

-DRAFT-
GRADE 4
JANUARY 2008

| Civics and Governments | | Student Friendly |
|---|--|---|
| <p>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.</p> | | |
| <p>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.</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>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> | | <p>I understand that the decisions the government makes affect my community.</p> |
| Civics and Governments (CV:2) | | Student Friendly |
| <p>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.</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>Students will identify, describe, and compare the structure and major responsibilities and services of government at the local, county, state, and federal levels. Students will explain how the NH government is organized; and how power is shared among the three branches; the legislative, executive, and judicial and how the powers of government are limited.</p> | <p>I can identify the purpose of the three branches of government and how the NH government is organized.</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> | | <p>I can explain how state laws are made.</p> |

-DRAFT-
 GRADE 4
 JANUARY 2008

| | | |
|--|--|---|
| Civics and Governments (CV:3) | | Student Friendly |
| Strand- 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. | | |
| 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) | | I can explain that the world is divided into different countries with their own individual forms of government. |
| Civics and Governments (CV:4) | | Student Friendly |
| 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. | | |
| 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) | | I know what my rights are as a citizen of New Hampshire and the United States. |

-DRAFT-
 GRADE 4
 JANUARY 2008

| Economics (EC-1) | | Student Friendly |
|---|---|---|
| <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: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</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) | | I can describe how factories and mass production help to produce goods and services. |
| 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) | Students will identify the major goods and services produced in NH and the US including those goods and services exported or imported to other nations. | I can describe the circular flow of the textile mills (cotton grown in south, mills in NH , fabric to make clothing). |
| 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) | | I can explain how decisions by consumers and producers affect and are affected by the economy. |
| SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity. (Themes: G: Science, Technology, and Society) | | I can tell why most jobs today are specialized and result in greater productivity. |

-DRAFT-
GRADE 4
JANUARY 2008

| Economics (EC:2) | | Student Friendly |
|--|--|---|
| Strand- SS:EC:2: Basic Economic Concepts | | |
| Students will learn about the pillars of a free market economy and the market mechanism. | | |
| 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) | | I can tell why needs and wants are unlimited but resources are limited. |
| 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) | | I understand the concept of scarcity (shortage of goods) and its role in decision-making. |
| 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) | | I can tell why people make different economic decisions. e.g. different choices, budgets. |
| 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 understand supply and demand and can describe factors that can cause it to change. |
| 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) | | I can give examples of factors that affect the price of goods and services. |
| Economics (EC:3) | | Student Friendly |
| Strand- SS:EC:3: Cycles in the Economy | | |
| Students will be able to explain the business cycle and trends in economic activity over time. | | |
| 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) | | 4:3.1 and 4:3.2 I can explain the cycles of economic growth and decline and how they impact people's lives. e.g. NH manufacturing or agriculture |
| SS:EC:4:3.2: Describe how changes in the business cycle can impact people's lives. (Themes: C: People, Places and Environment) | | |

-DRAFT-
 GRADE 4
 JANUARY 2008

| | | |
|--|--|---|
| Economics (EC:4) | | Student Friendly |
| 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. | | |
| 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) | | |
| 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) | | I can give examples of different businesses that provide financial services (banks, credit union, investment companies). |
| Economics (EC:5) | | Student Friendly |
| Strand- SS:EC:5: International Economics and Trade | | |
| Students will recognize the importance of international trade and how economies are affected by it. | | |
| SS:EC:4:5.1: Describe that countries have different kinds of resources. (Themes: C: People, Places and Environment, D: Material Wants and Needs) | | 4:5.1 and 4:5.2 I can tell that different countries have different kinds of resources and that some countries resources are in greater demand than others. e.g. oil. |
| 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) | Students will be aware of the current value of resources from different countries. | |
| 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) | Students will realize the economic value of trade (import-export) | I can explain that trade between other countries involves imports and exports and the reasons why countries trade. |
| Economics (EC:6) | | Student Friendly |
| 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. | | |
| NONE | | |

-DRAFT-
GRADE 4
JANUARY 2008

| Geography (GE:1) | | Student Friendly |
|--|---|---|
| <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:GE:1: The World in Spatial Terms</p> <p>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.</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).</p> | <p>I can choose the best geographic tool to find information, i.e., maps, globes, graphs, diagrams, photographs, satellite produced images, and other technologies.</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>I can draw and label a basic map of New Hampshire.</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 describe the components of the Earth's physical systems-the atmosphere, lithosphere, hydrosphere, and biosphere.</p> | <p>I can describe basic landforms of the United States and New Hampshire, i.e., peninsulas, coastal plains, plateaus, and others.</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> | | |

-DRAFT-
 GRADE 4
 JANUARY 2008

| Geography (GE:2) | | Student Friendly |
|---|--|---|
| 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. | | |
| 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 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 as they discuss the regions of the United States. | I can explain about where cities and towns developed and the mills were built. |
| 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) | | I can connect geographic characteristics of New Hampshire to how people live and work, e.g., climate, vegetation, animal life, and landforms. |
| 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) | Students will describe how regions have changed from early times until the present. | I can show how regions change, i.e., how labor moved from farms to factories. |
| 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) | | I can compare and contrast the ways different people see places. |

-DRAFT-
 GRADE 4
 JANUARY 2008

| Geography (GE:3) | | Student Friendly |
|--|--|---|
| 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. | | |
| 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) | | I will demonstrate how climate, landforms, and resources affect the Earth, i.e., water cycle, erosion, and tectonic plates. |
| 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) | | I will demonstrate how climate, landforms, and resources affect the Earth, i.e., water cycle, erosion, and tectonic plates. |
| 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 understand the Earth-Sun relationship, i.e., seasons, day/night. |
| 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) | | I understand how land, water and animals are connected, e.g., ecosystems. |
| 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) | | I understand how land, water and animals are connected, e.g., ecosystems. |
| Geography (GE:4) | | Student Friendly |
| 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. | | |
| 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 describe the location and boundaries of various economic activities, including agriculture, mining, manufacturing, fishing, forestry, and tourism, and discuss the relative importance of these activities in new Hampshire and the United States. | I understand the meaning of rural, suburban and 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) | | I can tell the reasons for human migration. |
| 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 | | I can tell the effects of human migration on a community. |

-DRAFT-
GRADE 4
JANUARY 2008

| | | |
|--|--|--|
| Change) | | |
| 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) | | |

-DRAFT-
 GRADE 4
 JANUARY 2008

| Geography (GE:5) | | Student Friendly |
|--|---|---|
| Strand SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems. | | |
| 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) | Students will identify and compare landform, climate, and natural vegetation regions. They will describe how erosion agents such as glaciers, wind, and water have shaped the physical features of the US including NH. | I understand people may change their physical environment, i.e., clearing land for farming, irrigation. |
| 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) | | I understand people may change their physical environment, i.e., clearing land for farming, irrigation. |
| 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) | | I understand the effects and use of renewable and nonrenewable resources. |
| 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 resource in daily life, i.e., food, shelter, clothing. |
| 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) | | I can explain how people in different regions use the same resources, e.g., water or wood. |

-DRAFT-
GRADE 4
JANUARY 2008

| New Hampshire and US History (HI:1) | | Student Friendly |
|--|---|---|
| <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:1: Political Foundations and Development</p> <p>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</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>I will know about important people from NH, like Alan Shepard and Christa McAuliffe.</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>I can describe how NH government has developed through history, e.g., early settlements, current local government.</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>Students will describe the history, use and significance to NH of the state seal and flag, The Granite State and Live Free or Die.</p> | <p>I can describe the importance of national and NH celebrations, monuments, symbols and documents.</p> |
| New Hampshire and US History (HI:2) | | Student Friendly |
| <p>Strand - SS:HI:2: Contacts, Exchanges & International Relations</p> <p>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</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> | <p>Students will identify and describe the contributions to the development of the United States and New Hampshire o 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.</p> | <p>I understand that we have connections to people from other parts of the world, i.e., Europeans.</p> |

-DRAFT-
GRADE 4
JANUARY 2008

| New Hampshire and US History (HI:3) | | Student Friendly |
|--|--|--|
| 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. | | |
| 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) | | I will explore how people's beliefs have strongly affected life in the United States, e.g., John Stark's "Live Free or Die". |
| 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) | | |
| 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) | | |
| New Hampshire and US History (HI:4) | | Student Friendly |
| 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. | | |
| 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) | | I will explore major developments and changes in how things are produced, e.g., use of mass production. |
| 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) | | I will explore how new inventions have affected people through time, e.g., light bulbs. |
| 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) | | I will investigate the way the United States economy has changed over time, e.g., farm to factory bartering. |

-DRAFT-
 GRADE 4
 JANUARY 2008

| New Hampshire and US History (HI:5) | | Student Friendly |
|--|--|--|
| 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. | | |
| 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) | | I will explore how different ethnic and religious groups have added to the culture of New Hampshire and our nation, e.g., French Canadian Shakers. |
| 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) | | I can describe how major national and state events have impacted everyday life, e.g., September 11, 2001. |
| 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) | | |
| 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) | | I will explore attitudes towards diversity, e.g., segregation. |
| 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) | | I can give reasons why various groups have come to the United States, e.g., economic opportunity. |

-DRAFT-
GRADE 4
JANUARY 2008

| | | |
|--|--|---|
| World History (WH:1) | | Student Friendly |
| <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:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</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) | | I know that people of different countries have their own social and political system, e.g., a family or a government. |
| World History (WH:2) | | Student Friendly |
| <p>Strand - SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</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) | | I can explain how events around the world can affect relations between countries. |
| World History (WH:3) | | Student Friendly |
| <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> | | |
| 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) | | |

-DRAFT-
 GRADE 4
 JANUARY 2008

| | | |
|--|--|---|
| World History (WH:4) | | Student Friendly |
| 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. | | |
| 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) | | I will explore how improvements in farming help people survive, e.g., Native Americans/early colonists. |
| World History (WH:5) | | Student Friendly |
| 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. | | |
| 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) | | |