

-DRAFT-
GRADE 5
JANUARY 2008

Civics and Governments	Student Friendly	
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.		
SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)		I will apply the ideals and principles of the American system of government to historic and contemporary examples, i.e., individual rights and responsibilities, minority rights or equal protection under law.
SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)		I will identify the core ideals and principles of American government by citing documents, i.e., the Declaration of Independence, U.S. Constitution or Bill of Rights.
SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)		I will analyze the fairness and effectiveness of rules and laws at the local, state or federal levels.
SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)		

-DRAFT-
 GRADE 5
 JANUARY 2008

Civics and Governments (CV:2)		Student Friendly
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.		
SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)		I will illustrate ways in which the U.S. government is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty and property.
SS:CV:6:2.2: Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions. (Themes: E: Cultural Development, Interaction, and Change)		I will know how early settlers' heritage influence the development of American democracy.
Civics and Governments (CV:3)		Student Friendly
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:6:3.1: Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation)		
SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)		
SS:CV:6:3.3: Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)		

-DRAFT-
GRADE 5
JANUARY 2008

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:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)		

-DRAFT-
 GRADE 5
 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. 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:6:1.1: Identify the role of the individual in factor and product markets. (Themes: D: Material Wants and Needs)		
SS:EC:6:1.2: Explain how specialization and productivity are related. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)		I will recognize that specialization increases productivity.
SS:EC:6:1.3: Recognize the relationship between productivity and wages, and between wages and standard of living. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)	Students will demonstrate an increasing understanding of the fundamental economic concepts of scarcity and choice, opportunity cost and tradeoffs, supply and demand, economic systems, money and interdependence.	I will recognize the connection between productivity wages and standard of living.

Economics (EC:2)		Student Friendly
<p>Strand- SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p>		
SS:EC:6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Themes: D: Material Wants and Needs)		I will purchase items based on informed decisions.
SS:EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	Students will understand trade, bartering, buying, selling, importing/exporting	I will identify the many ways things are produced, i.e., entrepreneurship and natural resources.
SS:EC:6:2.3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)		I understand that seasonal sales and fads affect the price and availability of goods and services.

-DRAFT-
GRADE 5
JANUARY 2008

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:6:3.1: Describe gross domestic product and its components, e.g., the difference between imports and exports. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)	Students will be able to discuss by example, how the economy of the US and daily lives of its' citizens are affected by foreign trading between the countries.	I will describe the difference between imports and exports.
SS:EC:6:3.2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)		I understand how inflation affects people, i.e., gas prices.
Economics (EC:4)		Student Friendly
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.		
None		
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.		
None		
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 5
 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:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p>		
<p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (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 will use the spatial concepts of location, distance, direction, scale, movement, and region.</p>
<p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p>	<p>Students will sketch and label maps from memory of New Hampshire, the United States, and North America that show relative location, size and shape of important geographic features.</p>	

-DRAFT-
 GRADE 5
 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:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	Students will identify and discuss the relationship between habitat and the increase, decrease, or stability of populations of species of plants and animals.	I will describe the ways regions change.
SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	Students will demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.	I will describe how places and regions preserve culture, including songs, traditions, etc.

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:6:3.1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion. (Themes: C: People, Places and Environment)	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 to the regions of the United States.	I will describe how physical processes shape patterns in the physical environment, i.e., erosion.
SS:GE:6:3.2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere. (Themes: C: People, Places and Environment)		
SS:GE:6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or desertification. (Themes: C: People, Places and Environment, F: Global Transformation)		
SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	Students will identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication.	I will explain how human activities influence changes in ecosystems.

-DRAFT-
 GRADE 5
 JANUARY 2008

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:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)	Students will understand the significance of the past to themselves and to society.	I will recognize the demographic (diverse or cultural) structure of a population and its underlying causes.
SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)		I will analyze the spatial pattern of settlement and how it affects people's lifestyles.
SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		I will know the functions, sizes and spatial arrangements of settlement, i.e., urban, rural.
SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)		
SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)		

-DRAFT-
 GRADE 5
 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:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	Students will identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication.	I understand the consequences of human modification, or human change can bring to a physical environment.
SS: GE:5:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)		
SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place contains on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)		
SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)		I will assess why people have different viewpoints regarding the use of resources.

-DRAFT-
GRADE 5
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 Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>		
SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Students will demonstrate an increasing knowledge of key events, issues, movements, and people associated within the time period of 1000-1860.	I will explain how and why people have developed forms of self-government, i.e., Mayflower Compact.
SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		I will explain how the foundations of American democracy are rooted in European, Native American and colonial traditions.
New Hampshire and US History (HI:2)		Student Friendly
<p>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.</p>		
NONE		
New Hampshire and US History (HI:3)		Student Friendly
<p>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.</p>		
SS:HI:6:3.1: Examine how the art, music and literature of our nation have been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	Students will identify, using maps, illustrations, photographs, and documents from different time periods, how land use in their community has changed and discuss reasons for these changes.	I will know how the art, music and literature of our nation have been enhanced by groups, e.g., immigrants or abolitionists.

-DRAFT-
 GRADE 5
 JANUARY 2008

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:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	Students will understand trading and bartering.	I will demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts.
SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places, and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)		
SS:HI:6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862). (Themes: C: People, Places, and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority)	Students will demonstrate an understanding that people, artifacts, and documents represent links to the past and they are sources of data from which historical accounts are constructed. Students will interpret data presented in time lines in order to construct a chronology and identify examples of cause and effect.	I will demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy, e.g., Louisiana Purchase.

-DRAFT-
 GRADE 5
 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:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	Students will discuss the reasons why various groups of people came to America; why and how they became Americans; and how they contributed to the development of our country.	I will explain the impact ethnic and religious groups have had on the development of the United States, e.g., French or Quakers.
SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		I will describe the impact of major national and state events on everyday life, e.g., American Revolution and current events.
SS:HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)		I will examine change in the roles and lives of women and their impact on society, e.g., women's suffrage.
SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		I will describe the similarities and differences in the immigrant experience for various ethnic groups, e.g., Native American and French.

-DRAFT-
 GRADE 5
 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</p>		
<p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>		
<p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>		<p>I am able to describe different types of political systems created by people, i.e., the tribes and American democracy.</p>
<p>SS:WH:6:1.2: Explore the use and abuse of power. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>	<p>Students will describe basic elements of the voting process including eligibility to vote and alternative methods of casting votes (for example, voice, show of hands, secret ballot).</p>	<p>Political Systems</p>

-DRAFT-
 GRADE 5
 JANUARY 2008

World History (WH:2)		Student Friendly
Strand - SS:WH:2: Contacts, Exchanges & International Relations		
Students will demonstrate their understanding of the interactions of peoples and governments over time.		
SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)		None
SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)		
SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)		
SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)		
World History (WH:3)		Student Friendly
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.		
SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)		
SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		

-DRAFT-
 GRADE 5
 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:6:4.1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)		
SS:WH:6:4.2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)		
SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)		
SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)		

-DRAFT-
 GRADE 5
 JANUARY 2008

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:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)		
SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)		
SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, J: Human Expression and Communication)		
SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)		
SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)		