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society)		
SS:HI:4:4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)		
SS:HI:4:4.3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)		

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<b>New Hampshire and US History (HI:5)</b>	<b>Student Friendly</b>	
<b>Strand - SS:HI:5: Social/Cultural</b> <b>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</b>		
SS:HI:4:5.1: Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)		
SS:HI:4:5.2: Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)		
SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)	Students will create a time line of the changing role of women and children from colonial life to the present.	I will compare the changing role of women and children from colonial life to the present.
SS:HI:4:5.4: Explore attitudes towards diversity, e.g., segregation or inclusion. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		
SS:HI:4:5.5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity. (Themes: C: People, Places and Environment, F: Global Transformation, H: Individualism, Equality and Authority)		

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<b>World History (WH:1)</b>		<b>Student Friendly</b>
<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><b>Strand -SS:WH:1: Political Foundations and Developments</b>  <b>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</b></p>		
SS:WH:4:1.1: Explain that people of different countries create social and political systems, e.g., a family or a government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)		
<b>World History (WH:2)</b>		<b>Student Friendly</b>
<p><b>Strand - SS:WH:2: Contacts, Exchanges &amp; International Relations</b>  <b>Students will demonstrate their understanding of the interactions of peoples and governments over time.</b></p>		
SS:WH:4:2.1: Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, G: Science, Technology, and Society)		
<b>World History (WH:3)</b>		<b>Student Friendly</b>
<p><b>Strand - SS:WH:3: World Views and Value Systems and their Intellectual and Artistic Expressions</b>  <b>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</b></p>		
SS:WH:4:3.1: Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales. (Themes: J: Human Expression and Communication)	Students will celebrate holiday traditions from around the world.	(4:3.1 and 4:5.1) I can give examples of how people around the world express their values and beliefs through their traditions, e.g., Christmas around the world, folk tales, festivals, dress, and songs.

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<b>World History (WH:4)</b>		<b>Student Friendly</b>
<b>Strand SS:WH:4: Economic Systems &amp; Technology</b> <b>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>		
SS:WH:4:4.1: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today. (Themes: F: Global Transformation, G: Science, Technology, and Society)		
<b>World History (WH:5)</b>		<b>Student Friendly</b>
<b>Strand - SS:WH:5: Social/Cultural</b> <b>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</b>		
SS:WH:4:5.1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		See 4:3.1