

## SAU 15 Social Studies Curriculum

Social Studies include the study of five content strands: New Hampshire and United States History, World History, Geography, Civics, and Economics. In a world in which we are becoming increasingly interdependent, it is our goal to help students acquire and apply knowledge that will enable them to be productive members of a world society. Social Studies must be focused on conceptual frameworks and themes rather than solely on an examination of facts. Students need to be informed public citizens that can make choices both individually and as groups.

The New Hampshire Curriculum Frameworks for Social Studies is based on the National Standards. The ten themes serve as a way of integrating concepts across the standards and frameworks. (Conflict and Cooperation, Civic Ideals, Practices)

**Kindergarten:** The curriculum will focus on the students' world and immediate community and the idea of government. It also focuses on historical significance of major holidays.

- Students will demonstrate familiarity with what a map and globe is and identify water and land.
- Students will demonstrate an understanding of the concept of location (e.g. up, down, near, far, left, right, straight, back behind, and in front of).
- Students will locate events in time—past, present and future on a calendar, including birthdays, holidays, and cultural and school events. They will identify the four seasons.
- Students will locate events in time—past, present, and future by using basic chronological concepts including calendars, elapsed time and story sequence.
- Students will tell why people work and recognize that money buys things.
- Students will identify and describe events or people celebrated during US national holidays and why Americans celebrate them.
- Students will establish and follow class rules.
- Students will recognize the American Flag as a symbol of our country and learn the words of the Pledge of Allegiance.
- Students will describe the way some people live in the country, suburb, or the city.
- Students will describe different modes of transportation.

**Grade 1:** Focus will be on the student's role in the family and community. Students will be given an introduction to the importance of government and individual rights. They will also be able to distinguish between their economic needs and wants and discuss the importance of money. They will expand their concept of location, community and the variety of people that contribute to society as citizens.

- 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).
- Students will identify and compare landform, climate, and natural vegetation regions.
- Students will identify and describe symbols, icons, songs and traditions of the United States.
- Students will describe the meaning of words associated with civic values (fairness, responsibility, and rules)
- Students will identify individuals and groups of people and their contributions to our world (current President, Pilgrims, George Washington, Martin Luther King Jr. etc).
- Students will place key events and people of historical significance in a chronological sequence within a special context
- 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.
- Students will distinguish fact from fiction.
- Students will understand people have wants and needs and money is the medium to purchase goods and services.
- Students will analyze societies in terms of cultural, social and political systems.

**Grade 2:** Students will focus on the study of neighborhoods near and far. They will discuss what people have in common and how they are different. They will become aware that everyone from common to diverse background can work together and promote ideals and principles of American democracy. They will understand some fundamental economic concepts such as money and productivity.

- 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).
- Students will be able to write their full address, locate New Hampshire on a USA map, locate the USA on a world map, and locate all seven continents.
- Students will identify and compare landform, climate, and natural vegetation regions and explain how natural hazards and disasters affect the way people live. They will discuss what types of natural disasters may occur in their community, region and state.
- Students will analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
- Students will identify and discuss the main ideas in historical narratives, their purpose and point of view.
- Students will identify and discuss the importance of the following principles of 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.
- 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 distinguish between wants and needs and explain how barter and money are used in market economics to facilitate the exchange of resources, goods, and services.
- 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.
- Students will discuss the on-going story of their community, state and nation in terms of contributions of countless individuals. They will describe the history and significance of Civil Rights Day, Presidents' Day, Memorial Day, Independence Day, Columbus Day, Election Day, Veterans' Day and Thanksgiving.

**Grade 3:** Students will explore the concept of community from many perspectives. They will explore the histories and geographies of New Hampshire neighborhoods. Students then proceed to deeper consideration for the need for government and how they organized. They will consider why it is necessary for communities to have governments (e.g., governments provide order and protect rights) and different ways people in a community can influence their government.

- 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.
- Students will locate on a map: particular geographic features in their neighborhood and community, the continents, major nations, major oceans, rivers, and mountain ranges.
- 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).
- Students will identify and discuss the importance of the following principles 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.
- 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.
- Students will construct a chronological explanation of the key people and events that were important in shaping the United States Government. Student 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.
- Students will demonstrate an increasing understanding of the fundamental economic concepts of productivity, exchange, money and choice.

**Grade 4:** Students will study states and the major regions of the United States. They will study geography, history, civics and government, economics and culture. There will be an emphasis on the study of New Hampshire, its government and its importance in the Northeast Region and the United States. Our goal is to help students organize their thinking and develop competencies they will need as citizens in a diverse, changing and interdependent world.

- 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).
- 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.
- Students will describe the components of the Earth's physical systems—the atmosphere, lithosphere, hydrosphere, and biosphere.
- 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.
- 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.
- 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 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.
- 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.
- Students will identify and describe the contributions to the development of the United States and New Hampshire of 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.
- Students will describe the history, use and significance to NH of the state seal and flag, The Granite State and Live Free or Die.

**Grade 5:** Students will focus on the study of history of the United States from the introduction to continent development and movement (Pangaea), Native Americans, Exploration, Colonization, American Revolution, development of government to the Westward Movement. Students will be involved in a variety of activities to continue to build their understanding of the rights and responsibilities of being a U.S. citizen.

- 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.
- 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.
- 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.
- Students will demonstrate an increasing knowledge of key events, issues, movements, and people associated within the time period of 1000-1860.
- Students will identify, using maps, illustrations, photographs, and documents from different time periods, how land use in their community has changes and discuss reason for the changes.
- 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 example of cause and effect.
- 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.
- 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.

**Grade 6:** Students will study prehistory (Old and New Stone Age) and will use geographic knowledge and skills to analyze historical and contemporary issues. Students will focus on various regions or countries of the world and demonstrate a basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe, and the Middle East.

- Students will demonstrate an increasing ability to use maps, mental maps, globes and other geographic tools and technologies in order to acquire, process, report and analyze geographic information. Students will explain the Earth's grid systems and are able to locate places using degrees of latitude and longitude.
- Students will explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
- Students will explain the effects of interactions between human and natural systems, including how humans depend on natural resources and adapt to the natural environment.
- Students will evaluate the effects of weather, climate, and physical environment and discuss the relationships among population growth, agriculture, use of resources and culture.
- 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 World.
- Students will explain how international trade links countries around the world and such trade influences the economic welfare of nations.
- Students will discuss how the exchange of goods and services around the world has created economic interdependence between and among people in different places.
- Students will demonstrate an understanding of major landmarks in the human use of the environment from Paleolithic times to the present including agricultural transformation at the beginning; the industrial transformation in recent centuries and the current technological revolution.
- Students will discuss the connections among civilizations from earliest times as well as the continuing growth and interaction among the world's people including the impact of changes in transportation and communication.
- Students will discuss the importance of individuals and groups that have made a difference in history, and the significance of character and actions for both good and ill.
- Students will examine historical data related to ideas, events and people from a given timeframe in order to reconstruct a chronology and identify examples of cause and effect.
- Students will display historical perspective by describing the past through eyes and experiences of those who were there, as related through memories, literature, diaries, letters, debates, arts, maps, and artifacts.
- Students will demonstrate a basic understanding of the origin, development and distinctive characteristics of major ancient, classical and agrarian civilizations.

**Grade 7:** Students will focus of the study of the Development of the United States with emphasis on the Constitution, Westward Movement, Industrialization, Civil War, Reconstruction, Gilded Age and World War I.

- Students will employ maps and other images to identify, analyze, and communicate why various human geographic features are located in particular areas.
- Student will describe, by examining the development of major industries in the United State, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions.
- Students will explain the effects of interactions between human and natural systems, including how humans depend on natural resources and adapt to the natural environment.
- Students will explain how industrialization, population, and urbanization define places and regions.
- Students will pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks and architecture.
- Students will identify and discuss the political, legal, philosophical, and religious traditions that the early settlers brought to the development and establishment of American democracy.

- Students will discuss the creation and ratification of the United States Constitution and Bill of Rights including the significance of the Magna Carta, Mayflower Compact, Declaration of Independence, Articles of the Confederation, and the Federalist Papers.
- Students will describe how fundamental ideals and principles of American democracy, including popular sovereignty, rule of law, checks and balances, minority rights, civilian control of the military, separation of church and state, public or common good, and individual rights and responsibilities are incorporated in the United States Constitution and Bill of Rights.
- Students will demonstrate an increasing understanding of the fundamental economic concepts of scarcity and choice, opportunity cost and trade-off, productivity, supply and demand, economic institutions and systems, money and interdependence.
- Students will use historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to identify and explain patterns of historical continuity and change.

**Grade 8:** Students will continue their study of the United States from the 1920's to present including: The Great Depression and World War II, Post war United States, The Cold War, Vietnam, Middle East Conflicts, Contemporary United States and present. The scope of studies covers the U.S. in relation to the world, the U.S. as a world power, map skills, history, geography, economics and government as it relates to the US and other nations.

- Students will use geographic knowledge and skills to analyze historical and contemporary issues.
- Students will demonstrate an increasing ability to use maps, mental maps, globes and other geographic tools and technologies in order to acquire, process, report and analyze geographic information.
- Students will analyze how various factors, including resources; boundaries, strategic locations, culture and politics contribute to cooperation and conflict within and between countries.
- Students will discuss the impact of different levels of technology on the human and physical geographic features of places and regions.
- Students will compare the purpose, nature, and intended use of maps provided by different sources.
- Students will discuss the nature, importance, and potential impacts on world affairs of political, demographic, environmental, pathogenic, economic, technological, and cultural developments, and identify possible responses to these developments.
- Students will discuss the impact of American concept of democracy on world affairs.
- Students will construct various time lines of key events, people, and periods of the historical era they are studying.
- Students will assess the credibility of primary and secondary sources, Internet sources, draw sound conclusions from them, and cite sources appropriately.
- Students will detect the different historical points of view on historical events and determine the context in which the historical statements were made. Students will pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks and architecture.
- Students will identify and discuss the importance of the following fundamental ideals and principles of American democracy-popular sovereignty; constitutional government; rule of law; shared powers; checks and balances; minority rights; civilian control of the military; separation of church and state; power of the purse; judicial review; federalism; public/common good; individual rights; justice; equality; truth and patriotism.
- Students will demonstrate an increasing understanding of the fundamental economic institutions and systems, money and interdependence.