New Hampshire Social Studies

Grades 3, 4

Adopted 2006

Essential Skills for Social Studies

2.1 Acquiring information

A: Students will be able to find social studies-related information:

1. Use economic and geographic data, historical sources, as well as other appropriate sources
2. Discriminate to select the most worthwhile and trustworthy sources
3. Draw on the diversity of social studies-related sources, such as auditory and visual sources, such as documents, charts, pictures, architectural works, and music.

B: Students will be able to comprehend the wide range of social studies-related materials by using skills:

1. Distinguish between primary and secondary sources.
2. Detect cause and effect relationships
3. Distinguish between facts, interpretations, and opinions
4. Recognize author bias; recognize propaganda
5. Test the validity of information by using such criteria as source, objectivity, technical correctness, currency
6. Draw from the source information at a level appropriate to the task at hand, i.e., skimming for facts or probing for deeper meaning
7. Utilize various types of sources such as documents, charts, images, artifacts, and maps
8. Cite sources, particularly from the Internet, accurately and completely

C: Students will be able to find information:

1. Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, word lists
2. Recognize and understand relevant social studies terms.

D: Students will be able to carry out a variety of information-gathering techniques:

1. Gather information by conducting surveys
2. Gather information by conducting polls and group observations
3. Gather information by conducting basic statistical analysis

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E: Students will be able to use appropriate internet resources:

1. Access relevant and reliable websites
2. Search effectively and efficiently
3. Judge websites for reliability, bias, and appropriateness

2.2 Organizing and Communicating Information

F: Students will be able to clarify information:

1. Group data in categories according to appropriate criteria
2. Place in proper sequence, i.e., in order of occurrence, including in timelines, or in order of importance, etc.
3. Place data in tabular form: charts, graphs, and illustrations

G: Students will be able to interpret information:

1. Draw inferences from factual material
2. Recognize that more than one reasoned interpretation of factual material is valid
3. Compare and contrast credibility of differing accounts of the same event
4. Form opinion based on critical examination of relevant information
5. State hypothesis for further study
6. Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
7. Take into account when interpreting events or behaviors context of their time and place

H: Students will be able to present information in a variety of ways:

1. Present visually (chart, graph, diagram, model, Power Point, etc.)
2. Present orally (presentation, debate, group discussion, simulation, etc.)
3. Present in writing (research essays, abstracts, short answers, etc.)

I: Students will be make informed decisions:

1. Secure needed factual information relevant to making the decision
2. Identify alternative courses of action and predict likely consequences of each
3. Take into account relevant ethical values and principles
4. Justify interpretation by citing evidence

2.3 Real World Applications of Social Studies Skills

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J: Students will develop personal skills:

1. Communicate and defend one's own belief, feelings, and convictions
2. Appropriately adjust one's own behavior in response to the dynamics of various groups and situations
3. Participate in persuading, compromising, debating, and negotiating the resolution of conflicts and differences

K: Students will develop civic participation skills:

1. Keep informed on issues that affect society
2. Identify situations in which civic action is required
3. Work individually or with others to decide on an appropriate course of action
4. Work to influence those in leadership positions to strive for extensions of freedom, justice, and human rights
5. Accept and fulfill responsibilities associated with citizenship in a free society
6. Participate in community projects such as voter registration, blood drives, conservation, and heritage activities

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Civics and Governments

SS:CV:1. The Nature and Purpose of Government `SS:CV:1`

Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

1. Explain the ideal of the United States system 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) `SS:CV:4:1.1`
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) `SS:CV:4:1.2`

SS:CV:2. Structure and Function of United States and New Hampshire Government `SS:CV:2`

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.

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) `SS:CV:4:2.1`
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) `SS:CV:4:2.2`

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SS:CV:3. The World and the United States' Place In It SS:CV:3

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.

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) SS:CV:4:3.1

SS:CV:4. Rights and Responsibilities SS:CV:4

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.

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) SS:CV:4:4.1

Economics

SS:EC:1. Economics and the Individual SS:EC:1

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.

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) SS:EC:4:1.1
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) SS:EC:4:1.2
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) SS:EC:4:1.3
4. Describe why most jobs today require greater specialization and result in greater productivity. (Themes: G: Science, Technology, and Society) SS:EC:4:1.4

SS:EC:2. Basic Economic Concepts SS:EC:2

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Students will learn about the pillars of a free market economy and the market mechanism.

1. Explain why needs and wants are unlimited while resources are limited. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:EC:4:2.1
2. Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs) SS:EC:4:2.2
3. Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, G: Science, Technology, and Society) SS:EC:4:2.3
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) SS:EC:4:2.4
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) SS:EC:4:2.5

SS:EC:3. Cycles in the Economy SS:EC:3

Students will be able to explain the business cycle and trends in economic activity over time.

1. Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society) SS:EC:4:3.1
2. Describe how changes in the business cycle can impact people's lives. (Themes: C: People, Places and Environment) SS:EC:4:3.2

SS:EC:4. Financial Institutions and the Government SS:EC:4

Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

1. escribe 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:4:4.1
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) SS:EC:4:4.2

EC:5. International Economics and Trade SS:EC:5

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Students will recognize the importance of international trade and how economies are affected by it.

1. Describe that countries have different kinds of resources. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:EC:4:5.1
2. Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation) SS:EC:4:5.2
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) SS:EC:4:5.3

Geography

SS:GE:1. The World in Spatial Terms SS:GE:1

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.

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) SS:GE:4:1.1
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) SS:GE:4:1.2
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) SS:GE:4:1.3
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) SS:GE:4:1.4
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) SS:GE:4:1.5

SS:GE:2. Places and Regions SS:GE:2

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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.

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) SS:GE:4:2.1
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:4:2.2
3. Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment) SS:GE:4:2.3
4. Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction SS:GE:4:2.4
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) SS:GE:4:2.5

SS:GE:3. Physical Systems SS:GE:3

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.

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) SS:GE:4:3.1
2. Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces. (Themes: C: People, Places and Environment) SS:GE:4:3.2
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) SS:GE:4:3.3
4. Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain. (Themes: C: People, Places and Environment) SS:GE:4:3.4
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) SS:GE:4:3.5

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SS:GE:4. Human Systems SS:GE:4

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.

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) SS:GE:4:4.1
2. Describe the types and historical patterns of human migration, e.g., chain migration or slave trade. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction) SS:GE:4:4.2
3. Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices. (Themes: E: Cultural Development, Interaction, and Change) SS:GE:4:4.3
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) SS:GE:4:4.4

SS:GE:5. Environment and Society SS:GE:5

Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

1. Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:GE:4:5.1
2. Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:GE:4:5.2
3. Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:GE:4:5.3
4. Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D: Material Wants and Needs) SS:GE:4:5.4
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) SS:GE:4:5.5

US / NH History

SS:HI:1. Political Foundations and Development SS:HI:1

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Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

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) SS:HI:4:1.1
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) SS:HI:4:1.2
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) SS:HI:4:1.3

SS:HI:2. Contacts, Exchanges & International Relations SS:HI:2

Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.

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) SS:HI:4:2.1

SS:HI:3. World Views and Value systems and their Intellectual and Artistic Expressions SS:HI:3

Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

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) SS:HI:4:3.1
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:4:3.2
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) SS:HI:4:3.3

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HI:4. Economic Systems & Technology SS:HI:4

Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

1. Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society) SS:HI:4:4.1
2. Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:HI:4:4.2
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) SS:HI:4:4.3

SS:HI:5. Social/Cultural SS:HI:5

Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

1. Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:HI:4:5.1
2. Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:HI:4:5.2
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:4:5.3
4. Explore attitudes towards diversity, e.g., segregation or inclusion. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:4:5.4
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) SS:HI:4:5.5

World History

SS:WH:1. Political Foundations and Developments SS:WH:1

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Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

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) SS:WH:4:1.1

SS:WH:2. Contacts, Exchanges & International Relations SS:WH:2

Students will demonstrate their understanding of the interactions of peoples and governments over time.

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) SS:WH:4:2.1

SS:WH:3. World Views and Value systems and their Intellectual and Artistic Expressions SS:WH:3

Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

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) SS:WH:4:3.1

SS:WH:4. Economic Systems & Technology SS:WH:4

Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.

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) SS:WH:4:4.1

SS:WH:5. Social/Cultural SS:WH:5

Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

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) SS:WH:4:5.1