New Hampshire Social Studies

Grades K, 1, 2

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. Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority) `SS:CV:2:1.1`
2. Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance. (Themes: B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication) `SS:CV:2:1.2`
3. Identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement) `SS:CV:2:1.3`
4. Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority) `SS:CV:2:1.4`

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. Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) `SS:CV:2:2.1`

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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. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change) SS:CV:2:3.1
2. Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) SS:CV:2:3.2
3. Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation) SS:CV:2:3.3

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. Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment) SS:CV:2:4.1
2. Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:2:4.2

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. Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs) SS:EC:2:1.1
2. Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society) SS:EC:2:1.2

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. Distinguish between needs and wants. (Themes: D: Material Wants and Needs) SS:EC:2:2.1

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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. Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) SS:EC:2:4.1
2. Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:EC:2:4.2

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. Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society) SS:EC:2:5.1

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 the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation) SS:GE:2:1.1
2. Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment) SS:GE:2:1.2
3. Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:2:1.3

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. Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:GE:2:2.1
2. Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment) SS:GE:2:2.2
3. Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication) SS:GE:2:2.3

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. Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment) SS:GE:2:3.1
2. Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment) SS:GE:2:3.2

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. Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment) SS:GE:2:4.1
2. Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment) SS:GE:2:4.2

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

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

1. Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs) SS:GE:2:5.1
2. Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs) SS:GE:2:5.2

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. Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change) SS:HI:2:1.1

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. Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation) SS:HI:2:2.1

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. Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:HI:2:3.1
2. Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication) SS:HI:2:3.2
3. Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication) SS:HI:2:3.3

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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. Identify different segments of the United States economy, e.g., farm, manufacturing, or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society) SS:HI:2:4.1

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. Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:HI:2:5.1
2. Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) SS:HI:2:5.2

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. Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) SS:WH:2:1.1

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. Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication) SS:WH:2:3.1

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. Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:2:5.1