New Hampshire Social Studies

Grades 7, 8

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 why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) `SS:CV:8:1.1`
2. Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) `SS:CV:8:1.2`

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

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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. Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:8:2.1
2. Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education. (Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:8:2.2
3. Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) SS:CV:8:2.3
4. Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority) SS:CV:8:2.4

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. Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union. (Themes: A: Conflict and Cooperation) SS:CV:8:3.1
2. Analyze environmental, economic, and technological developments and their impact on society. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) SS:CV:8:3.2

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

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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 and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication) SS:CV:8:4.1

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 how events in the business cycle impact individuals' lives, e.g., recession or depression. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:EC:8:1.1

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

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

1. Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority SS:EC:8:2.1
2. Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) SS:EC:8:2.2

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. Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:8:3.1
2. Understand how the stock market works, the buying and selling of stocks, and how it affects the economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:8:3.2

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

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

1. Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:EC:8:4.1
2. Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans. (Themes: C: People, Places and Environment, D: Material Wants and Needs SS:EC:8:4.2

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

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

1. Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society) SS:EC:8:5.1
2. Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes. (Themes: A: Conflict and Cooperation, F: Global Transformation) SS:EC:8:5.2
3. Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation) SS:EC:8:5.3
4. Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, F: Global Transformation) SS:EC:8:5.4

SS:EC:6. Personal Finance SS:EC:6

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Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy

1. Compare the advantages and disadvantages of different payment methods. (Themes: D: Material Wants and Needs) SS:EC:8:6.1
2. Describe the rights and responsibilities of buyers and sellers in a free market economy. (Themes: D: Material Wants and Needs) SS:EC:8:6.2
3. Demonstrate the use of the different types of accounts available from financial institutions, e.g., checking or savings accounts. (Themes: D: Material Wants and Needs) SS:EC:8:6.3
4. Students will identify sources of earned and unearned income, e.g., wages or investments. (Themes: D: Material Wants and Needs) SS:EC:8:6.4
5. Define and compare saving and investing. (Themes: D: Material Wants and Needs) SS:EC:8:6.5
6. Evaluate sources of investment information, and describe how to buy and sell investments. (Themes: D: Material Wants and Needs) SS:EC:8:6.6
7. Discuss the importance of taking responsibility for personal financial decisions. (Themes: D: Material Wants and Needs) SS:EC:8:6.7
8. Design a plan for earning, spending, saving, and investing. (Themes: D: Material Wants and Needs) SS:EC:8:6.8

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. Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment) SS:GE:8:1.1

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. Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment SS:GE:8:2.1
2. Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:GE:8:2.2
3. Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society) SS:GE:8:2.3

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. Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:8:3.1

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. Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:8:4.1
2. Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:GE:8:4.2

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. Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:HI:8:1.1
2. Describe the role New Hampshire voters have played in our nation's presidential primaries and elections. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:HI:8:1.2
3. Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:HI:8:1.3
4. Analyze the tension between states' rights and national authority, e.g., the nullification crisis of 1832 or school integration of the 1960's. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority) SS:HI:8:1.4

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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. Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change) SS:HI:8:2.1
2. Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change) SS:HI:8:2.2
3. Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:HI:8:2.3
4. Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, e.g., the Louisiana Purchase or the Marshall Plan. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:HI:8:2.4
5. Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change) SS:HI:8:2.5

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. Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:HI:8:3.1

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

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

1. Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation) SS:HI:8:4.1
2. Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:HI:8:4.2

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. Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:8:5.1

World History

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

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

1. Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) SS:WH:8:1.1
2. Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:WH:8:1.2
3. Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction) SS:WH:8:1.3

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. Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation) SS:WH:8:2.1

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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. Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:WH:8:3.1
2. Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:WH:8:3.2