

-DRAFT-  
GRADE 1  
JANUARY 2008

<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>		
SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)	Students will identify and discuss the purpose of rules in the classroom, school and community.	I know that there are rules for the classroom, the school and the community.
SS:CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance. (Themes: B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)	Students will identify and describe symbols, icons, songs and traditions of the United States.	I can recognize symbols of our country, like flag, eagle, Statue of Liberty.
SS:CV:2:1.3: Identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)	Students will be able to discuss leadership within the school and community.	I know there is a government.
SS:CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)	Students will describe the meaning of words associated with civic values (fairness, responsibility, and rules)	I know that rules should be fair and help us get along.
<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>		
SS:CV:2:2.1: Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	Students will be able to participate in the voting process and understand majority rule.	I know that adults vote to choose the President.

-DRAFT-  
GRADE 1  
JANUARY 2008

<b>Civics and Governments (CV:3)</b>		<b>Student Friendly</b>
<b>Strand- SS:CV:3: The World and the United States' Place In It</b> <b>Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</b>		
SS:CV:2:3.1: Explain that the world is divided into different countries. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)	Students will identify and discuss the importance of the following principals to American democracy individual rights and responsibilities; concern for the well-being of the community, tolerance for others, minority rights; equality of opportunity and equal protection under the law; and the importance of education work and volunteerism.	I know the U.S. is my country.
SS:CV:2:3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)		I know that countries share art, music and stories.
SS:CV:2:3.3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation)		I know that it is important to work together.
<b>Civics and Governments (CV:4)</b>		<b>Student Friendly</b>
<b>Strand- SS:CV:4: Rights and Responsibilities</b> <b>Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</b>		
SS:CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)	Students will participate in school, classroom and community activities that support good citizenship.	I know how to be a helpful family member. I know community helpers and what they do.
SS:CV:2:4.2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)		I know ways to help people in my school and my town.

-DRAFT-  
GRADE 1  
JANUARY 2008

<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>  <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>		
SS:EC:2:1.1: Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs)		I can tell what goods and services are.
SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	Students will describe the steps in a process.	I know the steps and materials needed to make a product (play dough, paper, crayons, etc.)
<b>Economics (EC:2)</b>		<b>Student Friendly</b>
<p><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></p>		
SS:EC:2:2.1: Distinguish between needs and wants. (Themes: D: Material Wants and Needs)		I know the difference between needs and wants.
<b>Economics (EC:3)</b>		<b>Student Friendly</b>
<p><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></p>		
NONE		

-DRAFT-  
 GRADE 1  
 JANUARY 2008

<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:2:4.1: Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)	Students will understand people have wants and needs and money is the medium to purchase goods and services.	I know that you need money to buy things and that there are different types of money. (bills and coins)
SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)		I know you can save your money in a bank.
<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:2:5.1: Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	Students will use surroundings to discuss the differences between natural and informational resources.	I know that we use many different kinds of resources. (natural and informational)
<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>		
NONE		

-DRAFT-  
GRADE 1  
JANUARY 2008

<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>		
SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)	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).	I know we use maps to find places in the world.
SS:GE:2:1.2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment)	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).	I know how to find and use a compass rose and map key.
SS:GE:2:1.3: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	Students will identify and compare landform, climate, and natural vegetation regions.	I know there are oceans, continents, and countries on a world map.
<b>Geography (GE:2)</b>		<b>Student Friendly</b>
<p><b>Strand SS:GE:2: Places and Regions</b></p> <p><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></p>		
SS:GE:2:2.1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	Students will describe the absolute and relative location of their community and places within it.	I know that some things are found in nature and some things are man made.
SS:GE:2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)		I know that the world has different places like deserts, forests and mountains.
SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)	Students will describe and compare housing and land patterns in rural, suburban, and urban areas to identify similarities and differences in land use in those areas.	I know that people have different ideas of how places look.

-DRAFT-  
GRADE 1  
JANUARY 2008

<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:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)		I know how the four seasons affect people and animals.
SS:GE:2:3.2: Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment)		I know that there are places with different weather and natural resources.
<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:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)		I know that usually more people live in a city than in a town.
SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)		I know what a natural resource is.
<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:2:5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)	Students will discuss and explain the importance of natural resources.	I know why natural resources are important.
SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)		I know that natural resources help us in many ways.

-DRAFT-  
GRADE 1  
JANUARY 2008

<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.</b></p> <p><b>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:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>		<p>I can recognize symbols of our country, like the flag, eagle, Statue of Liberty.</p> <p>I know that our country celebrates special holidays.</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:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>		<p>I know that we use different kinds of transportation to move people and goods.</p>

-DRAFT-  
GRADE 1  
JANUARY 2008

<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:2:3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	Students will identify individuals and or groups of people and their contributions to our world (current President, Pilgrims, George Washington, Martin Luther King Jr. etc).	I know about famous people in American history, like the Pilgrims and Abraham Lincoln.
SS:HI:2:3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication)	Students will use literature or media to explore art and music from many cultures.	I know that art and music come from many countries.
SS:HI:2:3.3: Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)		I know that art and music come from many countries.
<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:2:4.1: Identify different segments of the United States economy, e.g., farm, manufacturing or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)		I know that the United States has farms, factories and stores to provide goods.
<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:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)	Students will place key events and people of historical significance in a chronological sequence within a special context.	I can tell ways that my life is different from children of long ago.
SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)		I can tell ways that people in our country are different.

-DRAFT-  
GRADE 1  
JANUARY 2008

<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 commonalities 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>		
<p>SS:WH:2:1.1: Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction</p>	<p>Students will analyze societies in terms of cultural, social and political systems.</p>	<p>I know that some countries are led by presidents, and others are not.</p>
<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>		
<p>None</p>		
<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>		
<p>SS:WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)</p>	<p>Students will analyze societies in terms of cultural, social and political systems.</p>	<p>I know that people do things differently around the world (songs, dance, clothing).</p>

-DRAFT-  
 GRADE 1  
 JANUARY 2008

<b>World History (WH:4)</b>		<b>Student Friendly</b>
Strand SS:WH:4: Economic Systems & Technology <b>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>		
None		
<b>World History (WH:5)</b>		<b>Student Friendly</b>
Strand - SS:WH:5: Social/Cultural <b>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</b>		
SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Students will analyze societies in terms of cultural, social and political systems.	I know that people care about, and believe different ideas (pilgrims, civil rights, cultures).