

Social Studies Curriculum
Grades K-12
Sunapee School District

Last Revised: May 2015

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Kindergarten: “Community”	
<p>Skills:</p> <ol style="list-style-type: none"> 1. Distinguish between primary and secondary sources 2. Utilize various types of sources such as documents, charts, images, artifacts, and maps 3. Draw from the source information at a level appropriate to the task at hand (i.e., skimming for facts or probing for deeper meaning) 4. Draw inferences from factual material 9. Compare and contrast 10. Determine varying perspectives 11. Recognize change over time 12. Detect cause and effect relationships 13. Distinguish between facts, interpretations, and opinions 14. Present visually, orally, and in writing 16. Participate in the community 	
Content:	Standards:
<p>Geography: Spatial Sense</p> <ul style="list-style-type: none"> ● Maps and globes: what they represent, how we use them ● Rivers, lakes and mountains: what they are and how they are represented on maps and globes ● Locate the Atlantic and Pacific Oceans ● Locate the North and South Poles 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>
<p>The Seven Continents</p> <ul style="list-style-type: none"> ● Identify and locate the seven continents on a map and globe: <ul style="list-style-type: none"> ○ Asia ○ Europe ○ Africa ○ North America ○ South America ○ Antarctica ○ Australia 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>
<p>Geography</p> <ul style="list-style-type: none"> ● Name and locate Sunapee, NH ● Locate North America, the continental United States, Alaska and Hawaii 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>
<p>Native American Peoples, Past and Present</p> <ul style="list-style-type: none"> ● Become familiar with the people and way of life of at least one Native American tribe or nation including: <ul style="list-style-type: none"> ○ how they lived ○ what they wore and ate ○ their beliefs and stories ○ the current status of the tribe or nation 	<p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>

<p>Early Exploration and Settlement</p> <ul style="list-style-type: none"> ● The Voyage of Columbus in 1492 <ul style="list-style-type: none"> ○ Queen Isabella and King Ferdinand of Spain ○ The Nina, Pinta and Santa Maria ○ Columbus’s mistaken identification of “Indies” and “Indians” ○ The idea of what was, for Europeans, a “New World” ● The Pilgrims <ul style="list-style-type: none"> ○ The Mayflower ○ Plymouth Rock ○ Thanksgiving ● July 4, Independence Day <ul style="list-style-type: none"> ○ The “birthday” of our nation ○ Democracy (rule of the people) Americans wanted to rule themselves instead of being ruled by a faraway king ○ Some people were not free: slavery in early America 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time</p>
<p>Presidents, Past and Present</p> <ul style="list-style-type: none"> ● George Washington <ul style="list-style-type: none"> ○ “Father of Our Country” ● Thomas Jefferson <ul style="list-style-type: none"> ○ author of the Declaration of Independence ● Abraham Lincoln <ul style="list-style-type: none"> ○ humble origins ○ “Honest Abe” ○ president who signed the Emancipation Proclamation ● current United States President 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>
<p>Symbols and Figures</p> <ul style="list-style-type: none"> ● Recognize and be familiar with the significance of <ul style="list-style-type: none"> ○ American flag ○ Statue of Liberty ○ Mount Rushmore ○ The White House 	<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>

New Grade Level

<p>Grade 1: “Beginnings”</p>
<p>Skills:</p> <ol style="list-style-type: none"> 1. Distinguish between primary and secondary sources 2. Utilize various types of sources such as documents, charts, images, artifacts, and maps 3. Draw from the source information at a level appropriate to the task at hand (i.e., skimming for facts or probing for deeper meaning) 4. Draw inferences from factual material 9. Compare and contrast 10. Determine varying perspectives 11. Recognize change over time 12. Detect cause and effect relationships 13. Distinguish between facts, interpretations, and opinions 14. Present visually, orally, and in writing

16. Participate in the community	
Content:	Standards:
American History and Geography—Early People and Civilization <ul style="list-style-type: none"> Crossing from Asia to North America from hunting to farming. Gradual development of early towns. 	SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence, human settlement patterns, and the forces of cooperation and conflict among peoples.
Early American Civilization <ul style="list-style-type: none"> Maya and Mexico in Central America Aztecs in Mexico (Montezuma and Tenochtitlan) Inca in South America (Peru, Chile) 	SS:GE:2: Places and Region Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
Early Exploration and Settlement <ul style="list-style-type: none"> Columbus 	SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence, human settlement patterns, and the forces of cooperation and conflict among peoples. SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals over time.
The Conquistadors <ul style="list-style-type: none"> The Search for Gold and Silver Hernan Cortes and the Aztecs Francisco Pizarro and the Inca Diseases devastate Native American Population 	SS:WH:1: Political Foundations and Developments Students will demonstrate and understanding of major events, ideas and issues pertaining to the history of governance.
Early Exploration of the American West <ul style="list-style-type: none"> Daniel Boone and the Wilderness Road The Louisiana Purchase (Exploration of Lewis and Clark and Sacagawea) Geography (Locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River) 	SS:GE:3: Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
Symbols and Figures—Recognize and become familiar with <ul style="list-style-type: none"> Liberty Bell Current United States president American Flag Bald Eagle 	SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
From Colonies to Independence: The American Revolution <ul style="list-style-type: none"> Locate the original thirteen colonies Paul Revere's Ride (One if by land, two if by sea...) The Boston Tea Party Thomas Jefferson and the Declaration of Independence Minutemen and Redcoats (The shot heard around the world...) Fourth of July Benjamin Franklin: patriot, inventor, writer 	SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the mamore ideas, issues and events pertaining to the history of governance in our state and nation.

<ul style="list-style-type: none"> • George Washington from military commander to our first president • Legend of Betsy Ross and Flag 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>
<p>World History and Geography—Spatial Sense</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community • Understand that maps have keys or legends with symbols and their uses • Find directions on a map: east, west, south and north • Identify major oceans: Pacific, Atlantic, Indian, Arctic • Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia • Locate Canada, United States, Mexico, Central America • Locate the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles • Maps and Globes: what they represent and how we use them • Rivers, lakes, and mountains: what they are and how they are represented on maps and globes • Locate the north and south pole 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire process, report, and analyze geographic information.</p>
<p>An Overview of the Seven Continents—Identify and locate the seven continents on a map and globe</p> <ul style="list-style-type: none"> • Asia • Europe • Africa • North America • South America • Antarctica • Australia 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire process, report, and analyze geographic information.</p>
<p>Geographical Terms and Features</p> <ul style="list-style-type: none"> • peninsula, harbor, bay, island 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire process, report, and analyze geographic information.</p>
<p>Early World Civilization—Mesopotamia: The “Cradle of Civilization”</p> <ul style="list-style-type: none"> • Importance of Tigris and Euphrates Rivers • Development of writing, why writing is important to the development of civilization • Code of Hammurabi (early code of law), why rules and laws are important to the development of civilization 	<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>
<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Geography (Africa, Sahara Desert) • Importance of Nile River, floods and farming • Pharaohs (Tutankhamun, Hatshepsut, woman pharaoh) • Pyramids and mummies, animal gods, Sphinx • Writing hieroglyphics 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire process, report, and analyze geographic information.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>

<p>History of World Religions</p> <ul style="list-style-type: none"> • Judaism (Belief in one God, Story of Exodus, Israel, Hanukkah, Star of David, Torah, synagogue) • Christianity (Christianity grew out of Judaism, Jesus: meaning of “messiah”, Christmas and Easter, symbol of cross) • Islam (Originated in Arabia: since spread worldwide, Followers are called Muslims, Symbols of crescent and star) 	<p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals over time.</p>
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New Grade Level

Grade 2: “Leadership”	
<p>Skills:</p> <ol style="list-style-type: none"> 01. Distinguish between primary and secondary sources 02. Utilize various types of sources such as documents, charts, images, artifacts, and maps 03. Draw from the source information at a level appropriate to the task at hand (i.e., skimming for facts or probing for deeper meaning) 04. Draw inferences from factual material, 09. Compare and contrast 10 Determine varying perspectives 11 Recognize change over time 12 Detect cause and effect relationships 13 Distinguish between facts, interpretations, and opinions 14 Present visually, orally, and in writing 	
<p>Content:</p>	<p>Standards:</p>
<p>World Geography - Spatial Sense</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: <ul style="list-style-type: none"> ○ east ○ west ○ north ○ south • Identify major oceans: <ul style="list-style-type: none"> ○ Pacific ○ Atlantic ○ Indian ○ Artic • The seven continents: <ul style="list-style-type: none"> ○ Asia, Europe, Africa, North America, South America, Antarctica, Australia • Locate: <ul style="list-style-type: none"> ○ Canada ○ United States ○ Mexico ○ Central America • Locate: <ul style="list-style-type: none"> ○ Equator ○ Northern Hemisphere ○ Southern Hemisphere ○ North Pole 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, geographic information.</p> <p>SS:GE:3: Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems.</p>

<ul style="list-style-type: none"> ○ South Pole <p>World Geography - Geographical Terms and Features</p> <ul style="list-style-type: none"> ● Review: peninsula, harbor, bay, island ● Introduce: coast, valley, desert, oasis 	
<p>Geography of the Americas - North America</p> <ul style="list-style-type: none"> ● North America <ul style="list-style-type: none"> ○ Canada, United States, Mexico ● The United States <ul style="list-style-type: none"> ○ Fifty states: 48 contiguous states, plus Alaska/Hawaii ○ Current Territories (American Samoa, Guan, Puerto Rico, U.S. Virgin Islands) ○ Mississippi River ○ Appalachian and Rocky Mountains ○ Great Lakes ● Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies ● Central America <p>Geography of the Americas - South America</p> <ul style="list-style-type: none"> ● Brazil: largest country in South America, Amazon River, rain forests ● Peru and Chile: Andes Mountains ● Locate: Venezuela, Colombia, Ecuador ● Bolivia: named after Simon Bolivar, "The Liberator" ● Argentina: the Pampas ● Main languages: Spanish and (in Brazil) Portuguese <p>Geography of the Americas - Symbols and Figures</p> <ul style="list-style-type: none"> ● Recognize and become familiar with the significance of U.S. flag: current and earlier versions ● Statue of Liberty ● Lincoln Memorial 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, geographic information.</p> <p>SS:GE:3: Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>
<p>Presidents</p> <ul style="list-style-type: none"> ● Thomas Jefferson ● Theodore Roosevelt ● Franklin D. Roosevelt ● Current President 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>Artists</p> <ul style="list-style-type: none"> ● Michelangelo ● Amadeus Mozart ● Leonardo da Vinci 	<p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
<p>Scientists</p> <ul style="list-style-type: none"> ● Jane Goodall ● Galileo ● Albert Einstein ● Marie Curie 	<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>

	<p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
<p>Astronauts</p> <ul style="list-style-type: none"> ● Neil Armstrong ● Sally Ride ● Christa McAuliffe 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>Pioneers</p> <ul style="list-style-type: none"> ● Amelia Earhart ● Helen Keller 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>Business Leaders</p> <ul style="list-style-type: none"> ● Henry Ford ● Walt Disney ● Oprah Winfrey ● Bill Gates ● Steve Jobs 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>Civil Rights Leaders</p> <ul style="list-style-type: none"> ● Martin Luther King Jr. ● Rosa Parks 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>World Leaders</p> <ul style="list-style-type: none"> ● Nelson Mandela ● Mother Teresa ● Mahatma Gandhi 	<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>

<p>Children</p> <ul style="list-style-type: none"> • Mattie Stepanek • Malala Yousafzai (May not be the kid friendliest) 	<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>
<p>Athletes</p> <ul style="list-style-type: none"> • Jackie Robinson • Jim Thorpe • Muhammad Ali 	<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>

New Grade Level

Grade 3: “Struggles and Triumphs”	
<p>Skills:</p> <p>01. Distinguish between primary and secondary sources 02. Utilize various types of sources such as documents, charts, images, artifacts, and maps 03. Draw from the source information at a level appropriate to the task at hand (i.e., skimming for facts or probing for deeper meaning)</p>	
<p>Content:</p>	<p>Standards:</p>
<p>World Geography: Spatial Sense</p> <ul style="list-style-type: none"> • Name your continent, country, state and community • Understand that maps have keys or legends with symbols and their uses • Find directions on a map: east, west, north, south • Identify major oceans: Pacific, Atlantic, Indian, Arctic • The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia • Locate: Canada, United States, Mexico, Central America • Locate: the Equator, Northern Hemisphere, and Southern Hemisphere, North and South Poles • Measure straight-line distances using a bar scale • Use an atlas and, if available, on-line sources to find geographic information 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p> <p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>
<p>Geographical Terms and Features</p> <ul style="list-style-type: none"> • boundary • channel • delta • isthmus • plateau • reservoir • strait 	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>
<p>Canada</p> <ul style="list-style-type: none"> • Locate in relation to the United States 	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the</p>

<ul style="list-style-type: none"> ● French and British heritage, French-speaking Quebec ● Rocky Mountains ● Hudson Bay, St Lawrence River, Yukon River ● Divided into provinces ● Major cities, including Montreal, Quebec, Toronto, Vancouver 	<p>physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>
<p>Important Rivers of the World</p> <ul style="list-style-type: none"> ● Terms: source, mouth, tributary, drainage, basin ● Asia: Ob, Yellow (Huang He) Yangtze (Chang Jang), Ganges, Indus, Tigris, Euphrates. ● Africa: Nile, Niger, Congo ● South America: Amazon, Parana, Orinoco ● North America: Mississippi, and major tributaries, Mackenzie, Yukon. ● Australia: Murray-Darling ● Europe: Volga, Danube, Rhine 	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>
<p>American History and Geography</p> <ul style="list-style-type: none"> ● The Earliest Americans <ul style="list-style-type: none"> ○ Crossing from Asia to North America <ul style="list-style-type: none"> ■ During the Ice Age, nomadic hunters cross from Asia to North America (now the Bering Strait). (Crossing a land bridge is one of many theories.) ■ Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include: <ul style="list-style-type: none"> ● Inuits (Eskimos), Anasazi, pueblo builders and cliff dwellers, Mound builders ● Native American <ul style="list-style-type: none"> ○ In the Southwest ○ Pueblos (Hopi, Zuni) ○ Dine (Navajo) ○ Apache ● Eastern "Woodland" Indians <ul style="list-style-type: none"> ○ Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem ○ Major tribes and nations (such as Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy) ● In the Southeast <ul style="list-style-type: none"> ○ Cherokee ○ Seminole 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p> <p>SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>
<p>Early Exploration of North America</p> <ul style="list-style-type: none"> ● Early Spanish Exploration and settlement <ul style="list-style-type: none"> ○ Settlement of Florida ○ Ponce de Leon, legend of the Fountain of Youth ○ Hernando de Soto ○ Founding of St Augustine (oldest continuous 	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions</p>

<p>European settlement in what is now the U.S.)</p> <ul style="list-style-type: none"> ○ Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River 	<p>SS:HI:5: Social/Cultural</p> <p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>Exploration and Settlement of the American Southwest</p> <ul style="list-style-type: none"> ● Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California ● Coronado and the legend of the “Seven Cities of Cibola” (of Gold) ● Geography: Grand Canyon and Rio Grande 	<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions</p> <p>SS:HI:5: Social/Cultural</p> <p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>The Search for the Northwest Passage</p> <ul style="list-style-type: none"> ● Many explorers undertook the perilous, sometimes fatal, voyage to find a shortcut across North America to Asia including: <ul style="list-style-type: none"> ○ John Cabot: Newfoundland ○ Champlain: “New France” and Quebec ○ Henry Hudson: the Hudson River ● Geography <ul style="list-style-type: none"> ○ “New France” and Quebec, Canada ○ St. Lawrence River ○ The Great Lakes: Superior, Michigan, Huron, Erie, Ontario 	<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions</p> <p>SS:HI:5: Social/Cultural</p> <p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>The Thirteen Colonies: Life and Times Before the Revolution</p> <ul style="list-style-type: none"> ● Geography <ul style="list-style-type: none"> ○ The thirteen colonies by region: New England, Middle, Atlantic, Southern ○ Differences in climate from north to south: corresponding ○ differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South) ○ Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston ● Southern Colonies <ul style="list-style-type: none"> ○ Virginia, Maryland, North Carolina, South Carolina, Georgia ○ plantations with cash crops ○ The difference between indentured servants and slaves: ○ slaves as property ○ The Middle Passage ○ Virginia as case study <ul style="list-style-type: none"> ■ Chesapeake Bay, James River ■ 1607: Three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches. 	<p>SS:GE:2: Places and Regions</p> <p>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions</p> <p>SS:GE:3: Physical Systems</p> <p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p> <p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p> <p>SS:CV:1: The Nature and Purpose of Government</p> <p>Students will demonstrate an understanding of the</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Establishment of Jamestown, first continuous English colony in the New World ■ Trade with Powhatan Indians (see also Eastern Woodland, Indians, above John Smith) ■ John Smith ■ Pocahontas, marriage to John Rolfe ■ Diseases kill many people, both colonists and Indians ■ The Starving Time ■ Clashes between American Indians and American colonists ■ Development of tobacco as a cash crop, development of plantations ■ 1619: first African laborers brought to Virginia ● The New England Colonies <ul style="list-style-type: none"> ○ New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island <ul style="list-style-type: none"> ■ Gradual development of maritime economy: fishing and shipbuilding ■ Subsistence farming ○ Massachusetts <ul style="list-style-type: none"> ■ Colonists seeking religious freedom: in England, an official “established” church (the Church of England), which did not allow people to worship as they chose ■ The Pilgrims ■ From England to Holland to Massachusetts ■ Significance of the Mayflower Compact ■ Plymouth Colony ■ Help by Wampanoag Indians: Massasoit, Tisquantum Squanto) ■ The Puritans ■ Emphasis on reading and education, the <i>New England Primer</i> ○ Rhode Island <ul style="list-style-type: none"> ■ different than Massachusetts ■ Roger Williams: belief in religious toleration ■ Anne Hutchinson ○ Middle Atlantic Colonies <ul style="list-style-type: none"> ■ Middle Atlantic colonies: New York, New Jersey, New Jersey, Delaware, Pennsylvania <ul style="list-style-type: none"> ● medium sized farms, religious toleration, some fishing and shipping ■ New York <ul style="list-style-type: none"> ● Dutch settlements and trading posts in “New Netherland” 	<p>nature of governments, and the fundamental ideals of government of the United States</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> <p>SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p> <p>SS:CV:4 Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p> <p>SS:EC:4: Financial Institutions and the Government Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p> <p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions</p>
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	<p>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>The Civil War</p> <ul style="list-style-type: none"> ● Controversy over slavery ● Harriet Tubman, “the underground railroad” ● Northern v. Southern states: Yankees and Rebels ● Ulysses S. Grant and Robert E. Lee ● Clara Barton, “Angel of the Battlefield”, founder of American Red Cross ● President Abraham Lincoln: keeping the Union together ● Emancipation Proclamation and the end of slavery 	<p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p> <p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>

New Grade Level

Grade 4: “What are the Options?”

<p>Skills:</p> <p>01. Distinguish between primary and secondary sources</p> <p>02. Utilize various types of sources such as documents, charts, images, artifacts, and maps</p> <p>03. Draw from the source information at a level appropriate to the task at hand (i.e., skimming for facts or probing for deeper meaning)</p> <p>09. Compare and contrast</p> <p>10. Determine varying perspectives</p> <p>11. Recognize change over time</p> <p>13. Distinguish between facts, interpretations, and opinions</p> <p>14. Present visually, orally, and in writing</p>	
<p>Content:</p>	<p>Standards:</p>
<p>Types of Government</p> <ul style="list-style-type: none"> ● An autocracy is a government in which one person has all the power <ul style="list-style-type: none"> ○ In a monarchy, a king or queen rules the country <ul style="list-style-type: none"> ■ Example: Saudi Arabia ○ A dictatorship is a form of government where one leader has absolute control over citizens' lives <ul style="list-style-type: none"> ■ Example: North Korea ● In a democracy, citizens hold the political power <ul style="list-style-type: none"> ○ In a representative democracy, citizens elect leaders to represent their rights and interests in government <ul style="list-style-type: none"> ■ Example: United States of America ○ In a direct democracy, there are no representatives. Citizens are directly involved in the day-to-day work of governing the country <ul style="list-style-type: none"> ■ Example: Switzerland, where citizens themselves can vote on laws, although Switzerland is otherwise a representative democracy ■ Small towns in NH ● In an oligarchy, a small group of people has all the power <ul style="list-style-type: none"> ○ Example: a small group of military leaders who might seize control of a country 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p>
<p>American Government</p> <ul style="list-style-type: none"> ● Levels and functions of government (national, state, local) <ul style="list-style-type: none"> ○ Identify current government officials, including President and vice-president of the U.S. State governor ○ State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches ○ Local governments: purposes, functions, and officials ○ How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.) ○ How people can participate in government <ul style="list-style-type: none"> ■ voting in local, state, and national elections ■ signing a petition ■ wearing a button or putting a sticker on the car ■ writing letters to elected representatives ■ contributing money to a party or candidate ■ attending meetings to gain information ■ campaigning for a candidate ■ demonstrating through marches, boycotts, other forms of protest 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> <p>SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of</p>

<ul style="list-style-type: none"> ■ serving as a juror ■ running for office ■ holding public office 	<p>the United States to other countries, and the role of the United States in world affairs.</p> <p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p>
<p>Industrialism and Economic Systems: Capitalism, and Socialism</p> <ul style="list-style-type: none"> ● The Industrial Revolution <ul style="list-style-type: none"> ○ Beginnings in Great Britain Revolution in transportation: canals, railroads, new highways Steam power ○ Revolution in textiles: Eli Whitney and the cotton gin, factory production ○ Iron and steel mills ○ The early factory system <ul style="list-style-type: none"> ■ Families move from farm villages to factory towns ■ Unsafe, oppressive working conditions in mills and mines ■ Women and child laborers ■ Low wages, poverty, slums, disease in factory towns ■ Violent resistance: Luddites ● Capitalism <ul style="list-style-type: none"> ○ Adam Smith and the idea of laissez faire vs. government intervention ○ Law of supply and demand ○ Growing gaps between social classes ● Socialism <ul style="list-style-type: none"> ○ An idea that took many forms, all of which had in common their attempt to offer an alternative to capitalism <ul style="list-style-type: none"> ■ For the public ownership of large industries, transport, banks, etc., and the more equal distribution of wealth ○ Marxism: the Communist form of Socialism <ul style="list-style-type: none"> ■ Karl Marx and Friedrich Engels, The Communist Manifesto: “Workers of the world, unite!” ■ Class struggle: bourgeoisie and proletariat ■ Communists, in contrast to Socialists, opposed all forms of private property ● Examples of Capitalist and Communist Countries <ul style="list-style-type: none"> ○ Capitalism: United States of America ○ Communist: Cuba, former Soviet Union <p>The Great Depression:</p> <ul style="list-style-type: none"> ● Wall Street stock market Crash of ‘29 ● “Black Tuesday” ● Hoover (limited federal government intervention) ● Mass unemployment <ul style="list-style-type: none"> ○ Agricultural prices collapse following European peace ○ Factory mechanization eliminates jobs ○ Bonus Army ○ “Hoovervilles” ● The Dust Bowl, “Okie” migrations ● The New Deal (Social Security, WPA) 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p> <p>SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.</p> <p>SS:EC:4: Financial Institutions and the Government Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p> <p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:GE:4: Human Systems</p>

<ul style="list-style-type: none"> ● FDR (much more federal government intervention) ● Beliefs about the role of government <ul style="list-style-type: none"> ○ How much is the government responsible for helping people through tough times? ○ Themes of Socialism/Communism/Capitalism illustrated through this era and government response ● Radicals: Huey Long 	<p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>
<p>Modern Asian Civilizations</p> <ul style="list-style-type: none"> ● Geography of Asia <ul style="list-style-type: none"> ○ The largest continent, with the most populous countries in the world <ul style="list-style-type: none"> ■ North Korea, South Korea, India, China, Japan <ul style="list-style-type: none"> ● capitals ● mountain ranges ● rivers ● The Koreas <ul style="list-style-type: none"> ○ North Korea - Communist ○ South Korea - Capitalist ● India <ul style="list-style-type: none"> ○ Democracy ○ Socialism moving toward Capitalism ○ Ghandi ● China <ul style="list-style-type: none"> ○ Communist ○ Communism moving toward Socialism ○ The Great Leap Forward ○ Mao Zedong ○ Hong Kong ○ Trade ● Japan <ul style="list-style-type: none"> ○ Democracy ○ Capitalism ○ Economic vitality and trade networks ○ Technology 	<p>SS:EC:5: International Economics and Trade Students will recognize the importance of international trade and how economies are affected by it.</p> <p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p> <p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>

New Grade Level

<p>Grade 5: "Why America?"</p>	
<p>Skills:</p> <ol style="list-style-type: none"> 01. Distinguish between primary and secondary sources 02. Utilize various types of sources such as documents, charts, images, artifacts, and maps 03. Draw from the source information at a level appropriate to the task at hand (i.e., skimming for facts or probing for deeper meaning) 08. Cite sources accurately and completely 09. Compare and contrast 10. Determine varying perspectives 11. Recognize change over time 13. Distinguish between facts, interpretations, and opinions 14. Present visually, orally, and in writing 	
<p>Content:</p>	<p>Standards:</p>

<p>World Geography - Spatial Sense:</p> <ul style="list-style-type: none"> ● Read maps and globes using longitude and latitude, coordinates, degrees. ● Tropic of Cancer and Tropic of Capricorn: relation to season and temperature ● Climate zones: Arctic, Tropical, Temperate ● Time zones: Prime Meridian (0 degrees); Greenwich, England; 180 degree Line (International Date Line) ● Arctic Circle and Antarctic Circle ● From a round globe to a flat map: Mercator projection, conic and plane projection 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p> <p>SS:GE:3: Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>
<p>World Geography - Great Lakes of the World:</p> <ul style="list-style-type: none"> ● Eurasia: Caspian Sea ● Asia: Aral Sea ● Africa: Victoria, Tanganyika, Chad ● North America: Superior, Huron, Michigan ● South America: Maracaibo, Titicaca 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>
<p>U.S. Geography</p> <ul style="list-style-type: none"> ● Locate <ul style="list-style-type: none"> ○ Western Hemisphere ○ North America ○ Caribbean Sea ○ Gulf of Mexico ○ Gulf Stream (how climate is affected) ○ Regions (New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest) ○ Fifty states and capitals 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p> <p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>
<p>Early American Civilizations:</p> <ul style="list-style-type: none"> ● Geography <ul style="list-style-type: none"> ○ Identify and locate on a map and globe: <ul style="list-style-type: none"> ■ Central America ■ South America ■ Brazil ■ Argentina ■ Amazon River ■ Andes Mountains ● Maya, Aztec and Inca Civilizations <ul style="list-style-type: none"> ○ The Mayas <ul style="list-style-type: none"> ■ Ancient Mayans lived in what is now southern Mexico and parts of Central America; their descendants still live here today. ■ Accomplishments as architects and artisans: pyramids and temples ■ Development of systems of hieroglyphic writing ■ Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of the concept of zero ○ The Aztecs 	<p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ A warrior culture (1400s and early 1500s), the empire covered much of what is now central Mexico. ■ The island city of Tenochtitlan: aqueducts, massive temples, etc ■ Moctezuma ■ Ruler-priests and the practice of human sacrifice ○ The Inca <ul style="list-style-type: none"> ■ Ruled an empire stretching along the Pacific coast of South America ■ Built great cities high in the Andes, connected by a system of roads (Machu Picchu, Cuzco) ● Spanish Conquerors <ul style="list-style-type: none"> ○ Conquistadors: Cortes and Pizarro <ul style="list-style-type: none"> ■ Guns and cannons are their advantage ■ Diseases devastate the native people 	
<p>Native Americans - Cultures and Conflicts:</p> <ul style="list-style-type: none"> ● Culture and lifestyle <ul style="list-style-type: none"> ○ Great Basin (Nez Perce) ○ Plateau (Shoshone) ○ Plains (Sioux) ○ Pacific Northwest (Chinook) ○ Southeast (Cherokee, Seminole) ○ Extermination of buffalo ● American Government Policies <ul style="list-style-type: none"> ○ Bureau of Indian Affairs ○ Forced removal to reservations ● Conflicts <ul style="list-style-type: none"> ○ Sand Creek Massacre ○ Little Bighorn: Crazy Horse, Sitting Bull, Custer's Last Stand ○ Wounded Knee <ul style="list-style-type: none"> ■ Ghost Dance 	<p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>
<p>European Exploration, Trade, and Clash of Cultures:</p> <ul style="list-style-type: none"> ● Background <ul style="list-style-type: none"> ○ In the 1400s Europeans set forth in a great wave of exploration and trade ○ European motivations <ul style="list-style-type: none"> ■ Muslims controlled many trade routes. ■ Profit through trade in goods (gold, silver, silks, sugar and spices) ■ Spread of Christianity: missionaries ● Exploration, Trade and Colonization <ul style="list-style-type: none"> ○ Portugal <ul style="list-style-type: none"> ■ Prince Henry of Navigator (exploration of the West African coast) ■ Bartolomeu Dias rounds the Cape of Good Hope ■ Vasco da Gama: spice trade with India, exploration of East Africa ○ Spain 	<p>SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p> <p>SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Two worlds meet: Columbus and the Tainos ■ Bartolome de las Casas speaks out against enslavement and mistreatment of native peoples ■ Magellan crosses the Pacific, one of his ships returns to Spain (first round-the-world voyage) ○ England and France <ul style="list-style-type: none"> ■ Henry Hudson ■ Search for Northwest Passage ■ Colonies in North America and West Indies ■ Trading posts in India ○ Holland (The Netherlands) <ul style="list-style-type: none"> ■ The Dutch take over Portuguese trade routes and colonies in Africa and East Indies ■ The Dutch in South Africa, Cape Town ■ The Dutch in North America: New Netherland (later lost to England) ● Trade and Slavery <ul style="list-style-type: none"> ○ The Sugar Trade <ul style="list-style-type: none"> ■ African slaves on Portuguese sugar plantations on islands off West African coast, such as Sao Tome ■ Sugar plantations on Caribbean islands ■ West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica ○ Transatlantic slave trade: “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas <ul style="list-style-type: none"> ■ The “Slave Coast” in West Africa ■ The Middle Passage 	
<p>American Revolution:</p> <ul style="list-style-type: none"> ● Background: The French and Indian War <ul style="list-style-type: none"> ○ Known as the Seven Year War, part of an ongoing struggle between Britain and France for control of colonies in various regions around the world ○ Alliances with Native Americans ○ The Battle of Quebec ○ British victory gains territory but leaves Britain financially weakened. ● Causes and Provocations <ul style="list-style-type: none"> ○ British taxes: “No taxation without representation” ○ Boston Massacre, Crispus Attucks ○ Boston Tea Party ○ The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops ○ First Continental Congress protests to King George III ○ Thomas Paine’s <i>Common Sense</i> ● The Revolution <ul style="list-style-type: none"> ○ Paul Revere’s ride: “One if by land, two if by sea” ○ Lexington and Concord <ul style="list-style-type: none"> ■ The “shot heard ‘round the world” ■ Redcoats and Minute Men ○ Bunker Hill ○ Second Continental Congress: George Washington appointed commander in chief of Continental Army ○ Declaration of Independence <ul style="list-style-type: none"> ■ Primarily written by Thomas Jefferson ■ Adopted July 4, 1776 ■ “We hold these truths to be self-evident, that all men are created equal, that they are endowed by 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> <p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>

<p>their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”</p> <ul style="list-style-type: none"> ○ Women in the Revolution (Deborah Sampson, Phillis Wheatley, Molly Pitcher) ○ Loyalists (Tories) ○ Victory of Saratoga, alliance with France ○ European helpers (Lafayette, the French fleet, von Steuben) ○ Valley Forge ○ Benedict Arnold ○ John Paul Jones: “I have not yet begun to fight.” ○ Nathan Hale: “I only regret that I have but one life to lose for my country.” ○ Cornwallis: surrender at Yorktown 	
<p>Westward Expansion:</p> <ul style="list-style-type: none"> ● Before the Civil War <ul style="list-style-type: none"> ○ Geography <ul style="list-style-type: none"> ■ Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande ■ Erie Canal connecting the Hudson River and Lake Erie ■ Appalachian and Rocky Mountain ■ Continental Divide and flow of rivers (east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean) ■ Great Plains stretching from Canada to Mexico ○ Early exploration <ul style="list-style-type: none"> ■ Daniel Boone, Cumberland Gap, Wilderness Trail ■ Lewis and Clark, Sacagawea ■ “Mountain Men,” fur trade ■ Zebulon Pike, Pike’s Peak ○ Pioneers <ul style="list-style-type: none"> ■ Getting there in wagon trains, flatboats, steamboats ■ Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet) ■ Land routes: Santa Fe Trail and Oregon Trail ■ Mormons (Latter-Day Saints) settle in Utah, Brigham Young, Great Salt Lake, Gold Rush, ‘49ers ○ Native American resistance <ul style="list-style-type: none"> ■ More and more settlers move onto Native American lands, treaties made and broken ■ Tecumseh (Shawnee): attempted to unite tribes in defending their land ■ Battle of Tippecanoe ■ Osceola, Seminole leader ○ “Manifest Destiny” <ul style="list-style-type: none"> ■ The meaning of “manifest destiny” ■ Early settlement of Texas: Stephen Austin ■ General Antonio Lopez de Santa Anna ■ Battle of the Alamo (Remember the Alamo) ■ Davy Crockett ○ The Mexican-American War <ul style="list-style-type: none"> ■ General Zachary Taylor (“Old Rough and Ready”) ■ Some Americans strongly oppose the war, Henry 	<p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> David Thoreau's "Civil Disobedience" ■ Mexican land ceded to the United States (California, Nevada, Utah, parts of COlorado, New Mexico, Arizona) ○ After the Civil War <ul style="list-style-type: none"> ■ Homestead Act (1862), many thousands of Americans and immigrants start farms in the West ■ "Go west, young man" (Horace Greeley's advice) ■ Railroads, Transcontinental Railroad links east and west (immigrant labor) ■ Cowboys, cattle drives ■ The "wild west", reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill ■ "Buffalo Soldiers", African American troops in the West ■ US purchases Alaska from Russia, "Seward's folly" ■ 1890: the closing of the American frontier (as acknowledged in the US Census), the symbolic significance of the frontier 	
<p>Black History - Slavery to Civil Rights</p> <ul style="list-style-type: none"> ● 	<p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p>
<p>Immigration, Industrialization and Urbanization:</p> <ul style="list-style-type: none"> ● Immigration <ul style="list-style-type: none"> ○ Wave of new immigrants from 1830 onward <ul style="list-style-type: none"> ■ Great migrations from Ireland (potato famine) and Germany ■ From 1880 on: immigration from southern and eastern Europe ■ Immigrants from Asian countries (especially China) ■ Ellis Island, "The New Colossus" ■ Large populations of immigrants settle in major cities (NY, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco) ○ The tension between ideals and realities <ul style="list-style-type: none"> ■ The metaphor of America: "the melting pot" ■ America perceived as "land of opportunity" vs resistance, discrimination and "nativism" ■ Resistance to Catholics and Jews ■ Chinese Exclusion Act 	<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p> <p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>

New Grade Level

Grade 6: Western Traditions (“Our Roots”)	
Content:	Standards:
<p>Early River Valley Civilizations</p> <ul style="list-style-type: none"> ● Characteristics of Civilizations ● Ancient Mesopotamia <ul style="list-style-type: none"> ○ Importance of Tigris and Euphrates Rivers ○ Development of writing: cuneiform ○ Code of Hammurabi, why laws are important to the development of civilization ● Ancient Egypt <ul style="list-style-type: none"> ○ Importance of the Nile ○ Pharaohs ○ Pyramids, mummies, Sphinx ○ Writing: hieroglyphics ● Ancient India <ul style="list-style-type: none"> ○ Major cities: Mohenjo-Daro and Harappa ○ Caste System ○ Hinduism and Buddhism ● Ancient China <ul style="list-style-type: none"> ○ Dynasties ○ Philosophies ○ The Great Wall 	<p>SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth’s physical and human system.</p> <p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people’s perceptions of places and regions.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
<p>Ancient Greece</p> <ul style="list-style-type: none"> ● The Mycenaeans <ul style="list-style-type: none"> ○ Homer: Writer of the Iliad and the Odyssey, stories of the Trojan War ● The Greek polis (city-state) ● Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women) <ul style="list-style-type: none"> ○ The Assembly ○ Suffrage, majority vote ● The “classical” ideal of human life and works <ul style="list-style-type: none"> ○ The ideal of the well-rounded individual and worthy citizen” ○ Architecture: the Parthenon ○ Games: The Olympics ○ Drama: Greek plays ● The Peloponnesian War: Sparta defeats Athens ● Socrates, Plato, and Aristotle <ul style="list-style-type: none"> ○ Socrates was Plato’s teacher, we know of him through Plato’s writings ○ For Socrates, wisdom is knowing that you do not know everything ○ The trial of Socrates ○ Plato was Aristotle’s teacher ○ Aristotle taught Alexander the Great 	<p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p> <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples</p>

<ul style="list-style-type: none"> ● Alexander the Great <ul style="list-style-type: none"> ○ spread Greek (“Hellenistic”) culture 	
<p>Ancient Rome</p> <ul style="list-style-type: none"> ● The Roman Republic <ul style="list-style-type: none"> ○ Builds upon Greek and classical ideals ○ Class and status: patricians and plebeians, slaves ○ Roman government: consuls, tribunes, senators ● Julius Caesar ● Augustus Caesar <ul style="list-style-type: none"> ○ Pax Romana ○ Roman law: 12 Tables and the Law of Nations ● Christianity under the Roman Empire <ul style="list-style-type: none"> ○ Beginning of Christianity ○ Roman persecution of Christians ○ Constantine: first Christian emperor ● The decline and fall of the Roman Empire (476 CE) <ul style="list-style-type: none"> ○ Division into Eastern and Western Empire ○ Economic, social, political and external causes ○ Causes debated by historians for hundreds of years ○ Decline perceived as lesson for later generations and societies ● Legacy of Rome <ul style="list-style-type: none"> ○ Art ○ Architecture: The Colosseum 	<p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement</p>
<p>Europe in the Middle Ages</p> <ul style="list-style-type: none"> ● Background <ul style="list-style-type: none"> ○ Beginning about 200 CE, nomadic, warlike tribes began moving into western Europe, attacking the western Roman Empire; city of Rome sacked by Visigoths in 410 CE <ul style="list-style-type: none"> ■ The Huns; Attila the Hun ○ Peoples settling in the old Roman Empire included Vandals (cf. English word for vandalism, Franks in Gaul (now France), Angles (in England: cf. “Angle-land) and Saxons. ○ The Middle Ages are generally dated from 500-1500 CE. Approximately the first three centuries after the fall of Rome are sometimes called the “Dark Ages”. ● Developments in the History of the Christian Church <ul style="list-style-type: none"> ○ growing power of the pope in the absence of central rulers ○ rise of monasteries, preservation of classical learning ○ Charlemagne <ul style="list-style-type: none"> ■ temporarily unites the western Roman Empire ■ Crowned Emperor by the Pope in 800 CE, the idea of a united “Holy 	<p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance</p> <p>SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> Roman Empire” <ul style="list-style-type: none"> ■ love and encouragement of learning ● Feudalism <ul style="list-style-type: none"> ○ Life on a manor ○ Castles ○ Lords, vassals, knights, freedmen, serfs ○ Code of Chivalry ○ Knight, squire, page ● Growth of Towns <ul style="list-style-type: none"> ○ Towns as centers of commerce, guilds and apprentices ○ Weakening of feudal structure ● England in the Middle Ages <ul style="list-style-type: none"> ○ Henry II <ul style="list-style-type: none"> ■ Beginnings of trial by jury, precedents ■ Eleanor of Aquitaine ○ Significance of the Magna Carta, King John 1215 <ul style="list-style-type: none"> ■ Taxation only with representation ■ Limits to power of the king ■ Right to trial by jury ○ Parliament, Limited Monarchy, beginnings of representative government ○ The Hundred Years’ War ○ The Black Death 	
<p>The Spread of Islam and the Holy Wars</p> <ul style="list-style-type: none"> ● Islam <ul style="list-style-type: none"> ○ Muhammad ○ Allah, Qur’an ○ Sacred city of Mecca, mosques ○ Five Pillars of Islam ○ Arab peoples unite to spread Islam in northern Africa, through the eastern Roman empire, and as far west as Spain ○ Islamic Turks conquer region around the Mediterranean; in 1453, Constantinople becomes Istanbul ○ The first Muslims were Arabs, but today diverse people around the world are Muslims ● Development of Islamic Civilization <ul style="list-style-type: none"> ○ Contributions in math and science ○ Muslim scholars translate and preserve writings ○ Thriving cities as centers of Islamic art and learning, such as Cordoba (Spain) ● Wars between Muslims and Christians <ul style="list-style-type: none"> ○ The Holy Land, Jerusalem ○ The Crusades ○ Saladin and Richard the Lion-Hearted ○ Growing trade and cultural exchange between east and west 	<p>SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
<p>Renaissance</p> <ul style="list-style-type: none"> ● Briefly mention the Age of Exploration ● The Renaissance <ul style="list-style-type: none"> ○ Islamic scholars translate Greek works and 	<p>SS:WH:2: Contacts, Exchanges & International Relations</p>

<ul style="list-style-type: none"> so helped preserve classical civilizations ○ A “re-birth” of ideas from ancient Greece and Rome ○ New trade and new wealth - a middle class ○ New attitudes of the Renaissance <ul style="list-style-type: none"> ■ Live life to the fullest ■ Appreciate individuality ■ Importance of public service ○ Patrons of the arts and learning <ul style="list-style-type: none"> ■ The Medici Family and Florence ○ Features of Renaissance art ○ Geniuses of Renaissance art <ul style="list-style-type: none"> ■ Leonardo da Vinci ■ Michelangelo ■ Raphael ■ Donatello 	<p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p> <p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>
<p>The Reformation</p> <ul style="list-style-type: none"> ● The Reformation <ul style="list-style-type: none"> ○ Gutenberg’s printing press: the Bible made widely available ○ The Protestant Reformation <ul style="list-style-type: none"> ■ Martin Luther and the 95 Theses ■ John Calvin ○ The Counter-Reformation ○ Copernicus and Galileo: conflicts between science and the church 	<p>SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</p> <p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>
<p>Enlightenment</p> <ul style="list-style-type: none"> ● The Enlightenment <ul style="list-style-type: none"> ○ Knowledge is power ○ Isaac Newton and the laws of nature ○ Two ideas of human nature: <ul style="list-style-type: none"> ■ John Locke: consent of the governed ■ Thomas Hobbes: need for strong authority as a check on man ○ Influence of Enlightenment on the beginnings of the United States <ul style="list-style-type: none"> ■ Thomas Jefferson: idea of “natural rights’ in the Declaration of Independence” ■ Montesquieu and the idea of separation of powers in government 	<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p> <p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement</p> <p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of</p>

government at all levels including the legislative, executive, and judicial branches.

Common Core Skills

Key Ideas and Details:

- CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

- CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

New Grade Level

Grade 7: Geography (updated 2016)	
Content:	Standards:
<p>Geography Skills EQ: How does geography influence the way people live?</p> <ul style="list-style-type: none"> ● The Geographer's World <ul style="list-style-type: none"> ○ How Geographer's View the World ○ Geographer's Tools (Textbook Ch 1, Lessons 1-2) ● Physical Geography <ul style="list-style-type: none"> ○ Planet Earth ○ A Changing Earth ○ Land and Water (Textbook Ch 2, Lessons 1-3) 	<p>SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information</p>
<p>Human Geography EQ: How did people adapt to their environment? What makes a culture unique?</p> <ul style="list-style-type: none"> ● Human Geography <ul style="list-style-type: none"> ○ The World's People ○ Culture <ul style="list-style-type: none"> ■ Brief overview of religions ■ Forms of government (Textbook Ch 3, Lessons 1-2) 	<p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>
<p>Geography of Western Europe, Northern Europe, and Southern Europe</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Physical Geography <ul style="list-style-type: none"> ○ Landforms and Waterways ● Brief History of Western Europe: WWI, WWII, Cold War ● Travel Project <ul style="list-style-type: none"> ○ Visit 10 historic places in Europe ○ Justify selection and identify language/currency (Textbook Ch 11, Lesson 1-2; Ch 12, Lesson 1-2; map on page 360 and 390) 	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>

	<p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
<p>Geography of Eastern Europe</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Landforms and Waterways ● History of the Regions <ul style="list-style-type: none"> ○ Conflict and Communism ○ Regions in the Modern Era ● Life in Eastern Europe and Western Russia <ul style="list-style-type: none"> ○ People and Cultures <p>(Textbook Ch 13 Lessons 1-3; map on page 418)</p>	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p> <p>SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>
<p>Geography of East Asia</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Physical geography ● Landforms and Waterways ● History of East Asia <ul style="list-style-type: none"> ○ Early East Asia ○ Change in East Asia ○ Modern East Asia ● Life in East Asia <ul style="list-style-type: none"> ○ Culture in East Asia <p>(Textbook Ch 14 Lessons 1-3; map on page 460)</p>	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:WH:1: Political Foundations and Developments</p>

	<p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p> <p>SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>
<p>Geography of Southeast Asia</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Landforms and Resources ● Climate, Vegetation, and Wildlife ● History of Southeast Asia <ul style="list-style-type: none"> ○ Western Colonization ○ Independent Countries <p>(Textbook Ch 15 Lessons 1-3, map on page 486)</p>	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
<p>Geography of South Asia</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Physical Geography <ul style="list-style-type: none"> ○ South Asia's Physical Features ○ South Asia's Climates ● History of South Asia <ul style="list-style-type: none"> ○ Early South Asia ○ Modern South Asia ● Life in South Asia <ul style="list-style-type: none"> ○ People and Places ○ People and Cultures <p>(Textbook Ch 16 Lessons 1-3; map on page 510)</p>	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>
<p>Geography of Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Southwest Asia's Physical Features <ul style="list-style-type: none"> ○ Southwest Asia's Climate 	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and</p>

<ul style="list-style-type: none"> ○ Southwest Asia’s Natural Resources ● History of Southwest Asia <ul style="list-style-type: none"> ○ Early Southwest Asia ○ Modern Southwest Asia ● Life in Southwest Asia <ul style="list-style-type: none"> ○ People and Cultures <p>(Textbook Ch 18 Lessons 1-3; map on page 566)</p>	<p>experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
<p>North Africa</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Physical Geography <ul style="list-style-type: none"> ○ Landforms and Waterways ○ Climate ● The History of North Africa <ul style="list-style-type: none"> ○ The Middle Ages ○ The Modern Era ○ <p>(Textbook Ch 19 Lessons 1 and 2; map on page 604)</p>	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>Geography of Sub Saharan (East Africa, Central Africa, West Africa, Southern Africa)</p> <ul style="list-style-type: none"> ● Label all countries, not memorizing ● Country Profile <ul style="list-style-type: none"> ○ Early history ○ Colonization ○ Independence ○ Aspects of Cultures ○ Current Issues <p>(Textbook Ch 20-23)</p>	

<p>Geography of Mexico, Central America and the Caribbean Islands</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● NAFTA <p>(Textbook Ch 7: Global Connections; map on page 226)</p>	
<p>Geography of Brazil</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Physical Geography of Brazil <ul style="list-style-type: none"> ○ A Tropical Climate ○ Natural Resources ● Life in Brazil <ul style="list-style-type: none"> ○ People and Cultures <p>(Textbook Ch 8 Lessons 1 and 3)</p>	
<p>Geography of the Tropical North, and Andes and Mid Latitude Countries</p> <ul style="list-style-type: none"> ● Prominent countries and capitals ● Physical Geography <ul style="list-style-type: none"> ○ Natural Resources ● Life in Tropical North <ul style="list-style-type: none"> ○ People and Cultures ● Is Globalization Destroying Indigenous Cultures? <p>(Ch 9 Lessons 1 and 3, Ch 10 What Do You Think?)</p>	
<p>Geography of the United States</p> <ul style="list-style-type: none"> ● Physical features <ul style="list-style-type: none"> General forms: Sierra Nevada Mountain Range, Cascade Mountain Range Mountains: Rockies, Appalachians, Blue Ridge, Allegheny, Peaks: Mount McKinley, Mount Olympus, Mount Washington Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Great Salt Lake, Gulf of California, Atlantic Ocean, Pacific Ocean, Long Island Sound, Straits of Florida, Bering Strait Great Lakes (freshwater), - Erie, Huron, Michigan, Ontario, Superior; Lake Champlain Rivers: Mississippi, Missouri, Ohio, Hudson, Columbia, Potomac, Rio Grande, Connecticut River, St. Lawrence River, Platte River, James River Cape Hatteras, Cape Cod Grand Canyon, The Everglades, Yellowstone National Park, Redwood Forests Mason Dixon Line 	<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p> <p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p> <p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>

<ul style="list-style-type: none"> Political, economic, and social features The fifty states and their capitals, Washington, D. C., Cities: New York, New York; Chicago, Illinois; Las Vegas, Nevada; Buffalo, New York; Miami, Florida; Seattle, Washington; Philadelphia, Pennsylvania; Tampa, Florida; Portland, Oregon; New Orleans, Louisiana; San Francisco, California; Pittsburgh, Pennsylvania; Dallas, Texas; Los Angeles, California; Cleveland, Ohio; Houston, Texas; San Diego, California; Charleston, South Carolina; St. Louis, Missouri; Cincinnati, Ohio; Memphis, Tennessee; Milwaukee, Wisconsin; Detroit, Michigan; Minneapolis, Minnesota; San Antonio, Texas 	
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Common Core Skills

Key Ideas and Details:

- CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

- CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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- CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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- CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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- CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

New Grade Level

Grade 8: U.S. History I	
Content:	Standards:
<p>The World Before 1500</p> <ul style="list-style-type: none"> ● America is a blending of the cultures of three continents ● Societies of the Americas <ul style="list-style-type: none"> ○ After humans populated the Americas, advanced civilizations and cultures developed ● Societies of Africa <ul style="list-style-type: none"> ○ Complex and simple societies competed for resources and trade in three geographical zones ● Societies of Europe <ul style="list-style-type: none"> ○ Between 1300-1500, Europe experienced major changes in social, political, and economic life 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>

	<p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>European Exploration of the Americas</p> <ul style="list-style-type: none"> ● Spain <ul style="list-style-type: none"> ○ conquistadors <ul style="list-style-type: none"> ■ Hernando Cortes ■ Francisco Pizarro ○ impact on Aztecs, Incas ○ Christopher Columbus ○ Treaty of Tordesillas ○ missionaries <ul style="list-style-type: none"> ■ Bartholome de Las Casas ○ Amerigo Vespucci ○ Ferdinand Magellan ○ Spanish Armada ○ mercantilism ○ Columbian Exchange ● France <ul style="list-style-type: none"> ○ Giovanni da Verrazzano ○ Jacques Cartier ○ Samuel de Champlain ● England <ul style="list-style-type: none"> ○ John Cabot ○ Henry Hudson ● Beginnings of Slavery <ul style="list-style-type: none"> ○ Triangular Trade ○ Middle Passage 	<p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>The Thirteen Colonies: Life and Times Before the Revolution</p> <ul style="list-style-type: none"> ● Geography <ul style="list-style-type: none"> ○ The thirteen colonies by region: New England, Middle, Atlantic, Southern ○ Differences in climate from north to south: corresponding ○ differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South) ○ Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston ● Southern Colonies <ul style="list-style-type: none"> ○ Virginia, Maryland, North Carolina, South Carolina, Georgia ○ plantations with cash crops ○ The difference between indentured servants and slaves: <ul style="list-style-type: none"> ○ slaves as property ○ The Middle Passage ○ Virginia as case study <ul style="list-style-type: none"> ■ Chesapeake Bay, James River ■ 1607: Three ships of the London Company (later called the Virginia 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation</p>

Company) arrive in Virginia, seeking gold and other riches.

- Establishment of Jamestown, first continuous English colony in the New World
 - Trade with Powhatan Indians (see also Eastern Woodland, Indians, above John Smith)
 - John Smith
 - Pocahontas, marriage to John Rolfe
 - Diseases kill many people, both colonists and Indians
 - The Starving Time
 - Clashes between American Indians and American colonists
 - Development of tobacco as a cash crop, development of plantations
 - 1619: first African laborers brought to Virginia
- The New England Colonies
 - New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
 - Gradual development of maritime economy: fishing and shipbuilding
 - Subsistence farming
 - Massachusetts
 - Colonists seeking religious freedom: in England, an official “established” church (the Church of England), which did not allow people to worship as they chose
 - The Pilgrims
 - From England to Holland to Massachusetts
 - Significance of the Mayflower Compact
 - Plymouth Colony
 - Help by Wampanoag Indians: Massasoit, Tisquantum Squanto)
 - The Puritans
 - Emphasis on reading and education, the New England Primer
 - Rhode Island
 - different than Massachusetts
 - Roger Williams: belief in religious toleration
 - Anne Hutchinson
 - Middle Atlantic Colonies
 - Middle Atlantic colonies: New York, New Jersey, New Jersey, Delaware, Pennsylvania
 - medium sized farms, religious toleration, some fishing and shipping

<ul style="list-style-type: none"> ■ New York <ul style="list-style-type: none"> ● Dutch settlements and trading posts in “New Netherland” 	
<p>The Road to Revolution</p> <ul style="list-style-type: none"> ● Parliament taxes colonists (Stamp Act, Sugar Act) ● Taxation without representation ● Colonists defy Parliaments, boycotts ● Townshend Acts ● Writs of Assistance ● Sons and Daughters of Liberty <ul style="list-style-type: none"> ○ Samuel Adams ● The Boston Massacre <ul style="list-style-type: none"> ○ John Adams ● Tea Act ● Committees of Correspondence ● Boston Tea Party ● Intolerable Acts ● First Continental Congress ● Battles of Lexington and Concord, “Shot Heard Around the World” <ul style="list-style-type: none"> ○ Paul Revere ● Second Continental Congress ● Loyalists vs. Patriots ● Common Sense by Thomas Paine ● Declaration of Independence <ul style="list-style-type: none"> ○ Thomas Jefferson 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>The American Revolution</p> <ul style="list-style-type: none"> ● General George Washington ● Although the Continental Army had difficulty fighting in a divided America, the Patriots triumphed at Saratoga <ul style="list-style-type: none"> ○ Foreign aid from France and Spain ● Valley Forge ● George Rogers Clark leads army on the frontier ● privateers ● British change their strategy - move troops South <ul style="list-style-type: none"> ○ Battle of Charlestown ○ Lord Cornwallis ○ Guerilla war by Americans ○ Surrender at Battle of Yorktown ● Legacy of the War 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>
<p>Confederation to Constitution</p> <ul style="list-style-type: none"> ● Shay’s Rebellion ● Articles of Confederation - why failed ● Constitutional Convention <ul style="list-style-type: none"> ○ James Madison, Founding Fathers ○ Connecticut Compromise ○ ¾ Compromise ○ Federalists vs. Anti-Federalists ● Constitution <ul style="list-style-type: none"> ○ Preamble ○ Separation of Power 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>

<ul style="list-style-type: none"> ○ Checks and Balances ○ Limited Government ○ Federalism ● Process of Amending the Constitution ● Bill of Rights 	
<p>Launching a New Republic</p> <ul style="list-style-type: none"> ● Washington's Presidency <ul style="list-style-type: none"> ○ precedents set - Cabinet, 2 terms ● Nation's finances <ul style="list-style-type: none"> ○ Alexander Hamilton - National Bank ● Competing claims to territory <ul style="list-style-type: none"> ○ Battle of Fallen Timbers ● Whiskey Rebellion ● Neutrality abroad - French Revolution, Britain and France at War ● Washington's Farewell Address ● Federalists vs. Democratic Republicans <ul style="list-style-type: none"> ○ Alexander Hamilton, John Adams v. Thomas Jefferson, James Madison ● John Adams as president <ul style="list-style-type: none"> ○ Alien and Sedition Acts ○ XYZ Affair 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>
<p>Jeffersonian Democracy</p> <ul style="list-style-type: none"> ● Marbury v. Madison - Judicial Review ● The Louisiana Purchase <ul style="list-style-type: none"> ○ Constitutional justification ● Lewis and Clark Expedition ● Embargo Act of 1807 ● Tecumseh's plea for Native American unity ● War of 1812 <ul style="list-style-type: none"> ○ 2 phases - Britain concentrated on France, then on US ○ Battle of New Orleans, Andrew Jackson 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>
<p>National and Regional Growth</p> <ul style="list-style-type: none"> ● Industrial Revolution <ul style="list-style-type: none"> ○ Factories, The Lowell Mills ○ New inventions improve life ○ The Cotton Gin - Eli Whitney ○ Slavery expands <ul style="list-style-type: none"> ■ Slave life ■ Slave rebellions <ul style="list-style-type: none"> ● Nat Turner ■ Slave culture ● Nationalism and Sectionalism <ul style="list-style-type: none"> ○ Madison's American System ○ James Monroe - Era of Good Feelings ○ Transportation links cities <ul style="list-style-type: none"> ■ Canals ■ Railroads ○ Missouri Compromise ○ Monroe Doctrine 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>The Age of Jackson</p> <ul style="list-style-type: none"> ● John Quincy Adams elected ● Andrew Jackson elected 	<p>SS:HI:1: Political Foundations and Development</p>

<ul style="list-style-type: none"> ○ Jacksonian Democracy - widening political power to more people ● Regional interests <ul style="list-style-type: none"> ○ tariffs ○ sale of Western land ○ federal spending on improvements ● Tariff of Abominations ● Doctrine of Nullification, John C. Calhoun <ul style="list-style-type: none"> ○ South Carolina threatens to secede ● Indian Removal Act <ul style="list-style-type: none"> ○ Trail of Tears ● Jackson's War on the Bank <ul style="list-style-type: none"> ○ inflation ○ Panic of 1837 ○ depression ● Martin Van Buren ● Birth of the Whig Party <ul style="list-style-type: none"> ○ William Henry Harrison ○ John Tyler 	<p>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>
<p>Manifest Destiny</p> <ul style="list-style-type: none"> ● Reasons pioneers headed West ● Sante Fe Trail, Oregon Trail, Mormon Trail ● Texas Revolution <ul style="list-style-type: none"> ○ James Polk ○ Moses and Stephen Austin ○ General Antonio Lopez de Santa Anna ○ Sam Houston ○ Battle of the Alamo ○ Lone Star Republic, annexation ○ War with Mexico <ul style="list-style-type: none"> ■ Zachary Taylor ■ Treaty of Guadalupe Hidalgo ■ Mexican cession ○ California Gold Rush <ul style="list-style-type: none"> ■ 49ers ■ Mass migration ■ Impact on Native Americans 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>
<p>A New Spirit of Change</p> <ul style="list-style-type: none"> ● Patterns of immigration <ul style="list-style-type: none"> ○ push and pull factors ○ challenges ● Reform Movement <ul style="list-style-type: none"> ○ factory conditions, worker's rights ○ Temperance Movement ○ educational opportunities ○ care for the needy ○ Abolition <ul style="list-style-type: none"> ■ Options for ending slavery ■ Frederick Douglas ■ Sojourner Truth ■ Harriet Tubman ■ Underground Railroad ○ Women's Rights <ul style="list-style-type: none"> ■ Lucretia Mott ■ Elizabeth Cady Stanton ■ Seneca Falls Convention 	<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>

<p>The Nation Breaking Apart</p> <ul style="list-style-type: none"> ● Northern economy vs. Southern economy ● Wilmot Proviso - outlaw slavery in territory acquired from War with Mexico ● Free-Soil Party ● Compromise of 1850 - CA as free state, no laws regarding rest of territories <ul style="list-style-type: none"> ○ Stephen Douglas ● Fugitive Slave Act ● Harriet Beecher Stowe Uncle Tom's Cabin ● Kansas Nebraska Act - popular sovereignty to decide slave issue <ul style="list-style-type: none"> ○ Bleeding Kansas ● Republican Party and Democratic Party ● Know Nothing Party - anti-immigrant ● Dred Scott v. Sandford 1856 ● Lincoln-Douglas Debates ● John Brown's Raid at Harper's Ferry ● Election of 1860, Abraham Lincoln ● Confederate States of America <ul style="list-style-type: none"> ○ Jefferson Davis 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>The Civil War</p> <ul style="list-style-type: none"> ● South Carolina's attack at Fort Sumter ● Robert E. Lee commanded Confederacy ● Anaconda Plan by the North ● First Battle of Bull Run ● Union Army <ul style="list-style-type: none"> ○ George McClellan ○ Ulysses S. Grant ○ William Tecumseh Sherman ● Battle at Antietam ● The Emancipation Proclamation ● 54th Massachusetts Volunteers ● Women's Aid <ul style="list-style-type: none"> ○ Clara Barton ● Battle of Gettysburg ● Gettysburg Address ● Vicksburg ● Sherman's March to the Sea ● Surrender at Appomattox Court House ● Lincoln's Assassination <ul style="list-style-type: none"> ○ John Wilkes Booth ● 13th Amendment 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p>Reconstruction</p> <ul style="list-style-type: none"> ● Andrew Johnson ● black codes ● 14th Amendment ● scalawags and carpetbaggers ● freedmen's schools ● share cropping ● Ku Klux Klan ● Ulysses S. Grant ● 15th Amendment ● Failures of Reconstruction 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p> <p>SS:HI:5: Social/Cultural</p>

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- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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New Grade Level

Grade 9: U.S. History II	
Content:	Standards:
<p>(Review) Civil War & Reconstruction (1 week)</p> <ul style="list-style-type: none"> ● Causes of the Civil War <ul style="list-style-type: none"> ○ Sectionalism ○ Abolition ○ Manifest Destiny <ul style="list-style-type: none"> ■ Missouri Compromise & Compromise of 1850 ● Civil War <ul style="list-style-type: none"> ○ North vs. South ○ Emancipation Proclamation ○ Why the North won the war. ● Reconstruction <ul style="list-style-type: none"> ○ Three approaches to Reconstruction ○ Southern resistance (KKK, Democratic Party, Jim Crow) ○ Southern economy (sharecropping & tenant framing) 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the political foundations and development of the United States.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of various social groups.</p>
<p>Late 1800s</p> <ul style="list-style-type: none"> ● Settlement out West <ul style="list-style-type: none"> ○ Homestead Act ○ Closing of the Frontier ○ Indian Wars ● Growth of Industry <ul style="list-style-type: none"> ○ Railroads ○ "Robber Barons" ○ Labor unions ● Immigration <ul style="list-style-type: none"> ○ Old vs. New ● Imperialism <ul style="list-style-type: none"> ○ Alaska & Hawaii ○ Spanish-American War 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of world views and value systems.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of various social groups.</p>
<p>Progressivism</p> <ul style="list-style-type: none"> ● Living conditions in cities 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the</p>

<ul style="list-style-type: none"> ● Theodore Roosevelt ● Taft ● Wilson's New Freedom ● Prohibition ● Women's Suffrage 	<p>political foundations and development of the United States.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of various social groups.</p>
<p>WWI</p> <ul style="list-style-type: none"> ● Background of WWI ● Evolution of U.S. Neutrality <ul style="list-style-type: none"> ○ Trade ○ Lusitania ○ Zimmerman Telegram ● Involvement in the War ● The League of Nations and Treaty of Versailles 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p>
<p>The Roaring Twenties</p> <ul style="list-style-type: none"> ● Red Scare ● The Roaring Twenties <ul style="list-style-type: none"> ○ Prohibition & Speakeasies ○ Organized Crime ○ Jazz Music ○ Economic boom ● Mass culture <ul style="list-style-type: none"> ○ Radio ○ Cars ○ Education ● The Stock Market Crash 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the political foundations and development of the United States.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of world views and value systems.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of various social groups.</p>
<p>The Great Depression</p> <ul style="list-style-type: none"> ● Causes for the Great Depression (overproduction, credit, stock market crash, Smoot-Hawley and bank failures) ● Life in the Great Depression ● The election of 1932 and role of government. ● The New Deal ● The Second New Deal ● Evaluation of the New Deal 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the political foundations and development of the United States.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of various social groups.</p>
<p>World War II</p>	<p>SS:HI:2: Contacts, Exchanges & International</p>

<ul style="list-style-type: none"> ● European Background ● Japanese Empire and the U.S. reaction to it. ● Isolationism vs. Intervention (Neutrality Acts & Lend-Lease) ● Pearl Harbor ● Domestic impact of the war (internment of Japanese-Americans, women in the workforce) ● European Front <ul style="list-style-type: none"> ○ War in the East (Contributions of the Soviet Union, Stalingrad, etc.) ○ Air war ○ D-Day ○ Battle of the Bulge ● Pacific Front <ul style="list-style-type: none"> ○ Midway ○ Island hopping ○ Iwo Jima & Okinawa ○ Atomic bomb and why it was used. 	<p>Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p>
<p>The Cold War</p> <ul style="list-style-type: none"> ● Reasons for the Cold War ● NATO ● Arms Race ● Germany <ul style="list-style-type: none"> ○ Divided ○ Berlin Airlift ○ Berlin Wall ● China & Korea ● McCarthyism ● Space Race <ul style="list-style-type: none"> ○ Sputnik ○ Apollo program ● Kennedy and the Cold War (Cuba, Bay of Pigs, Missile Crisis) ● Proxy wars ● Detente ● Collapse of Communism 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p>
<p>Civil Rights Era</p> <ul style="list-style-type: none"> ● Integration of the military ● Jackie Robinson ● <i>Brown v. Board of Education</i> ● Little Rock ● Montgomery Bus Boycott ● Martin Luther King Jr. ● Great Society ● Warren Court ● Civil Rights Act ● Selma ● Busing ● Women's Rights (Title IX, ERA) 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the political foundations and development of the United States.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of world views and value systems.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of various social groups.</p>
<p>The Vietnam War</p> <ul style="list-style-type: none"> ● U.S. involvement ● Tonkin Gulf Resolution ● Guerilla warfare ● The draft ● Tet Offensive 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p>

<ul style="list-style-type: none"> ● Election of '68 ● Antiwar protests ● Nixon ● Fall of Saigon ● The Wall 	<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of world views and value systems.</p>
<p>70s-80s</p> <ul style="list-style-type: none"> ● Nixon <ul style="list-style-type: none"> ○ EPA ○ China ○ Watergate ● Carter <ul style="list-style-type: none"> ○ Energy Crisis ○ Mid-East ○ Iran Hostage Crisis ● Reagan <ul style="list-style-type: none"> ○ "Reganomics" ○ 80s culture ○ Cold War 	<p>SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the political foundations and development of the United States.</p> <p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p> <p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of world views and value systems.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p>
<p>The 90s</p> <ul style="list-style-type: none"> ● President Bush <ul style="list-style-type: none"> ○ Operation Desert Storm ○ Economy ● President Clinton <ul style="list-style-type: none"> ○ Economy <ul style="list-style-type: none"> ■ NAFTA ■ Technology ■ Stock Market ○ Contract with America ● U.S. role in the world <ul style="list-style-type: none"> ○ Somalia ○ Rwanda ○ Mid-East peace efforts ○ Yugoslavia 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p> <p>SS:HI:5: Social/Cultural Students will demonstrate an understanding of various social groups.</p>
<p>21st Century America</p> <ul style="list-style-type: none"> ● 2000 Election ● 9/11 <ul style="list-style-type: none"> ○ Afghanistan ○ Iraq ● 2008 Election <ul style="list-style-type: none"> ○ Affordable Care Act ○ Drone War ○ U.S. role in global affairs 	<p>SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of interactions between the United States and other countries.</p> <p>SS:HI:4: Economic Systems & Technology Students will demonstrate an understanding of economic systems and technology.</p>
<p>Common Core Skills</p> <p>Key Ideas and Details:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 	

- CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

- CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

New Grade Level

Grades 11-12: Citizenship and Law	
Content:	Standards:
<p>Foundations of American Government</p> <ul style="list-style-type: none"> ● Different Forms of Government ● Ancient Greece & Rome ● English Tradition ● The Enlightenment ● American Revolution ● Articles of Confederation 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p>
<p>The Constitution</p> <ul style="list-style-type: none"> ● Issues at the Constitutional Convention ● Ratification ● The Constitution ● The Electoral College ● Checks & Balances ● Amendment Process 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> <p>SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p> <p>SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</p>
<p>Civil Rights and Liberties</p> <ul style="list-style-type: none"> ● Bill of Rights ● Judicial Interpretations of the Constitution ● Freedom of Speech ● Students' Rights ● The 14th Amendment ● Extending rights to non-majority groups 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p>

<p>The Legislative Branch</p> <ul style="list-style-type: none"> • Influences on a member of Congress • The work of a Congressperson • The lawmaking process • Powers of Congress 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> <p>SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p>
<p>The Executive Branch</p> <ul style="list-style-type: none"> • The Presidency • The Executive Branch • The Power of the President 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p> <p>SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</p>
<p>The Judicial Branch</p> <ul style="list-style-type: none"> • Civil vs. Criminal cases • State and Federal Court system • The Supreme Court • Judicial activism vs. judicial restraint 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</p>
<p>Political Parties & Elections</p> <ul style="list-style-type: none"> • Origins of political beliefs • The Two Party system • Role of political parties in the political process • Primaries vs. general elections • Political campaigns • The role of the news media in the political process 	<p>SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p>SS:CV:4: Rights and Responsibilities</p>

Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Common Core Skills

Key Ideas and Details:

- CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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- CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

New Grade Level

Grades 11-12: Economics	
Content:	Standards:
<p>Economic Way of Thinking</p> <ul style="list-style-type: none"> ● Scarcity ● Wants vs. Needs ● Consumers, producers, goods, services ● Three basic economic questions <ul style="list-style-type: none"> ○ What to produce? ○ How to produce it? ○ For whom to produce? ● Factors of Production: Land, Labor, Capital and Entrepreneurship ● Trade-offs, real costs, and opportunity costs ● Production Possibilities Curve 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p> <p>SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.</p>
<p>Introduction to Economic Systems</p> <ul style="list-style-type: none"> ● Traditional, Command, and Market Economies ● Communism, Socialism and Capitalism <ul style="list-style-type: none"> ○ Karl Marx ○ Adam Smith: the invisible hand ● Fundamentals of a Market Economy <ul style="list-style-type: none"> ○ Private property, limited government involvement, voluntary exchange, competition and consumer sovereignty, profit, and specialization ● Circular Flow of Money ● Mixed economies, economies in transition 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p> <p>SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.</p>
<p>The Law of Demand</p> <ul style="list-style-type: none"> ● Demand schedule and curve ● Law of Diminishing Marginal Utility ● Determinants of Demand ● Elasticity of Demand <ul style="list-style-type: none"> ○ Total Revenue Test 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p>

<p>The Law of Supply</p> <ul style="list-style-type: none"> ● Supply schedule and curve ● Law of Diminishing Marginal Returns ● Production Costs ● Determinants of Supply ● Elasticity of Supply 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p>
<p>The Stock Market and Investing</p> <ul style="list-style-type: none"> ● Demand affects stock prices ● The process of purchasing stock ● Names of the major stock exchanges and the types of stock they sell ● DOW Jones Industrial Average ● Factors that influence the Stock Market. ● Risk Tolerance when investing ● Types of investments - growth investments and income investments ● Time value of money. ● Rule of 72. ● Relationship between risk and return. ● Diversification 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p> <p>SS:EC:6: Personal Finance Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.</p>
<p>Equilibrium Price</p> <ul style="list-style-type: none"> ● Surpluses and shortages ● Price floors and ceilings <ul style="list-style-type: none"> ○ minimum wage debate ○ rationing ○ black markets 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p>
<p>Market Structures</p> <ul style="list-style-type: none"> ● Perfect Competition ● Monopolistic Competition ● Oligopoly ● Monopoly <ul style="list-style-type: none"> ○ natural ○ technological - patents, copyrights ○ government ○ geographic ○ Antitrust legislation ● Prohibiting unfair business practices <ul style="list-style-type: none"> ○ price fixing ○ market allocation ○ predatory pricing ○ consumer protection agencies 	<p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p>
<p>International Trade</p> <ul style="list-style-type: none"> ● Absolute advantage, Comparative advantage ● barriers to free trade <ul style="list-style-type: none"> ○ tariffs ○ quotas ○ embargos 	<p>SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.</p> <p>SS:EC:5: International Economics and Trade</p>

<ul style="list-style-type: none"> ○ government incentives ○ trade agreements ● Spectrum of trade policy - free trade to protectionism 	<p>Students will recognize the importance of international trade and how economies are affected by it.</p>
<p>Business Organization</p> <ul style="list-style-type: none"> ● Sole proprietorships ● Partnerships ● Corporations ● Mergers ● Franchises ● Co-ops ● Nonprofits 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:6: Personal Finance Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.</p>
<p>Economic Indicators and Performance</p> <ul style="list-style-type: none"> ● GDP <ul style="list-style-type: none"> ○ how calculated ○ what is not measured ● Inflation ● Business Cycle <ul style="list-style-type: none"> ○ phases ○ predicting business cycles - leading, coincident, lagging indicators ○ business cycles in history, Great Depression ● Unemployment <ul style="list-style-type: none"> ○ unemployment rate ○ full employment ○ types of unemployment <ul style="list-style-type: none"> ■ frictional ■ seasonal ■ structural ■ cyclical ● Poverty 	<p>SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p> <p>SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.</p> <p>SS:EC:4: Financial Institutions and the Government Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>
<p>Personal Finance</p> <ul style="list-style-type: none"> ● Checking and Savings Accounts ● Credit Cards ● Filing federal taxes ● Budgeting 	<p>SS:EC:6: Personal Finance Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.</p>
<p>Common Core Skills</p> <p>Key Ideas and Details:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>Craft and Structure:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. 	

- CCSS.ELA-LITERACY.RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.