New Hampshire Social Studies

Grades 9, 10, 11, 12

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

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

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. Identify the structures and functions of government at various levels, e.g., county—role of the sheriff's office, or nation—role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) `SS:CV:12:1.1`
2. Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change) `SS:CV:12:1.2`
3. Evaluate how the purposes of government have been interpreted , e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs) `SS:CV:12:1.3`
4. Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) `SS:CV:12:1.4`

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. Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:CV:12:2.1
2. Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:CV:12:2.2
3. Describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change) SS:CV:12:2.3
4. Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:CV:12:2.4

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. Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) SS:CV:12:3.1
2. Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs) SS:CV:12:3.2
3. Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication) SS:CV:12:3.3

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. Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:12:4.1
2. Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation) SS:CV:12:4.2
3. Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:12:4.3

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. Examine the roles of workers and consumers in factor and product markets, e.g., how labor or private property can be used as a productive resource. (Themes: D: Material Wants and Needs) SS:EC:12:1.1
2. Conceptualize how events in the business cycle impact individual lives, e.g., career or consumer choices. (Themes: D: Material Wants and Needs) SS:EC:12:1.2

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. Explain how the allocation of resources impact productivity and ultimately economic growth, e.g., worker migrations. (Themes: D: Material Wants and Needs, F: Global Transformation) SS:EC:12:2.1
2. Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets. (Themes: D: Material Wants and Needs) SS:EC:12:2.2
3. Interpret demand and supply schedules/graphs including the influences on price elasticity, e.g., the impact of downloading music from the internet. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12:2.3
4. Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition, e.g., ease of entry and degree of price control. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) SS:EC:12:2.4
5. Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) SS:EC:12:2.5

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. Recognize the economicindicators that create or reflect changes in the business cycle, e.g., new home construction or number of unemployment claims. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12:3.1
2. Explain the different types of inflation, e.g., cost-push or structural. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12:3.2
3. Apply the consumer price index to demonstrate comparative values over time, e.g., the purchasing power of the dollar. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:EC:12:3.3
4. Explain the different types of unemployment, e.g., frictional or cyclical. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:EC:12:3.4

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. Analyze the effect of government actions on financial institutions, e.g., securities and exchange regulations or the New Hampshire Banking Commission (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:EC:12:4.1
2. Explain the components of the money supply, e.g., currency or money market accounts. (Themes: D: Material Wants and Needs) SS:EC:12:4.2
3. Distinguish between monetary policy and fiscal policy and how they influence the economy, e.g., the reserve ratio or taxation. (Themes: D: Material Wants and Needs) SS:EC:12:4.3

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. Explain how comparative advantage affects trade decisions, e.g., importing steel or exporting capital equipment. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, G: Science, Technology, and Society) SS:EC:12:5.1
2. Analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:EC:12:5.2
3. Examine how various national economic policies have led to changes in the international economy, e.g., mercantilism or privatization. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:EC:12:5.3

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

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

1. Compare the risk, rate of return, and liquidity of investment. (Themes: D: Material Wants and Needs) SS:EC:12:6.1
2. Identify and analyze sources of consumer credit. (Themes: D: Material Wants and Needs) SS:EC:12:6.2
3. Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems. (Themes: D: Material Wants and Needs) SS:EC:12:6.3
4. Describe how insurance and other risk management strategies protect against financial loss. (Themes: D: Material Wants and Needs) SS:EC:12:6.4

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. Use graphic tools to depict geographic issues, e.g., ice production in the Philippines or voting patterns in the United States. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:GE:12:1.1
2. Demonstrate how mental maps reflect the human perception of places, e.g., people's decisions to migrate or attitudes towards other cultures. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:GE:12:1.2
3. Analyze spatial interactions and models of spatial organization, e.g., trade flows between countries or location of industry in areas of low production costs. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:GE:12:1.3

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

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. Discuss the changing meaning and significance of place, e.g., London as a Roman outpost in Britain or as the center of a global empire in the 1800s. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:GE:12:2.1
2. Investigate how relationships between humans and the physical environment lead to the formation of 'place," e.g., terracing of hillsides or oasis agriculture. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) SS:GE:12:2.2
3. Describe the structure of regional systems, e.g., how small cities are linked to larger cities. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:GE:12:2.3
4. Utilize regions to analyze geographic issues, e.g., the cotton South v. the industrial North prior to the Civil War or tensions within the European Union. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, H: Individualism, Equality and Authority) SS:GE:12:2.4
5. Recognize that places and regions serve as symbols for individuals and societies, e.g., Mecca or Salt Lake City. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:GE:12:2.5

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. Explain the interaction of Earth's physical systems, e.g., tectonic forces that shape continents and ocean basins. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:12:3.1
2. Demonstrate the spatial variation in physical processes across Earth's surface, e.g., monsoon patterns or desertification. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:12:3.2
3. Illustrate the characteristics of different ecosystems, e.g., the location of temperate rain forests or the factors and processes involved in the formation of soils. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:12:3.3
4. Compare the carrying capacity of different ecosystems in relation to land use, e.g., steppe or savanna. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:12:3.4
5. Recognize the importance of ecosystems in people's understanding of environmental issues, e.g., the long-term effects of acid rain on water bodies or forest fires and management. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:12:3.5

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. Identify world population trends in both numbers and patterns, e.g., urban development or the availability of water. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction) SS:GE:12:4.1
2. Distinguish how culture traits shape the character of a region, e.g., Buddhism in Southeast Asia or the French language in Quebec. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:GE:12:4.2
3. Recognize the increasing economic interdependence of the world's countries, e.g., the geographic consequences of an international debt crisis or the location of oil reserves. (Themes: D: Material Wants and Needs, F: Global Transformation) SS:GE:12:4.3
4. Classify the functions, sizes, and spatial arrangements of urban areas, e.g., how cities differ from towns and villages. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:GE:12:4.4
5. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales, e.g., the reunification of Germany or the Hutus and Tutsis in Rwanda. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction) SS:GE:12:4.5
6. Identify economic activities in more developed or less developed countries and their evolution, e.g., primary, secondary, tertiary, and quaternary economic activities. (Themes: D: Material Wants and Needs, I: Patterns of Social and Political Interaction) SS:GE:12:4.6

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. Appraise the significance of the global impact of human modification of the physical environment, e.g., the dispersal of animal and plant species worldwide or soil degradation. (Themes: C: People, Places and Environment, F: Global Transformation) SS:GE:12:5.1
2. Explain how changes in the physical environment can diminish its capacity to support human activity, e.g., the rainforests in central Africa or the Great Plains Dust Bowl. (Themes: C: People, Places and Environment, F: Global Transformation) SS:GE:12:5.2
3. Consider how humans perceive and react to natural hazards, e.g., flood plains in New Hampshire or earthquake zones. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:GE:12:5.3
4. Examine how the spatial distribution of resources affects patterns of human settlement, e.g., the creation of ghost towns in mining areas of Colorado or the growth of Johannesburg, South Africa. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:GE:12:5.4
5. Explore how the use and development of natural resources use change over time, e.g., energy sources in Siberia or the changes in the use of petroleum. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society) SS:GE:12:5.5
6. Evaluate the management and use of renewable, non-renewable, flow and potential resources, e.g., over fishing or recycling. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs) SS:GE:12:5.6

US / NH History

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

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

1. Account for the rise and fall of political parties and movements and their impact, e.g., the Whig Party or the Progressive Movement. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:HI:12:1.1
2. Analyze how religion has influenced the political life of the nation, e.g., the separation of church and state in early New Hampshire or the rise of the Moral Majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:HI:12:1.2
3. Analyze the roots and application of the federal system of government by examining key documents and events, e.g., the Articles of Confederation or the New Deal. (Themes: B: Civic Ideals, Practices, and Engagement) SS:HI:12:1.3
4. Examine the impact of sectionalism on national crises and United States government policies, e.g., Hartford Convention or Brown v. Board of Education. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:12:1.4

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. Examine the role of New Hampshire in international diplomacy, e.g., the Webster-Ashburton Treaty or the Bretton Woods Economic Conference. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:12:2.1
2. Analyze how United States foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods, e.g., the Era of the French Revolution and Napoleonic Wars or the two World Wars. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:12:2.2
3. Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies, e.g., Jefferson's Embargo Act or the Spanish American War. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change) SS:HI:12:2.3
4. Determine the extent to which Manifest Destiny has been a driving force behind American ideology, e.g., Roger Williams and the founding of Rhode Island and the Providence Plantations or the Roosevelt Corollary to the Monroe Doctrine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change) SS:HI:12:2.4
5. Investigate United States involvement in and/or conflict with regional and international organizations, e.g., the League of Nations or the North Atlantic Treaty Organization (NATO). (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction) SS:HI:12:2.5

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. Evaluate how individuals have developed ideas that have profoundly affected American life, e.g., transcendentalism or relativism. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, J: Human Expression and Communication) SS:HI:12:3.1
2. Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:HI:12:3.2
3. Critique how the art, music and literature of our nation have been influenced by groups, e.g., the Spanish colonists in the Southwest or the 60s counter culture movement. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:HI:12:3.3
4. Analyze the spread of American ideas and culture around the world using examples, e.g., the Bill of Rights or popular music. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:HI:12:3.4

SS: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. Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events, e.g., the Northwest Ordinance or Alaskan statehood. (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:HI:12:4.1
2. Evaluate the impact of major developments and changes in American economic productivity, e.g., the factory system or the emergence of a service-based economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:HI:12:4.2
3. Explain how the development of technology has both simplified and complicated work, e.g., the development of interchangeable parts or the "paperless" office. (Themes: G: Science, Technology, and Society) SS:HI:12:4.3
4. Examine how economic interactions have occurred on an increasingly global scale, e.g., mercantilism or North American Free Trade Agreement (NAFTA). (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction) SS:HI:12:4.4
5. Explain how the economy over time has shaped the distribution of wealth, e.g., the development of the middle class or the recent outsourcing of United States' jobs. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:12:4.5

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. Explore the tensions between the values of unity and pluralism in defining our national identity, e.g., the Puritans v Anne Hutchinson or the counter-culture vs. the silent majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:HI:12:5.1
2. Evaluate the changing roles of gender in society, e.g., the ideal of "Republican Motherhood" or Title IX. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:HI:12:5.2
3. Explore attitudes toward diversity held by and groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:HI:12:5.3
4. Examine the impact of social class on life in the United States, e.g., democracy in the Age of Jackson or public education. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) SS:HI:12:5.4
5. Analyze how religious ideas of morality have impacted social change, e.g., the Abolitionist Movement or the debate over legalized abortion. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:HI:12:5.5

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. Describe the development of different political systems, e.g., the city-state, nation-state or the European Union. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, H: Individualism, Equality and Authority) SS:WH:12:1.1
2. Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:WH:12:1.2
3. Analyze the impact of modern weapons of mass destruction on world relations during eras, e.g., the World Wars, the Cold War or contemporary times. (Themes: A: Conflict and Cooperation, F: Global Transformation, G: Science, Technology, and Society) SS:WH:12:1.3
4. Analyze the impact on political institutions of mass movements, e.g., the French Revolution, Taiping Rebellion, or anti-apartheid protest in South Africa. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:1.4
5. Evaluate the influence of religion on political systems, e.g., priestesses in Sumeria, Hinduism in Southeast Asia, or Islam in Africa.1E: Cultural Development, Interaction, and Change. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:WH:12:1.5

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. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas, e.g., Arab traders in Africa, Europeans to Australia and Micronesia, or Western business representatives in East Asia. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:2.1
2. Evaluate how military encounters have often led to cultural exchanges, e.g., T'ang expansion, Mongol conquests, or World War II. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:2.2
3. Assess the impact of migrations of peoples on the receiving societies, e.g., Chinese to Southeast Asia, Europeans to Latin America, or formerly colonized peoples to Europe. (Themes: F: Global Transformation, I: Patterns of Social and Political Interaction) SS:WH:12:2.3
4. Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties. (Themes: A: Conflict and Cooperation, F: Global Transformation) SS:WH:12:2.4

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 how people's differences in religion have often led to conflict in regions of the world, e.g., the Roman Empire, the Holy Land, or the Indian subcontinent. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:WH:12:3.1
2. Analyze how philosophic systems and social theories are powerful forces throughout history, e.g., Stoicism, neo-Confucianism, or liberation theology. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:WH:12:3.2
3. Examine how gender and ethnicity have been conceptualized in the arts, e.g., epic literature, African wood carvings, or film. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:WH:12:3.3
4. Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods, e.g., pre-Columbian America, the Renaissance, or eras of intense nationalism. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication) SS:WH:12:3.4

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. Analyze various systems of distributing wealth, e.g., feudalism, free market economies, or the welfare state. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:WH:12:4.1
2. Analyze the impact of the Industrial Revolution around the world, e.g., the emergence of the factory system or the search for markets in Asia and Africa. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society) SS:WH:12:4.2
3. Analyze the development and impact of various labor systems, e.g., slavery, the medieval guilds, or wage labor. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction) SS:WH:12:4.3
4. Examine the development and impact of medical innovations, e.g., Buddhist hospitals, the discovery of germs, or stem cell research. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:WH:12:4.4
5. Consider the relationship between weapons development and political or economic power, e.g., the horse-drawn chariot, gunpowder, or nuclear weapons. (Themes: A: Conflict and Cooperation, G: Science, Technology, and Society) SS:WH:12:4.5

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. Assess the impact of urbanization on the world environment, e.g., Rome or Sao Paulo. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:WH:12:5.1
2. Examine the role and impact of religious ideas on daily life and social norms, e.g., rites of passage, personal morality, or dietary practices. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication) SS:WH:12:5.2
3. Analyze struggles for cultural continuity by Diaspora communities, e.g., ethnic Chinese, Jews, or Roma (gypsies). (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:5.3
4. Examine gender roles in societies, e.g., ancient Athens, the Mali Empire, or contemporary Latin America. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:12:5.4
5. Determine the basis for ranking social groups within a given culture, e.g., religious knowledge, wealth, or military power. (Themes: I: Patterns of Social and Political Interaction) SS:WH:12:5.5