

Strand

**Civics and Governments**

The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 3.1 - The Nature and Purpose of Government</b>  <b>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</b>	3.1.6.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, <i>e.g.</i> , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.	1B: Civic Ideals, Practices, and Engagement  1H: Individualism, Equality and Authority	3.1.8.1 Explain why limiting the powers of government is essential for the protection of individual rights.	1B: Civic Ideals, Practices, and Engagement  1E: Cultural Development, Interaction, and Change  1H: Individualism, Equality and Authority
	3.1.6.2: Identify the core ideals and principles of American government by citing documents, <i>e.g.</i> , the Declaration of Independence, the United States Constitution, or the Bill of Rights.	1B: Civic Ideals, Practices, and Engagement  1H: Individualism, Equality and Authority  1J: Human Expression and Communication	3.1.8.2 Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected.	1B: Civic Ideals, Practices, and Engagement  1E: Cultural Development, Interaction, and Change  1H: Individualism, Equality and Authority
	3.1.6.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels.	1B: Civic Ideals, Practices, and Engagement  1E: Cultural Development, Interaction, and Change		
	3.1.6.4: Differentiate among the major forms of limited and unlimited governments, <i>e.g.</i> , monarchy, oligarchy, or democracy.	1B: Civic Ideals, Practices, and Engagement  1F: Global Transformation  1H: Individualism, Equality and Authority		

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 3.2</b> <b>-Structure and Function of United States and New Hampshire Government</b>  <b>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.</b>	3.2.6.1 Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property.	1B: Civic Ideals, Practices, and Engagement  1E: Cultural Development, Interaction, and Change  1J: Human Expression and Communication	3.2.8.1 Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights.	1B: Civic Ideals, Practices, and Engagement
	3.2.6.2 Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions.	1E: Cultural Development, Interaction, and Change	3.2.8.2 Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.	1B: Civic Ideals, Practices, and Engagement
			3.2.8.3 Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights.	1E: Cultural Development, Interaction, and Change  1H: Individualism, Equality and Authority
			3.2.8.4 Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees.	1B: Civic Ideals, Practices, and Engagement  1H: Individualism, Equality and Authority

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 3.3 - The World and the United States' Place In It</b>  <b>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.</b>	3.3.6.1 Identify other countries in the world and their different forms of government, <i>e.g.</i> , monarchy, oligarchy, or democracy.	1B: Civic Ideals, Practices, and Engagement  1F: Global Transformation	3.3.8.1 Illustrate the importance of countries working together to resolve problems, <i>e.g.</i> , the United Nations, NATO, or the European Union.	1A: Conflict and Cooperation□
	3.3.6.2 Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change  1F: Global Transformation	3.3.8.2 Analyze environmental, economic, and technological developments and their impact on society.	1C: People, Places and Environment  1D:: Material Wants and Needs  1G: Science, Technology, and Society
	3.3.6.3 Discuss the reasons for conflicts between and among countries and peoples, <i>e.g.</i> , natural resources or religion.	1A: Conflict and Cooperation  1D: Material Wants and Needs  1E: Cultural Development, Interaction, and Change		

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<p><b>Standard 3.4 - Rights and Responsibilities</b></p> <p><b>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.</b></p>	<p>3.4.6.1 Evaluate those characteristics that promote good citizenship, <i>e.g.</i>, individual responsibility or respect for the rights and decisions of others.</p>	<p>1A: Conflict and Cooperation</p> <p>1B: Civic Ideals, Practices, and Engagement</p>	<p>3.4.8.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, <i>e.g.</i>, problem solving, public engagement, or voting.</p>	<p>1A: Conflict and Cooperation</p> <p>1B: Civic Ideals, Practices, and Engagement</p> <p>1J: Human Expression and Communication</p>

Strand **Economics**

Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

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Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 4.1 - Economics and the Individual</b>  <b>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.</b>	4.1.6.1 Identify the role of the individual in factor and product markets.	1D: Material Wants and Needs	4.1.8.1 Identify how events in the business cycle impact individuals' lives, e.g., recession or depression.	1D: Material Wants and Needs 1H: Individualism, Equality and Authority
	4.1.6.2 Explain how specialization and productivity are related.	1D: Material Wants and Needs 1G: Science, Technology, and Society		
	4.1.6.3 Recognize the relationship between productivity and wages, and between wages and standard of living.	1D: Material Wants and Needs 1H: Individualism, Equality and Authority		

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 4.2 - Basic Economic Concepts</b>  <b>Students will learn about the pillars of a free market economy and the market mechanism.</b>	4.2.6.1 Determine the opportunity cost of decisions, <i>e.g.</i> , the purchase of an item or the expenditure of time.	1D: Material Wants and Needs	4.2.8.1 Identify and explain the determinants of supply and demand, <i>e.g.</i> , income, tastes, or technology.	1D: Material Wants and Needs 1G: Science, Technology, and Society 1H: Individualism, Equality and Authority
	4.2.6.2 Identify the factors of production, <i>e.g.</i> , entrepreneurship, human resources, capital resources, and natural resources.	1D: Material Wants and Needs 1G: Science, Technology, and Society	4.2.8.2 Explain the elements of entrepreneurship, <i>e.g.</i> , idea development, risk-taking, or management skills.	1D: Material Wants and Needs 1E: Cultural Development, Interaction, and Change 1H: Individualism, Equality and Authority
	4.2.6.3 Recognize that shortage and surplus affect the price and availability of goods and services, <i>e.g.</i> , swimsuits in bad weather, seasonal sales, or fads.	1D: Material Wants and Needs 1H: Individualism, Equality and Authority		

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 4.3 - Cycles in the Economy</b>  <b>Students will be able to explain the business cycle and trends in economic activity over time.</b>	4.3.6.1 Describe gross domestic product and its components, <i>e.g.</i> , the difference between imports and exports.	1D: Material Wants and Needs  1E: Cultural Development, Interaction, and Change	4.3.8.1 Identify and explain the different phases of the business cycle, <i>e.g.</i> , recession or depression.	1D: Material Wants and Needs  1E: Cultural Development, Interaction, and Change
	4.3.6.2 Recognize the effects of inflation on people under different circumstances, <i>e.g.</i> , limited resources including food, fuel or housing.	1D: Material Wants and Needs  1E: Cultural Development, Interaction, and Change	4.3.8.2 Understand how the stock market works, the buying and selling of stocks, and how it affects the economy.	1D: Material Wants and Needs  1E: Cultural Development, Interaction, and Change

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<b>Standard 4.4 - Financial Institutions and the Government</b>  <b>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</b>			4.4.8.1: Explain how interest rates affect individual decisions, <i>e.g.</i> , saving, borrowing, or lending money.	1D: Material Wants and Needs  1H: Individualism, Equality and Authority
			4.4.8.2: Identify the different ways in which income can be redistributed, <i>e.g.</i> , taxes, welfare, or government loans.	1C: People, Places and Environment  1D: Material Wants and Needs

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 4.5 - International Economics and Trade</b>  <b>Students will recognize the importance of international trade and how economies are affected by it.</b>			4.5.8.1: Distinguish among the different methods of allocating resources, <i>e.g.</i> , traditional, free market, or command economies.	1D: Material Wants and Needs 1F: Global Transformation 1G: Science, Technology, and Society
			4.5.8.2: Identify and explain the impact on trade of government policies, <i>e.g.</i> , tariffs, quotas, or embargoes.	1A: Conflict and Cooperation 1F: Global Transformation
			4.5.8.3: Recognize the role of economics in international diplomacy and war, <i>e.g.</i> , the United States Civil War, foreign aid, or conflict over natural resources.	1A: Conflict and Cooperation 1C: People, Places and Environment 1F: Global Transformation
			4.5.8.4: Examine the effects of changing economies on international trade, <i>e.g.</i> , modernization, specialization, or interdependence.	1A: Conflict and Cooperation 1D: Material Wants and Needs 1F: Global Transformation

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<b>Standard 4.6 Personal Finance</b>  <b>Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.</b>			4.6.8.1: Compare the advantages and disadvantages of different payment methods.	1D: Material Wants and Needs
			4.6.8.2: Describe the rights and responsibilities of buyers and sellers in a free market economy.	1D: Material Wants and Needs
			4.6.8.3: Demonstrate the use of the different types of accounts available from financial institutions, <i>e.g.</i> , checking or savings accounts.	1D: Material Wants and Needs
			4.6.8.4: Students will identify sources of earned and unearned income, <i>e.g.</i> , wages or investments.	1D: Material Wants and Needs

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<b>Standard 4.6</b> <b>Personal Finance</b>  <b>Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.</b>			4.6.8.5: Define and compare saving and investing.	1D: Material Wants and Needs
			4.6.8.6: Evaluate sources of investment information, and describe how to buy and sell investments.	1D: Material Wants and Needs
			4.6.8.7: Discuss the importance of taking responsibility for personal financial decisions.	1D: Material Wants and Needs
			4.6.8.8: Design a plan for earning, spending, saving, and investing.	1D: Material Wants and Needs

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**Geography**

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The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

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<p><b>Standard 5.1 - The World in Spatial Terms</b></p> <p><b>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.</b></p>	<p>5.1.6.1 Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, <i>e.g.</i>, countries through which a person would travel between Cairo and Nairobi.</p>	<p>1C: People, Places and Environment</p> <p>1 J: Human Expression and Communication</p>	<p>5.1.8.1 Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, <i>e.g.</i>, the Mercator projections versus Robinson projections.</p>	<p>1C: People, Places and Environment</p>
	<p>5.1.6.2 Apply the spatial concepts of location, distance, direction, scale, movement, and region, <i>e.g.</i>, the relative and absolute location of the student's community, or the diffusion of the English language to the United States.</p>	<p>1C: People, Places and Environment</p> <p>1F: Global Transformation</p>		
	<p>5.1.6.3 Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, <i>e.g.</i>, climate zones, natural resources, or population density.</p>	<p>1C: People, Places and Environment</p>		

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<b>Standard 5.2 - Places and Regions</b>  <b>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.</b>	5.2.6.1 Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.	1C: People, Places and Environment  1G: Science, Technology, and Society	5.2.8.1 Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part.	1C: People, Places and Environment
	5.2.6.2 Describe how places and regions preserve culture, e.g., songs or traditions.	1E: Cultural Development, Interaction, and Change  1J: Human Expression and Communication	5.2.8.2 Illustrate the connections among regions, e.g., world trade or regional alliances.	1E: Cultural Development, Interaction, and Change  1F: Global Transformation
			5.2.8.3 Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel.	1E: Cultural Development, Interaction, and Change  1F: Global Transformation  1G: Science, Technology, and Society

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<b>Standard 5.3 - Physical Systems</b>  <b>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.</b>	5.3.6.1 Describe how physical processes shape patterns in the physical environment, <i>e.g.</i> , El Nino or erosion.	1C: People, Places and Environment	5.3.8.1 Recognize how physical processes influence the formation and distribution of resources, <i>e.g.</i> , the potential for hydroelectric power or coal deposits.	1C: People, Places and Environment  1G: Science, Technology, and Society
	5.3.6.2 Identify the components of Earth's physical system, <i>e.g.</i> , the lithosphere or hydrosphere.	1C: People, Places and Environment		
	5.3.6.3 Illustrate how physical processes produce changes in ecosystems, <i>e.g.</i> , the process of succession after a forest fire or desertification.	1C: People, Places and Environment  1F: Global Transformation		
	5.3.6.4 Explain how human activities influence changes in ecosystems, <i>e.g.</i> , the introduction of exotic species.	1C: People, Places and Environment  1G: Science, Technology, and Society		

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<b>Standard 5.4 - Human Systems</b>  <b>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.</b>	5.4.6.1 Recognize the demographic structure of a population and its underlying causes, <i>e.g.</i> , birth rate, ethnic composition, or distribution of wealth.	1C: People, Places and Environment  1D: Material Wants and Needs  1I: Patterns of Social and Political Interaction	5.4.8.1 Describe ways in which physical and human regional systems are interconnected, <i>e.g.</i> , canal systems or "hub-and-spoke" airline operations.	1C: People, Places and Environment  1G: Science, Technology, and Society
	5.4.6.2 Know the types and historical patterns of human migration, <i>e.g.</i> , ethnic cleansing, overcoming physical barriers, or famine.	1A: Conflict and Cooperation  1C: People, Places and Environment  1I: Patterns of Social and Political Interaction	5.4.8.2 Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, <i>e.g.</i> , trade agreements, military pacts, or boundary disputes.	1A: Conflict and Cooperation  1H: Individualism, Equality and Authority  1I: Patterns of Social and Political Interaction
	5.4.6.3 Understand the effects of movement on the characteristics of places, <i>e.g.</i> , acculturation, assimilation, or movement.	1C: People, Places and Environment  1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction		
	5.4.6.4 Analyze the spatial patterns of settlement, <i>e.g.</i> , urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.	1C: People, Places and Environment  1E: Cultural Development, Interaction, and Change		

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The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<p><b>Standard 5.4 - Human Systems</b></p> <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>5.4.6.5 Know the functions, sizes, and spatial arrangements of settlement, <i>e.g.</i>, urban, suburban and rural.</p>	<p>1E: Cultural Development, Interaction, and Change</p>		

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 5.5 - Environment and Society</b>  <b>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</b>	5.5.6.1 Understand the consequences of human modification of the physical environment, <i>e.g.</i> , coastal development or forest management.	1E: Cultural Development, Interaction, and Change  1G: Science, Technology, and Society		
	5.5.6.2 Examine the role of technology in the human modification of the physical environment, <i>e.g.</i> , work animals or electrical production.	1G: Science, Technology, and Society		
	5.5.6.3 Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, <i>e.g.</i> , winter sports tourism or annual flood patterns.	1C: People, Places and Environment		
	5.5.6.4 Assess why people have different viewpoints regarding resource use, <i>e.g.</i> , water rationing or recycling.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change		

Strand **New Hampshire and United States History**

The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.

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An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 6.1 - Political Foundations and Development</b>  <b>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</b>	6.1.6.1 Explain how and why people have developed forms of self-government, <i>e.g.</i> , the Mayflower Compact or the Iroquois League.	1B: Civic Ideals, Practices, and Engagement  1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction	6.1.8.1 Examine how suffrage expanded to various groups of citizens, <i>e.g.</i> , women African-Americans.	1B: Civic Ideals, Practices, and Engagement  1H: Individualism, Equality and Authority  1I: Patterns of Social and Political Interaction
	6.1.6.2 Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.	1B: Civic Ideals, Practices, and Engagement  1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction	6.1.8.2 Describe the role New Hampshire voters have played in our nation's presidential primaries and elections.	1B: Civic Ideals, Practices, and Engagement  1I: Patterns of Social and Political Interaction
			6.1.8.3 Examine how religion has influenced the political life of the nation, <i>e.g.</i> , the Know Nothing Party, the temperance movement, or the First Great Awakening.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change  1J: Conflict and Cooperation Human Expression and Communication
			6.1.8.4 Analyze the tension between states' rights and national authority, <i>e.g.</i> , the nullification crisis of 1832 or school integration of the 1960's.	1A: Conflict and Cooperation  1H: Individualism, Equality and Authority

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 6.2 - Contacts, Exchanges &amp; International Relations</b>  <b>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b>			6.2.8.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, <i>e.g.</i> , the Jay Treaty or the War of 1812.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change
			6.2.8.2: Explain major United States efforts to remove European influence from the Western Hemisphere, <i>e.g.</i> , the Monroe Doctrine or the Cuban Missile Crisis.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change
			6.2.8.3: Compare and contrast the rationales for entering into war with other nations, <i>e.g.</i> , the American Revolution or the Korean Conflict.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change  1F: Global Transformation
			6.2.8.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies, <i>e.g.</i> , the Louisiana Purchase or the Marshall Plan.	1B: Civic Ideals, Practices, and Engagement  1D: Material Wants and Needs  1E: Cultural Development, Interaction, and Change

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<b>Standard 6.2 - Contacts, Exchanges &amp; International Relations</b>  <b>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b>			6.2.8.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, <i>e.g.</i> , the XYZ Affair or the Vietnam War.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 6.3 - World Views and Value systems and their Intellectual and Artistic Expressions</b>  Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	6.3.6.1 Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists.	1E: Cultural Development, Interaction, and Change  1J: Human Expression and Communication	6.3.8.1 Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression.	1E: Cultural Development, Interaction, and Change  1J: Human Expression and Communication

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 6.4 - Economic Systems &amp; Technology</b>  <b>Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>	6.4.6.1 Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.	1D: Material Wants and Needs  1G: Science, Technology, and Society	6.4.8.1 Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations.	1D: Material Wants and Needs  1F: Global Transformation
	6.4.6.2 Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies.	1C: People, Places and Environment  1E: Cultural Development, Interaction, and Change  1G: Science, Technology, and Society	6.4.8.2 Examine the causes of conflict between management and labor, e.g., the Pullman Strike or the Air Traffic Controllers Strike of 1981.	1A: Conflict and Cooperation  1D: Material Wants and Needs  1H: Individualism, Equality and Authority
	6.4.6.3 Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862).	1C: People, Places and Environment  1D: Material Wants and Needs  1H: Individualism, Equality and Authority		

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 6.5 - Social/Cultural</b>  <b>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</b>	6.5.6.1 Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.	1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction  1J: Human Expression and Communication	6.5.8.1 Analyze how societal changes have influenced the family, e.g., child labor or elderly care.	1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction
	6.5.6.2 Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction		
	6.5.6.3 Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace.	1E: Cultural Development, Interaction, and Change  1H: Individualism, Equality and Authority  1I: Patterns of Social and Political Interaction		
	6.5.6.4 Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.	1A: Conflict and Cooperation  1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction		

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**World History and Contemporary Issues**

The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.

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The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?

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Standard	Grades 5 - 6 Expectations	Themes	Grades 7 - 8 Expectations	Themes
<b>Standard 7.1 - Political Foundations and Developments</b>  <b>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</b>	7.1.6.1 Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.	1B: Civic Ideals, Practices, and Engagement  1E: Cultural Development, Interaction, and Change	7.1.8.1 Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections.	1E: Cultural Development, Interaction, and Change  1H: Individualism, Equality and Authority
	7.1.6.2 Explore the use and abuse of power.	1A: Conflict and Cooperation  1F: Global Transformation  1I: Patterns of Social and Political Interaction	7.1.8.2 Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East.	1E: Cultural Development, Interaction, and Change  1I: Patterns of Social and Political Interaction  1J Human Expression and Communication
			7.1.8.3 Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust.	1A: Conflict and Cooperation  1F: Global Transformation  1I: Patterns of Social and Political Interaction









