



# Integrated Faith Standards for Academic Curriculum

## Social Studies Curriculum

### Grades Kindergarten – Grade 8

\*Revised 2022

*“Education is an important mission, which draws young people to what is good, beautiful, and true.”*

**Pope Francis**

Social Science is the study of society and the relationship of individual members within society. We use this knowledge to uncover the truth of our connection with one another through time and across geographic barriers. This study helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the importance of encounter; teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

*Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68*

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author. Students should be engaged to study the development of civilizations and learn about progress. When they are ready to appreciate it, students can be invited to reflect on the human struggle that takes place within the divine history [of universal salvation]. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur. - *The Religious Dimension of a Catholic School, 1988, # 58-59*

### *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester*

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God's Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.

- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

### *In a Catholic School, Curricular Formation...*

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

### *Catholic Standards for Social Science*

Students will use Social Science...

- A. To nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.
- B. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- C. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as defined by Catholic social justice teaching.
- D. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level—to value the diversity among students in the classroom and school community as children of God. CSAD3
- E. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- F. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- G. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- H. To strive for a habitual vision of excellence. CSAD6

### History - General Standards

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- K-6.SS.IF.GS-1.0** Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
- K-6.SS.IF.GS-2.0** Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
- K-6.SS.IF.GS-3.0** Demonstrate an understanding of the cultural inheritance provided by the Church.

### History – Intelligent Designer

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- K-6.SS.IF.ID-1.0** Describe how history has a religious dimension and begins and ends in God.
- K-6.SS.IF.ID-2.0** Describe how Jesus, as God incarnate, existed in history just like we do.
- K-6.SS.IF.ID-3.0** Describe how learning history is a way to understand God’s role in humanity.
- K-6.SS.IF.ID-4.0** Explain the history of the Catholic Church and its impact in human events.
- K-6.SS.IF.ID-5.0** Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
- K-6.SS.IF.ID-6.0** Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
- K-6.SS.IF.ID-7.0** Explain how beliefs about God, humanity, and material things affect behavior.
- K-6.SS.IF.ID-8.0** Explain the human condition and the role and dignity of man in God’s plan.
- K-6.SS.IF.ID-9.0** Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from discerning previous patterns of change, knowledge of past events, and personal experiences.
- K-6.SS.IF.ID-10.0** Explain how historical events involving critical human experiences of good and evil help increase perspective and understanding of self, others, and God.
- K-6.SS.IF.ID-11.0** Identify the motivating values that have informed particular societies, and how they correlate with Natural Law and Catholic Social Teachings.
- K-6.SS.IF.ID-12.0** Examine how history can assist in the acquisition of values and virtues.

### History – Dispositional Standards

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- K-6.SS.IF.DS-1.0** Select and describe artifacts of beauty from different times and cultures.
- K-6.SS.IF.DS-2.0** Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
- K-6.SS.IF.DS-3.0** Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
- K-6.SS.IF.DS-4.0** Discriminate between what is positive in the world, what needs to be transformed, and what injustices need to be overcome.
- K-6.SS.IF.DS-5.0** Justify the significance and impact of the Catholic Church throughout history.
- K-6.SS.IF.DS-6.0** Develop a habitual vision of greatness.

**AMERICAN HISTORY**

**History – Historical Inquiry and Analysis**

- K.SS.IA-1.0**            Develop an understanding of how to use and create a timeline.
- K.SS.IA-2.0**            Develop an awareness of a primary source.

**History – Historical Knowledge**

- K.SS.HK-1.0**            Compare children and families of today with those in the past.
- K.SS.HK-2.0**            Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage.
- K.SS.HK-3.0**            Compare our nation’s holidays with Holy Days and holidays of other cultures.
- K.SS.HK-4.0**            Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- K.SS.HK-5.0**            Recognize the importance of U.S. symbols.

**History – Chronological Thinking**

- K.SS.CT-1.0**            Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
- K.SS.CT-2.0**            Explain that calendars represent days of the week and months of the year.

**CIVICS AND GOVERNMENT**

**Social Studies – Foundations of Government, Law, and the American Political System**

- K.SS.GLPS-1.0**        Define and give examples of rules and laws, and why they are important.
- K.SS.GLPS-2.0**        Explain the purpose and necessity of rules and laws at home, school, and community.

**Social Studies – Civic and Political Participation**

- K.SS.CPP-1.0**        Demonstrate the characteristics of being a good citizen.
- K.SS.CPP-2.0**        Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- K.SS.CPP-3.0**        Describe fair ways for groups to make decisions.

## ECONOMICS

### Social Studies – Beginning Economics

- K.SS.ECON-1.0** Describe different kinds of jobs that people do and the tools or equipment used.
- K.SS.ECON-2.0** Recognize that United States currency comes in different forms.
- K.SS.ECON-3.0** Recognize that people work to earn money to buy things they need or want.
- K.SS.ECON-4.0** Identify the difference between basic needs and wants.

## GEOGRAPHY

### Social Studies – The World in Spatial Terms

- K.SS.ST-1.0** Describe the relative location of people, places, and things by using positional words.
- K.SS.ST-2.0** Explain that maps and globes help to locate different places, and understand that globes are a model of the Earth.
- K.SS.ST-3.0** Identify cardinal directions (north, south, east, west).
- K.SS.ST-4.0** Differentiate land and water features on simple maps and globes.

### Social Studies – Places and Regions

- K.SS.GEO-1.0** Locate and describe places in the school and community.
- K.SS.GEO-2.0** Know one's own phone number, street address, city or town and that New Hampshire is the state in which the student lives.

### Social Studies – Physical Systems

- K.SS.PSYS-1.0** Identify basic landforms.
- K.SS.PSYS-2.0** Identify basic bodies of water.
- K.SS.PSYS-3.0** Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**AMERICAN HISTORY**

**History – Historical Inquiry and Analysis**

- 1.SS.IA-1.0      Develop an understanding and use of a primary source.
- 1.SS.IA-2.0      Understand how to use primary texts or electronic sources to find answers to questions about an historical topic.

**History – Historical Knowledge**

- 1.SS.HK-1.0      Understand history tells the story of people and events of other times and places.
- 1.SS.HK-2.0      Compare modern life with life in the past.
- 1.SS.HK-3.0      Identify celebrations and national holidays as ways of remembering and honoring the heroism and achievements of people, events, and our nation’s ethnic heritage.
- 1.SS.HK-4.0      Identify people from the past who have shown character ideals, virtues, and principles including honesty, courage, and responsibility.
- 1.SS.HK-5.0      Distinguish between historical fact and fiction using various materials.

**History – Chronological Thinking**

- 1.SS.CT-1.0      Use terms related to time to sequentially order events that have occurred in school, home, or community.
- 1.SS.CT-2.0      Create a timeline based on the student’s life or school events using primary sources.

**CIVICS AND GOVERNMENT**

**Social Studies – Foundations of Government, Law, and the American Political System**

- 1.SS.GLPS-1.0      Explain the purpose of rules and laws in the school and community.
- 1.SS.GLPS-2.0      Give examples of people who have the power and authority to make and enforce rules and laws in the school, greater community, and the world.
- 1.SS.GLPS-3.0      Give examples of the use of power without authority in school and the world.

**Social Studies – Civic and Political Participation**

- 1.SS.CPP-1.0      Explain the rights and responsibilities students have in the school community.
- 1.SS.CPP-2.0      Describe the characteristics of responsible citizenship in the school community.
- 1.SS.CPP-3.0      Identify ways students can participate in the betterment of their school, community, and the world.
- 1.SS.CPP-4.0      Honor the sanctity of life by showing respect and kindness to people and animals.

## **Social Studies – Structure and Functions of Government**

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- 1.SS.SFG-1.0** Explain how decisions can be made, or how conflicts might be resolved, in fair and just ways.
- 1.SS.SFG-2.0** Recognize symbols and individuals that represent American constitutional democracy.

## **ECONOMICS**

### **Social Studies – Beginning Economics**

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- 1.SS.ECON-1.0** Recognize that money is a method of exchanging goods and services.
- 1.SS.ECON-2.0** Define opportunity costs as giving up one thing for another.
- 1.SS.ECON-3.0** Distinguish between examples of goods and services.
- 1.SS.ECON-4.0** Distinguish people as buyers, sellers, and producers of goods and services.
- 1.SS.ECON-5.0** Recognize the importance of saving money for future purchases.
- 1.SS.ECON-6.0** Identify that people need to make choices because of scarce resources.

## **GEOGRAPHY**

### **Social Studies – The World in Spatial Terms**

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- 1.SS.ST-1.0** Use physical and political/cultural maps to locate places in New Hampshire.
- 1.SS.ST-2.0** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- 1.SS.ST-3.0** Construct a basic map using key elements including cardinal directions and map symbols.
- 1.SS.ST-4.0** Identify a variety of physical features using a map and globe.
- 1.SS.ST-5.0** Locate on maps and globes the student’s local community, New Hampshire, and the Atlantic Ocean.
- 1.SS.ST-6.0** Describe how location, weather, and physical environment affect the way people live in our community.



**AMERICAN HISTORY**

**History – Historical Inquiry and Analysis**

- 2.SS.IA-1.0** Examine and use primary and secondary sources.
- 2.SS.IA-2.0** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about an historical topic.

**History – Historical Knowledge**

- 2.SS.HK-1.0** Recognize that Native Americans were the first inhabitants in North America.
- 2.SS.HK-2.0** Compare the cultures of Native American tribes from various geographic regions of the United States.
- 2.SS.HK-3.0** Describe the impact of immigrants on the Native Americans.
- 2.SS.HK-4.0** Explore the changes in daily life of people living in Colonial America over time.
- 2.SS.HK-5.0** Identify reasons people came to the United States throughout history.
- 2.SS.HK-6.0** Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954.
- 2.SS.HK-7.0** Discuss why immigration continues today.
- 2.SS.HK-8.0** Explain the cultural influences and contributions of immigrants today.

**History – Chronological Thinking**

- 2.SS.CT-1.0** Identify terms and designations of time sequence.

**CIVICS AND GOVERNMENT**

**Social Studies – Foundations of Government, Law, and the American Political System**

- 2.SS.GLPS-1.0** Explain why people form governments.
- 2.SS.GLPS-2.0** Explain the consequences of an absence of rules and laws.

**Social Studies – Civic and Political Participation**

- 2.SS.CPP-1.0** Identify what it means to be a United States citizen either by birth or by naturalization.
- 2.SS.CPP-2.0** Define and apply the characteristics of responsible citizenship.
- 2.SS.CPP-3.0** Explain why United States citizens have guaranteed rights and identify rights.
- 2.SS.CPP-4.0** Identify ways citizens can make a positive contribution in their community.
- 2.SS.CPP-5.0** Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

## **Social Studies – Structure and Functions of Government**

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- 2.SS.SFG-1.0** Identify the Constitution as the document that establishes the structure, function, powers, and limits of American government.
- 2.SS.SFG-2.0** Recognize symbols, individuals, events, and documents that represent the United States.

## **ECONOMICS**

### **Social Studies – Beginning Economics**

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- 2.SS.ECON-1.0** Recognize that people make choices because of limited resources.
- 2.SS.ECON-2.0** Recognize that people supply goods and services based on consumer demands.
- 2.SS.ECON-3.0** Recognize that the United States trades with other nations to exchange goods and services.
- 2.SS.ECON-4.0** Explain the personal benefits and costs involved in saving and spending.

## **GEOGRAPHY**

### **Social Studies – The World in Spatial Terms**

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- 2.SS.ST-1.0** Use different types of maps (political, physical, and thematic) to identify map elements.
- 2.SS.ST-2.0** Using maps and globes, locate the student’s hometown, New Hampshire, and North America, and locate the state capital and the national capital.
- 2.SS.ST-3.0** Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- 2.SS.ST-4.0** Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

**AMERICAN HISTORY**

**History – Historical Inquiry and Analysis**

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- 3.SS.IA-1.0** Analyze primary and secondary sources.
- 3.SS.IA-2.0** Utilize technology resources to gather information from primary and secondary sources.
- 3.SS.IA-3.0** Define terms related to the Social Sciences.

**CIVICS AND GOVERNMENT**

**Social Studies – Foundations of Government, Law, and the American Political System**

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- 3.SS.GLPS-1.0** Explain the purpose and need for government.
- 3.SS.GLPS-2.0** Describe how government gains its power from the people.
- 3.SS.GLPS-3.0** Explain how government was established through a written Constitution.

**Social Studies – Civic and Political Participation**

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- 3.SS.CPP-1.0** Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

**Social Studies – Structure and Functions of Government**

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- 3.SS.SFG-1.0** Identify the levels of government (local, state, federal).
- 3.SS.SFG-2.0** Describe how government is organized at the local level.
- 3.SS.SFG-3.0** Recognize that every state has a state constitution.
- 3.SS.SFG-4.0** Recognize that the Constitution of the United States is the supreme law of the land.

**ECONOMICS**

**Social Studies – Beginning Economics**

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- 3.SS.ECON-1.0** Give examples of how scarcity results in trade.
- 3.SS.ECON-2.0** List the characteristics of money.
- 3.SS.ECON-3.0** Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
- 3.SS.ECON-4.0** Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

## **GEOGRAPHY**

### **Social Studies – The World in Spatial Terms**

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- 3.SS.ST-1.0** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- 3.SS.ST-2.0** Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
- 3.SS.ST-3.0** Label the continents and oceans on a world map.
- 3.SS.ST-4.0** Name and identify the purpose of maps (physical, political, elevation, population).
- 3.SS.ST-5.0** Compare maps and globes to develop an understanding of the concept of distortion.
- 3.SS.ST-6.0** Use maps to identify different types of scale to measure distances between two places.

### **Social Studies – Places and Regions**

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- 3.SS.GEO-1.0** Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
- 3.SS.GEO-2.0** Identify the five regions of the United States.
- 3.SS.GEO-3.0** Label the states in each of the five regions of the United States.
- 3.SS.GEO-4.0** Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- 3.SS.GEO-5.0** Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
- 3.SS.GEO-6.0** Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

### **Social Studies – Physical Systems**

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- 3.SS.PSYS-1.0** Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- 3.SS.PSYS-2.0** Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

### **Social Studies – Human Systems**

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- 3.SS.HUMS-1.0** Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- 3.SS.HUMS-2.0** Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- 3.SS.HUMS-3.0** Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- 3.SS.HUMS-4.0** Identify contributions from various ethnic groups to the United States.

**NEW HAMPSHIRE & AMERICAN HISTORY**

**History – Historical Inquiry and Analysis**

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- 4.SS.IA-1.0** Analyze primary and secondary resources to identify significant individuals and events throughout New Hampshire history.
- 4.SS.IA-2.0** Synthesize information related to New Hampshire history through print and electronic media.

**History – Pre-Colombian New Hampshire**

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- 4.SS.PCNH-1.0** Compare Native American tribes in New Hampshire.

**History – Exploration and Settlement of New Hampshire**

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- 4.SS.ESNH-1.0** Identify explorers who came to New Hampshire and the motivations for their expeditions.
- 4.SS.ESNH-2.0** Describe causes and effects of European colonization on the Native American tribes of New Hampshire.
- 4.SS.ESNH-3.0** Identify the significance of New Hampshire’s earliest settlers and the first settlements.
- 4.SS.ESNH-4.0** Explain John Mason, the Laconia Company, & Strawberry Bank.
- 4.SS.ESNH-5.0** Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government.
- 4.SS.ESNH-6.0** Identify the significance of abolitionists and the Underground Railroad in New Hampshire.
- 4.SS.ESNH-7.0** Identify nations (France, England) that controlled New Hampshire before it became a state.
- 4.SS.ESNH-8.0** Explain how New Hampshire became one of the original 13 Colonies.
- 4.SS.ESNH-9.0** Identify the significance of New Hampshire citizens and the Founding Fathers to the Revolutionary War.

**History – Growth of New Hampshire**

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- 4.SS.GNH-1.0** Describe pioneer life in New Hampshire.
- 4.SS.GNH-2.0** Explain the effects of technological advances and inventions on New Hampshire.
- 4.SS.GNH-3.0** 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.
- 4.SS.GNH.4.0** 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'.
- 4.SS.GNH.5.0** 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.

- 4.SS.GNH.6.0** Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.
- 4.SS.GNH.7.0** Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.

### **History – Crisis of the Union: Civil War and Reconstruction in New Hampshire**

- 4.SS.CWRNH-1.0** Describe New Hampshire’s involvement in the Civil War.
- 4.SS.CWRNH-2.0** Summarize challenges New Hampshire residents faced during Reconstruction.

### **History – Industrialization and Emergence of Modern New Hampshire**

- 4.SS.INH-1.0** Describe the economic development of New Hampshire’s major industries.
- 4.SS.INH-2.0** Summarize contributions immigrant groups made to New Hampshire.
- 4.SS.INH-3.0** Describe the contributions of significant individuals to New Hampshire, e.g., Franklin Pierce, Sandra Day O'Connor, Sarah Josepha Hale, Robert Frost, Daniel Webster.
- 4.SS.INH-4.0** Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture.

### **History – Roaring 20’s, the Great Depression, and WWII in New Hampshire**

- 4.SS.GDNH-1.0** Summarize challenges New Hampshire residents faced during the Great Depression.
- 4.SS.GDNH-2.0** Identify New Hampshire’s role in World War II.

### **History – Contemporary New Hampshire into the 21st Century**

- 4.SS.CNH-1.0** Identify New Hampshire’s role in the Civil Rights Movement.
- 4.SS.CNH-2.0** Describe how and why immigration impacts New Hampshire today.
- 4.SS.CNH-3.0** Explain how tourism affects New Hampshire’s economy and growth.

### **History – Chronological Thinking**

- 4.SS.CT-1.0** Utilize timelines to sequence key events in New Hampshire history.

## **CIVICS AND GOVERNMENT**

### **Social Studies – Foundations of Government, Law, and the American Political System**

- 4.SS.GLPS-1.0** Describe how New Hampshire’s constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

## **Social Studies – Civic and Political Participation**

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- 4.SS.CPP-1.0** Discuss public issues in New Hampshire that impact the daily lives of its citizens.
- 4.SS.CPP-2.0** Identify ways citizens work together to influence government and help solve community and state problems.
- 4.SS.CPP-3.0** Explain the importance of public service, voting, and volunteerism.

## **Social Studies – Structure and Functions of Government**

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- 4.SS.SFG-1.0** Identify the three branches (Legislative, Judicial, Executive) of government in New Hampshire and the powers of each.
- 4.SS.SFG-2.0** Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
- 4.SS.SFG-3.0** Explain how laws and/or policies are made at local and state levels.

## **ECONOMICS**

### **Social Studies – Beginning Economics**

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- 4.SS.ECON-1.0** Identify entrepreneurs from various social and ethnic backgrounds who have influenced New Hampshire and local economy.
- 4.SS.ECON-2.0** Explain New Hampshire's role in the national and international economy and conditions that attract businesses to the state.
- 4.SS.ECON-3.0** Define supply and demand and describe factors that can cause a change in supply and demand.
- 4.SS.ECON-4.0** Describe that countries have different kinds of resources.
- 4.SS.ECON-5.0** Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum.
- 4.SS.ECON-6.0** Explain that trade between countries involves imports and exports and the reasons why countries trade.
- 4.SS.ECON-7.0** Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.
- 4.SS.ECON-8.0** Explore the impact of important technological inventions, e.g., new forms of transportation or housing.
- 4.SS.ECON-9.0** 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.

## **FINANCIAL LITERACY**

### **Social Studies – Earning Income**

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- 4.SS.EI-1.0** People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
- 4.SS.EI-2.0** People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.
- 4.SS.EI-3.0** Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.
- 4.SS.EI-4.0** People can earn interest income from letting other people borrow their money.

- Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
- 4.SS.EI-5.0** People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
- 4.SS.EI-6.0** Describe ways that people who own a business can earn a profit, which is a source of income.
- 4.SS.EI-7.0** Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.
- 4.SS.EI-8.0** Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government-provided goods and services.

### **Social Studies – Buying Goods and Services**

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- 4.SS.BGS-1.0** Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.
- 4.SS.BGS-2.0** Explain that people make choices about what goods and services they buy because they cannot have everything they want. This requires individuals to prioritize their wants.
- 4.SS.BGS-3.0** Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.
- 4.SS.BGS-4.0** Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.
- 4.SS.BGS-5.0** Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.
- 4.SS.BGS-6.0** Predict how people’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.
- 4.SS.BGS-7.0** Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.

### **Social Studies – Saving**

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- 4.SS.SAV-1.0** Identify ways that income is saved, spent on goods and services, or used to pay taxes.
- 4.SS.SAV-2.0** Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.
- 4.SS.SAV-3.0** Identify ways that people can choose to save money in many places, for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.
- 4.SS.SAV-4.0** Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.
- 4.SS.SAV-5.0** Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying



interest. People also deposit money into banks because banks are safe places to keep their savings

### **Social Studies – Using Credit**

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- 4.SS.CRED-1.0** Discuss that interest is the price the borrower pays for using someone else’s money.
- 4.SS.CRED-2.0** Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.

### **Social Studies – Financial Investing**

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- 4.SS.INV-1.0** Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.
- 4.SS.INV-2.0** Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.

### **Social Studies – Protecting and Insuring**

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- 4.SS.INS-1.0** Explain that risk is the chance of loss or harm.
- 4.SS.INS-2.0** Explain that risk from accidents and unexpected events is an unavoidable part of daily life.
- 4.SS.INS-3.0** Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
- 4.SS.INS-4.0** Discuss that one method to cope with unexpected losses is to save for emergencies.

## **GEOGRAPHY**

### **Social Studies – The World in Spatial Terms**

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- 4.SS.ST-1.0** Identify physical features of New Hampshire.
- 4.SS.ST-2.0** Locate and label cultural features on a New Hampshire map.
- 4.SS.ST-3.0** Explain how weather impacts New Hampshire.
- 4.SS.ST-4.0** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- 4.SS.ST-5.0** Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.
- 4.SS.ST-6.0** Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.

**AMERICAN HISTORY**

**History – Historical Inquiry and Analysis**

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- 5.SS.IA-1.0 Use primary and secondary sources to understand history.
- 5.SS.IA-2.0 Utilize timelines to identify and discuss time periods in American History.

**History – Pre-Colombian North America**

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- 5.SS.PCNA-1.0 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
- 5.SS.PCNA-2.0 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
- 5.SS.PCNA-3.0 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

**History – Exploration and Settlement of North America**

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- 5.SS.ESNA-1.0 Describe technological developments that shaped European exploration.
- 5.SS.ESNA-2.0 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
- 5.SS.ESNA-3.0 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

**History – Colonization of North America**

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- 5.SS.CNA-1.0 Identify the economic, political, and socio-cultural motivation for colonial settlement.
- 5.SS.CNA-2.0 Compare characteristics of New England, Middle, and Southern colonies.
- 5.SS.CNA-3.0 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
- 5.SS.CNA-4.0 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
- 5.SS.CNA-5.0 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
- 5.SS.CNA-6.0 Describe the introduction, impact, and role of slavery in the colonies.

## **History – American Revolution & Birth of a New Nation**

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- 5.SS.REV-1.0** Identify and explain significant events leading up to the American Revolution.
- 5.SS.REV-2.0** Identify significant individuals and groups who played a role in the American Revolution.
- 5.SS.REV-3.0** Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
- 5.SS.REV-4.0** Examine and explain the changing roles and impact of significant women during the American Revolution.
- 5.SS.REV-5.0** Examine and compare major battles and military campaigns of the American Revolution.
- 5.SS.REV-6.0** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
- 5.SS.REV-7.0** Explain economic, military, and political factors which led to the end of the Revolutionary War.
- 5.SS.REV-8.0** Evaluate the personal and political hardships resulting from the American Revolution.
- 5.SS.REV-9.0** Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
- 5.SS.REV-10.0** Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

## **History – Growth and Westward Expansion**

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- 5.SS.EXP-1.0** Describe the causes and effects of the Louisiana Purchase.
- 5.SS.EXP-2.0** Identify roles and contributions of significant people during the period of westward expansion.
- 5.SS.EXP-3.0** Examine 19<sup>th</sup>-century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
- 5.SS.EXP-4.0** Explain the importance of the explorations west of the Mississippi River.
- 5.SS.EXP-5.0** Identify the causes and effects of the War of 1812.
- 5.SS.EXP-6.0** Explain how westward expansion affected Native Americans.
- 5.SS.EXP-7.0** Discuss the concept of Manifest Destiny.
- 5.SS.EXP-8.0** Describe the causes and effects of the Missouri Compromise.
- 5.SS.EXP-9.0** Describe the hardships of settlers along the overland trails to the west.

## **CIVICS AND GOVERNMENT**

### **Social Studies – Foundations of Government, Law, and the American Political System**

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- 5.SS.GLPS-1.0** Explain how and why the United States government was created.
- 5.SS.GLPS-2.0** Define a constitution and discuss its purposes.
- 5.SS.GLPS-3.0** Explain the definition and origin of rights.
- 5.SS.GLPS-4.0** Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.
- 5.SS.GLPS-5.0** Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
- 5.SS.GLPS-6.0** Compare Federalist and Anti-Federalist views of government.

## **Social Studies – Civic and Political Participation**

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- 5.SS.CPP-1.0** Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.
- 5.SS.CPP-2.0** Compare forms of political participation in the colonial period to today.
- 5.SS.CPP-3.0** Analyze how the Constitution has expanded voting rights from our nation’s early history to today.
- 5.SS.CPP-4.0** Evaluate the importance of civic responsibilities in American democracy.
- 5.SS.CPP-5.0** Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

## **Social Studies – Structure and Functions of Government**

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- 5.SS.SFG-1.0** Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
- 5.SS.SFG-2.0** Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
- 5.SS.SFG-3.0** Give examples of powers granted to the federal government and those reserved for the states.
- 5.SS.SFG-4.0** Describe the amendment process as defined in Article V of the Constitution and give examples.
- 5.SS.SFG-5.0** Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- 5.SS.SFG-6.0** Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

## **ECONOMICS**

### **Social Studies – Market Economy**

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- 5.SS.MARE-1.0** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
- 5.SS.MARE-2.0** Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
- 5.SS.MARE-3.0** Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

### **Social Studies – The International Economy**

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- 5.SS.INTE-1.0** Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

## **GEOGRAPHY**

### **Social Studies – The World in Spatial Terms**

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- 5.SS.ST-1.0** Interpret current and historical information using a variety of geographic tools.  
**5.SS.ST-2.0** Use latitude and longitude to locate places.  
**5.SS.ST-3.0** Identify major United States physical features on a map of North America.  
**5.SS.ST-4.0** Construct maps, charts, and graphs to display geographic information.  
**5.SS.ST-5.0** Identify and locate the original thirteen colonies on a map of North America.  
**5.SS.ST-6.0** Locate and identify states, capitals, and United States territories on a map.

### **Social Studies – Places and Regions**

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- 5.SS.GEO-1.0** Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

### **Social Studies – Environment and Society**

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- 5.SS.ENV-1.0** Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

### **Social Studies – Uses of Geography**

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- 5.SS.UG-1.0** Use geographic knowledge and skills when discussing current events.  
**5.SS.UG-2.0** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

### CIVICS AND GOVERNMENT

#### **Social Studies – Demonstrate an Understanding of the Origins and Purposes of Government, Law, and the American Political System**

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- 6.SS.GLPS-1.0** Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
- 6.SS.GLPS-2.0** Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

#### **Social Studies – Evaluate the Roles, Rights, and Responsibilities of United States Citizens, and Determine Methods of Active Participation in Society, Government, and the Political System**

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- 6.SS.UGLPS-1.0** Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

### ECONOMICS

#### **Social Studies – Understand the Fundamental Concepts Relevant to the Development of a Market Economy**

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- 6.SS.MECN-1.0** Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
- 6.SS.MECN-2.0** Describe and identify traditional and command economies as they appear in different civilizations.
- 6.SS.MECN-3.0** Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

#### **Social Studies – Understand the Fundamental Concepts Relevant to the Institutions, Structure, and Functions of a National Economy**

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- 6.SS.ISFNE-1.0** Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

## **Social Studies – Understand the Fundamental Concepts and Interrelationships of the United States Economy in the International Marketplace**

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- 6.SS.USIM-1.0** Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- 6.SS.USIM-2.0** Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- 6.SS.USIM-3.0** Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- 6.SS.USIM-4.0** Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

## **Social Studies – Understand How to Use Maps and Other Geographic Representations, Tools, and Technology to Report Information**

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- 6.SS.MAP-1.0** Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- 6.SS.MAP-2.0** Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- 6.SS.MAP-3.0** Identify natural wonders of the ancient world.
- 6.SS.MAP-4.0** Utilize tools geographers use to study the world.
- 6.SS.MAP-5.0** Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- 6.SS.MAP-6.0** Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- 6.SS.MAP-7.0** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

## **Social Studies – Understand Physical and Cultural Characteristics of Places**

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- 6.SS.PCC-1.0** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- 6.SS.PCC-2.0** Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- 6.SS.PCC-3.0** Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- 6.SS.PCC-4.0** Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- 6.SS.PCC-5.0** Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- 6.SS.PCC-6.0** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- 6.SS.PCC-7.0** Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

## **Social Studies – Understand the Relationships between the Earth’s Ecosystems and the Populations that Dwell within Them**

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- 6.SS.ECO-1.0** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- 6.SS.ECO-2.0** Analyze the impact of human populations on the ancient world’s ecosystems.

## **Social Studies – Understand the Characteristics, Distribution, and Migration of Human Populations**

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- 6.SS.HP-1.0** Explain how family and ethnic relationships influenced ancient cultures.
- 6.SS.HP-2.0** Use maps to trace significant migrations, and analyze their results.
- 6.SS.HP-3.0** Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- 6.SS.HP-4.0** Map and analyze the impact of the spread of various belief systems in the ancient world.

## **Social Studies – Understand How Human Actions Can Impact the Environment**

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- 6.SS.ENVI-1.0** Identify the methods used to compensate for the scarcity of resources in the ancient world.
- 6.SS.ENVI-2.0** Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- 6.SS.ENVI-3.0** Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

## **Social Studies – Understand How to Apply Geography to Interpret the Past and Present and Plan for the Future**

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- 6.SS.GPPF-1.0** Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- 6.SS.GPPF-2.0** Compare maps of the world in ancient times with current political maps.

## **WORLD HISTORY**

### **History – Utilize Historical Inquiry Skills and Analytical Processes**

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- 6.SS.HISA-1.0** Use timelines to identify chronological order of historical events.
- 6.SS.HISA-2.0** Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- 6.SS.HISA-3.0** Interpret primary and secondary sources.
- 6.SS.HISA-4.0** Describe the methods of historical inquiry and how history relates to the other Social Sciences.
- 6.SS.HISA-5.0** Describe the roles of historians and recognize varying historical interpretations (historiography).
- 6.SS.HISA-6.0** Describe how history transmits culture and heritage and provides models of human character.



## **History – Describe the Emergence of Early Civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American)**

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- 6.SS.EC-1.0** Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- 6.SS.EC-2.0** Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- 6.SS.EC-3.0** Identify the characteristics of civilization.
- 6.SS.EC-4.0** Compare the economic, political, social, and religious institutions of ancient river civilizations.
- 6.SS.EC-5.0** Summarize important achievements of Egyptian civilization.
- 6.SS.EC-6.0** Determine the contributions of key figures from ancient Egypt.
- 6.SS.EC-7.0** Summarize the important achievements of Mesopotamian civilization.
- 6.SS.EC-8.0** Determine the impact of key figures from ancient Mesopotamian civilizations.
- 6.SS.EC-9.0** Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
- 6.SS.EC-10.0** Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

## **History – Recognize Significant Events, Figures, and Contributions of Classical Civilizations (Phoenicia, Greece, Rome, Axum)**

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- 6.SS.CC-1.0** Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- 6.SS.CC-2.0** Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- 6.SS.CC-3.0** Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
- 6.SS.CC-4.0** Explain the causes and effects of the Persian and Peloponnesian Wars.
- 6.SS.CC-5.0** Summarize the important achievements and contributions of ancient Greek civilization.
- 6.SS.CC-6.0** Determine the impact of key figures from ancient Greece.
- 6.SS.CC-7.0** Summarize the key achievements, contributions, and figures associated with the Hellenistic Period.
- 6.SS.CC-8.0** Determine the impact of significant figures associated with ancient Rome.
- 6.SS.CC-9.0** Explain the impact of the Punic Wars on the development of the Roman Empire.
- 6.SS.CC-10.0** Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- 6.SS.CC-11.0** Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
- 6.SS.CC-12.0** Explain the causes for the growth and longevity of the Roman Empire.
- 6.SS.CC-13.0** Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- 6.SS.CC-14.0** Describe the key achievements and contributions of Roman civilization.
- 6.SS.CC-15.0** Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

- 6.SS.CC-16.0** Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
- 6.SS.CC-17.0** Explain the spread and influence of the Latin language on Western Civilization.
- 6.SS.CC-18.0** Describe the rise and fall of the ancient East African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

### **History – Recognize Significant Events, Figures, and Contributions of Classical Asian Civilizations (China, India)**

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- 6.SS.CAC-1.0** Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- 6.SS.CAC-2.0** Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- 6.SS.CAC-3.0** Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- 6.SS.CAC-4.0** Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- 6.SS.CAC-5.0** Summarize the important achievements and contributions of ancient Indian civilization.
- 6.SS.CAC-6.0** Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- 6.SS.CAC-7.0** Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- 6.SS.CAC-8.0** Describe the contributions of classical and post classical China.
- 6.SS.CAC-9.0** Identify key figures from classical and post classical China.
- 6.SS.CAC-10.0** Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- 6.SS.CAC-11.0** Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- 6.SS.CAC-12.0** Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

### History - General Standards

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- 7-12.SS.IF.GS-1.0** Describe how history begins and ends in God and how history has a religious dimension.
- 7-12.SS.IF.GS-2.0** Analyze stories of important Catholic figures and saints who through their actions and examples develop or re-awaken that period's moral sense.
- 7-12.SS.IF.GS-3.0** Describe the historical impact of the Catholic Church on human events.
- 7-12.SS.IF.GS-4.0** Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history.
- 7-12.SS.IF.GS-5.0** Display personal self-worth and dignity as a human being and as part of God's ultimate plan of creation.

### History – Intelligent Designer

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- 7-12.SS.IF.ID-1.0** Describe how God, Himself, through the incarnation, has sacramentalized time and humanity.
- 7-12.SS.IF.ID-2.0** Analyze how God has revealed Himself throughout time and history, including the things we know best and can easily verify.
- 7-12.SS.IF.ID-3.0** Analyze how life experiences and life choices create a personal history with eternal consequences.
- 7-12.SS.IF.ID-4.0** Evaluate how history is not a mere chronicle of human events, but rather a moral and meta-physical drama having supreme worth in the eyes of God.
- 7-12.SS.IF.ID-5.0** Analyze cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity.
- 7-12.SS.IF.ID-6.0** Develop an historical perspective and intellectual framework to properly situate each academic discipline, not only in its own developmental timeline, but also within the larger story of historical, cultural, and intellectual development.
- 7-12.SS.IF.ID-7.0** Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).
- 7-12.SS.IF.ID-8.0** Demonstrate the ways men and societies change and/or persist over time to better understand the human condition.
- 7-12.SS.IF.ID-9.0** Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events.
- 7-12.SS.IF.ID-10.0** Analyze great figures and events in history using the systematic frameworks of Western philosophical tradition and Catholic moral norms and virtue to better understand both those people and events.
- 7-12.SS.IF.ID-11.0** Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues.
- 7-12.SS.IF.ID-12.0** Demonstrate how historical events and patterns of change help predict and plan for future events.

- 7-12.SS.IF.ID-13.0** Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies.
- 7-12.SS.IF.ID-14.0** Relate how the development of a broader viewpoint of history and events affects individual experiences and deepens a sense of being and the world.
- 7-12.SS.IF.ID-15.0** Analyze the thoughts and deeds of great men and women of the past.
- 7-12.SS.IF.ID-16.0** Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church.
- 7-12.SS.IF.ID-17.0** Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint.
- 7-12.SS.IF.ID-18.0** Analyze historical events, especially those involving critical human experiences of good and evil, so as to enlarge understanding of self and others.
- 7-12.SS.IF.ID-19.0** Distinguish the basic elements of Christian social ethics within historical events.
- 7-12.SS.IF.ID-20.0** Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
- 7-12.SS.IF.ID-21.0** Evaluate the concept of subsidiarity and its role in Catholic social doctrine.
- 7-12.SS.IF.ID-22.0** Analyze the concept of solidarity and describe its effect on a local, regional, and global level.
- 7-12.SS.IF.ID-23.0** Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society.
- 7-12.SS.IF.ID-24.0** Summarize the case for the dignity of work and the rights of workers.
- 7-12.SS.IF.ID-25.0** Examine the Church’s position on freedom and man’s right to participate in the building up of society and contributing to the common good.
- 7-12.SS.IF.ID-26.0** Articulate the tension and distinction between religious freedom and social cohesion.
- 7-12.SS.IF.ID-27.0** Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created.

## **History – Dispositional Standards**

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- 7-12.SS.IF.DS-1.0** Select and describe beautiful artifacts from different times and cultures.
- 7-12.SS.IF.DS-2.0** Exhibit love for the common good and a shared humanity with those present, those who have gone before, and those who will come after.
- 7-12.SS.IF.DS-3.0** Evaluate the aesthetics (idea of beauty) of different cultures and times to better appreciate the purpose and power of both cultural and transcendent notions of the beautiful.
- 7-12.SS.IF.DS-4.0** Share Catholic virtues and values (i.e., prudence and wisdom) gleaned from the study of human history to better evaluate personal behaviors, trends of contemporary society, and prevalent social pressures and norms.
- 7-12.SS.IF.DS-5.0** Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message.
- 7-12.SS.IF.DS-6.0** Demonstrate respect and appreciation for the qualities and characteristics of different cultures to pursue peace and understanding, knowledge and truth.

**CIVICS AND GOVERNMENT****Social Studies – Demonstrate an Understanding of the Origins and Purposes of Government, Law, and the American Political System**

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- 7.SS.GLPS-1.0** Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.
- 7.SS.GLPS-2.0** Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” had on colonists’ views of government.
- 7.SS.GLPS-3.0** Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- 7.SS.GLPS-4.0** Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- 7.SS.GLPS-5.0** Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- 7.SS.GLPS-6.0** Interpret the intentions of the Preamble of the Constitution.
- 7.SS.GLPS-7.0** Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- 7.SS.GLPS-8.0** Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a Bill of Rights.
- 7.SS.GLPS-9.0** Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

**Social Studies – Evaluate the Roles, Rights, and Responsibilities of United States Citizens, and Determine Methods of Active Participation in Society, Government, and the Political System**

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- 7.SS.UGLPS-1.0** Define the term “citizen,” and identify legal means of becoming a United States citizen.
- 7.SS.UGLPS-2.0** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- 7.SS.UGLPS-3.0** Experience the responsibilities of citizens at the local, state, or federal levels.
- 7.SS.UGLPS-4.0** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- 7.SS.UGLPS-5.0** Distinguish how the Constitution safeguards and limits individual rights.
- 7.SS.UGLPS-6.0** Simulate the trial process and the role of juries in the administration of justice.
- 7.SS.UGLPS-7.0** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- 7.SS.UGLPS-8.0** Identify America’s current political parties, and illustrate their ideas about government.
- 7.SS.UGLPS-9.0** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

- 7.SS.UGLPS-10.0** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- 7.SS.UGLPS-11.0** Analyze media and political communications (bias, symbolism, propaganda).
- 7.SS.UGLPS-12.0** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- 7.SS.UGLPS-13.0** Examine multiple perspectives on public and current issues.
- 7.SS.UGLPS-14.0** Conduct a service project to further the public good.

### **Social Studies – Demonstrate an Understanding of the Principles, Functions, and Organization of Government**

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- 7.SS.PFOG-1.0** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- 7.SS.PFOG-2.0** Compare parliamentary, federal, confederal, and unitary systems of government.
- 7.SS.PFOG-3.0** Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- 7.SS.PFOG-4.0** Identify the relationship and division of powers between the federal government and state governments.
- 7.SS.PFOG-5.0** Explain the Constitutional amendment process.
- 7.SS.PFOG-6.0** Evaluate Constitutional rights and their impact on individuals and society.
- 7.SS.PFOG-7.0** Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- 7.SS.PFOG-8.0** Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- 7.SS.PFOG-9.0** Illustrate the law making process at the local, state, and federal levels.
- 7.SS.PFOG-10.0** Identify sources and types (civil, criminal, constitutional, military) of law.
- 7.SS.PFOG-11.0** Diagram the levels, functions, and powers of courts at the state and federal levels.
- 7.SS.PFOG-12.0** Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- 7.SS.PFOG-13.0** Compare the Constitutions of the United States and New Hampshire.
- 7.SS.PFOG-14.0** Differentiate between local, state, and federal governments’ obligations and services.

### **Social Studies – Demonstrate an Understanding of Contemporary Issues in World Affairs, and Evaluate the Role and Impact of United States Foreign Policy**

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- 7.SS.WAWP-1.0** Differentiate concepts related to United States domestic and foreign policy.
- 7.SS.WAWP-2.0** Recognize government and citizen participation in international organizations.
- 7.SS.WAWP-3.0** Describe examples of how the United States has dealt with international conflicts.

## ECONOMICS

### **Social Studies – Understand the Fundamental Concepts Relevant to the Development of a Market Economy**

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- 7.SS.MECN-1.0** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- 7.SS.MECN-2.0** Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- 7.SS.MECN-3.0** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- 7.SS.MECN-4.0** Discuss the function of financial institutions in the development of a market economy.
- 7.SS.MECN-5.0** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- 7.SS.MECN-6.0** Compare the national budget process to the personal budget process.

### **Social Studies – Understand the Fundamental Concepts Relevant to the Institutions, Structure, and Functions of a National Economy**

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- 7.SS.ISFNE-1.0** Explain how federal, state, and local taxes support the economy as a function of the United States government.
- 7.SS.ISFNE-2.0** Describe the banking system in the United States and its impact on the money supply.
- 7.SS.ISFNE-3.0** Identify and describe United States laws and regulations adopted to promote economic competition.
- 7.SS.ISFNE-4.0** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- 7.SS.ISFNE-5.0** Explain how economic institutions impact the national economy.

### **Social Studies – Understand the Fundamental Concepts and Interrelationships of the United States Economy in the International Marketplace**

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- 7.SS.USIM-1.0** Explain how international trade requires a system for exchanging currency between and among nations.
- 7.SS.USIM-2.0** Assess how the changing value of currency affects trade of goods and services between nations.
- 7.SS.USIM-3.0** Compare and contrast a single resource economy with a diversified economy.
- 7.SS.USIM-4.0** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

## GEOGRAPHY

### **Social Studies – Understand How to Use Maps and Other Geographic Representations, Tools, and Technology to Report Information**

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- 7.SS.MAP-1.0** Locate the fifty states and their capital cities in addition to the nation’s capital on a map.
- 7.SS.MAP-2.0** Locate on a world map the territories and protectorates of the United States of America.
- 7.SS.MAP-3.0** Interpret maps to identify geopolitical divisions and boundaries of places in North America.

### **Social Studies – Understand Physical and Cultural Characteristics of Places**

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- 7.SS.PCC-1.0** Locate major cultural landmarks that are emblematic of the United States.
- 7.SS.PCC-2.0** Locate major physical landmarks that are emblematic of the United States.
- 7.SS.PCC-3.0** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- 7.SS.PCC-4.0** Describe current major cultural regions of North America.

### **Social Studies – Understand the Relationships between the Earth’s Ecosystems and the Populations that Dwell within Them**

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- 7.SS.ECO-1.0** Use maps to describe the location, abundance, and variety of natural resources in North America.

### **Social Studies – Understand the Characteristics, Distribution, and Migration of Human Populations**

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- 7.SS.HP-1.0** Use geographic terms and tools to explain cultural diffusion throughout North America.
- 7.SS.HP-2.0** Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

### **Social Studies – Understand How Human Actions Can Impact the Environment**

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- 7.SS.ENVI-1.0** Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

### **Social Studies – Understand How to Apply Geography to Interpret the Past and Present and Plan for the Future**

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- 7.SS.GPPF-1.0** Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.



**AMERICAN HISTORY****History – Use Research and Inquiry Skills to Analyze American History Using Primary and Secondary Sources**

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- 8.SS.AAH-1.0** Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- 8.SS.AAH-2.0** Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.
- 8.SS.AAH-3.0** Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- 8.SS.AAH-4.0** Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- 8.SS.AAH-5.0** Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- 8.SS.AAH-6.0** Compare interpretations of key events and issues throughout American History.
- 8.SS.AAH-7.0** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

**History – Examine the Causes, Course, and Consequences of British Settlement in the American Colonies**

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- 8.SS.BSAC-1.0** Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- 8.SS.BSAC-2.0** Compare the characteristics of the New England, Middle, and Southern colonies.
- 8.SS.BSAC-3.0** Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- 8.SS.BSAC-4.0** Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- 8.SS.BSAC-5.0** Discuss the impact of colonial settlement on Native American populations.
- 8.SS.BSAC-6.0** Examine the causes, course, and consequences of the French and Indian War.
- 8.SS.BSAC-7.0** Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

**History – Demonstrate an Understanding of the Causes, Course, and Consequences of the American Revolution and the Founding Principles of Our Nation**

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- 8.SS.AR-1.0** Explain the consequences of the French and Indian War in British policies for the American colonies from 1763-1774.
- 8.SS.AR-2.0** Explain American colonial reaction to British policy from 1763-1774.
- 8.SS.AR-3.0** Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

- 8.SS.AR-4.0** Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- 8.SS.AR-5.0** Describe the influence of individuals on social and political developments during the Revolutionary era.
- 8.SS.AR-6.0** Examine the causes, course, and consequences of the American Revolution.
- 8.SS.AR-7.0** Examine the structure, content, and consequences of the Declaration of Independence.
- 8.SS.AR-8.0** Examine individuals and groups that affected political and social motivations during the American Revolution.
- 8.SS.AR-9.0** Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- 8.SS.AR-10.0** Examine the course, and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- 8.SS.AR-11.0** Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
- 8.SS.AR-12.0** Examine the influences of George Washington’s presidency in the formation of the new nation.
- 8.SS.AR-13.0** Explain major domestic and international economic, military, political, and socio-cultural events of John Adams’s presidency.
- 8.SS.AR-14.0** Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson’s presidency.
- 8.SS.AR-15.0** Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- 8.SS.AR-16.0** Examine key events in New Hampshire history as each impacts this era of American history.

### **History – Demonstrate an Understanding of the Domestic and International Causes, Course, and Consequences of Westward Expansion**

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- 8.SS.WE-1.0** Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- 8.SS.WE-2.0** Describe the debate surrounding the spread of slavery into western territories.
- 8.SS.WE-3.0** Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- 8.SS.WE-4.0** Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- 8.SS.WE-5.0** Explain the causes, course, and consequences of the 19<sup>th</sup>-century transportation revolution on the growth of the nation’s economy.
- 8.SS.WE-6.0** Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- 8.SS.WE-7.0** Explain the causes, course, and consequences (industrial growth, subsequent

- effect on children and women) of New England’s textile industry.
- 8.SS.WE-8.0** Describe the influence of individuals on social and political developments of this era in American History.
- 8.SS.WE-9.0** Analyze the causes, course, and consequences of the Second Great Awakening on social reform movements.
- 8.SS.WE-10.0** Analyze the impact of technological advancements on the agricultural economy and slave labor.
- 8.SS.WE-11.0** Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves’ spiritual system.
- 8.SS.WE-12.0** Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- 8.SS.WE-13.0** Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- 8.SS.WE-14.0** Examine the causes, course, and consequences of the women’s suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- 8.SS.WE-15.0** Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- 8.SS.WE-16.0** Identify key ideas and influences of Jacksonian democracy.
- 8.SS.WE-17.0** Examine key events and peoples in New Hampshire history as each impacts this era of American history.

### **History – Examine the Causes, Course, and Consequence of the Civil War and Reconstruction Including Its Effects on American Peoples**

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- 8.SS.CWR-1.0** Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states’ rights, balance of power in the Senate).
- 8.SS.CWR-2.0** Analyze the role of slavery in the development of sectional conflict.
- 8.SS.CWR-3.0** Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln’s presidency.
- 8.SS.CWR-4.0** Identify the division (Confederate and Union states, Border states, western territories) of the United States at the outbreak of the Civil War.
- 8.SS.CWR-5.0** Compare Union and Confederate strengths and weaknesses.
- 8.SS.CWR-6.0** Compare significant Civil War battles and events and their effects on civilian populations.
- 8.SS.CWR-7.0** Examine key events and peoples in New Hampshire history as each impacts this era of American history.
- 8.SS.CWR-8.0** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson’s impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

## CIVICS AND GOVERNMENT

### **Social Studies – Evaluate the Roles, Rights, and Responsibilities of United States Citizens and Determine Methods of Active Participation in Society, Government, and the Political System**

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- 8.SS.RRRC-1.0** Identify the constitutional provisions for establishing citizenship.
- 8.SS.RRRC-2.0** Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- 8.SS.RRRC-3.0** Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- 8.SS.RRRC-4.0** Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- 8.SS.RRRC-5.0** Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- 8.SS.RRRC-6.0** Evaluate how amendments to the Constitution have expanded voting rights from our nation’s early history to present day.

### **Social Studies – Demonstrate an Understanding of the Principles, Functions, and Organization of Government**

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- 8.SS.PFOG-1.0** Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

## ECONOMICS

### **Social Studies – Understand the Fundamental Concepts Relevant to the Development of a Market Economy**

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- 8.SS.MECN-1.0** Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

### **Social Studies – Understand the Fundamental Concepts Relevant to the Institutions, Structure, and Functions of a National Economy**

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- 8.SS.ISFNE-1.0** Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- 8.SS.ISFNE-2.0** Explain the economic impact of government policies.
- 8.SS.ISFNE-3.0** Assess the role of Africans and other minority groups in the economic development of the United States.

## **Social Studies – Understand the Fundamental Concepts and Interrelationships of the United States Economy in the International Marketplace**

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**8.SS.USIM-1.0** Evaluate domestic and international interdependence.

### **FINANCIAL LITERACY**

#### **Social Studies – Earning Income**

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- 8.SS.EI-1.0** Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.
- 8.SS.EI-2.0** Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.
- 8.SS.EI-3.0** Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.
- 8.SS.EI-4.0** Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.
- 8.SS.EI-5.0** Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.
- 8.SS.EI-6.0** Identify the opportunity costs that education, training, and development of job skills have in terms of time, effort, and money.
- 8.SS.EI-7.0** Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.
- 8.SS.EI-8.0** Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.

#### **Social Studies – Buying Goods and Services**

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- 8.SS.BGS-1.0** Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.
- 8.SS.BGS-2.0** Analyze a source’s incentives in providing information about a good or service and how a consumer can better assess the quality and usefulness of the information.
- 8.SS.BGS-3.0** Describe the variety of payment methods people can use in order to buy goods and services.
- 8.SS.BGS-4.0** Examine choosing a payment method by weighing the costs and benefits of the different payment options.
- 8.SS.BGS-5.0** Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.

## **Social Studies – Saving**

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- 8.SS.SAV-1.0** Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.
- 8.SS.SAV-2.0** Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver’s money and is normally expressed as an annual percentage of the amount saved.
- 8.SS.SAV-3.0** Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.
- 8.SS.SAV-4.0** Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.
- 8.SS.SAV-5.0** Identify principal as the initial amount of money upon which interest is paid.
- 8.SS.SAV-6.0** Identify the value of a person’s savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.
- 8.SS.SAV-7.0** Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people’s tastes and preferences influence their choice of how much to save and for what to save.
- 8.SS.SAV-8.0** Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositor savings in most commercial banks, savings banks, and savings associations up to a set limit.

## **Social Studies – Financial Literacy**

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- 8.SS.FL-1.0** Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else’s money expressed as an annual percentage of the loan principal.
- 8.SS.FL-2.0** Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.
- 8.SS.FL-3.0** Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.
- 8.SS.FL-4.0** Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.

## **Social Studies – Financial Investing**

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- 8.SS.INV-1.0** Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.
- 8.SS.INV-2.0** Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.
- 8.SS.INV-3.0** Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.
- 8.SS.INV-4.0** Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
- 8.SS.INV-5.0** Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.

## **Social Studies – Protecting and Insuring**

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- 8.SS.INS-1.0** Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.
- 8.SS.INS-2.0** Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.
- 8.SS.INS-3.0** Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.
- 8.SS.INS-4.0** Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.
- 8.SS.INS-5.0** Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.
- 8.SS.INS-6.0** Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.
- 8.SS.INS-7.0** Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.

## GEOGRAPHY

### **Social Studies – Understand How to Use Maps and Other Geographic Representations, Tools, and Technology to Report Information**

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- 8.SS.MAP-1.0** Use maps to explain physical and cultural attributes of major regions throughout American history.
- 8.SS.MAP-2.0** Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

### **Social Studies – Understand Physical and Cultural Characteristics of Places**

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- 8.SS.PCC-1.0** Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- 8.SS.PCC-2.0** Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- 8.SS.PCC-3.0** Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

### **Social Studies – Understand the Relationships between the Earth’s Ecosystems and the Populations that Dwell within Them**

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- 8.SS.ECO-1.0** Locate and describe in geographic terms the major ecosystems of the United States.
- 8.SS.ECO-2.0** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and New Hampshire over time.

### **Social Studies – Understand the Characteristics, Distribution, and Migration of Human Populations**

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- 8.SS.HP-1.0** Interpret population growth and other demographic data for any given place in the United States throughout its history.
- 8.SS.HP-2.0** Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- 8.SS.HP-3.0** Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- 8.SS.HP-4.0** Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- 8.SS.HP-5.0** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- 8.SS.HP-6.0** Use political maps to describe changes in boundaries and governance throughout American history.



## **Social Studies – Understand How Human Actions Can Impact the Environment**

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**8.SS.ENVI-1.0** Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

**8.SS.ENVI-2.0** Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

## **Social Studies – Understand How to Apply Geography to Interpret the Past and Present and Plan for the Future**

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**8.SS.GPPF-1.0** Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

**8.SS.GPPF-2.0** Illustrate places and events in U.S. history through the use of narratives and graphic representations.