

**Oyster River Cooperative School District
K-12 Social Studies Curriculum**

Kindergarten - Grade 2

CIVICS AND GOVERNMENT

Curriculum Standard 1:

Students will demonstrate an understanding of the purpose of government and how government is established and organized.

Students in grades K-2 will:

Be introduced to the major things governments do in their school and community.

Be introduced to the ways in which people and institutions make, apply, and enforce rules and laws.

Be introduced to the effectiveness and fairness of rules and laws in the classroom, school, and community.

Curriculum Standard 2:

Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the 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.

Students in grades K-2 will:

Be introduced to the following ideals: individual rights and responsibilities, concern for the well being of the community, tolerance for others, and the importance of education, work, and volunteerism.

Be introduced to the responsibilities of government at the local level. (same as Standard 1)

Curriculum Standard 3:

Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in World affairs.

Students in grade 2 will:

Be introduced to how the world is divided into different nations, the importance of different nations the importance of sharing world resources

Curriculum Standard 4:

Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of their ideals, principles, organizations, and operation of the American government through the political process and citizen involvement.

Students in grades K-2 will:

Be introduced to the meaning of being a citizen and the rights and responsibilities of citizenship, including voting and decision making processes.

Kindergarten - Grade 2 (Continued)

ECONOMICS

Curriculum Standard 5:

Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.

Students in K will:

Be introduced to the concepts of need vs want, making choices, buying and saving.

Be introduced to how money is useful in our daily lives.

Students in grades 1-2 will:

Be introduced to the difference between needs and wants and how scarcity and choices govern economic decisions (supply and demand).

Be introduced to concepts that will help develop an awareness of household activities, such as producing, consuming, and saving, as well as comparing the cost of a product with its benefits.

Curriculum Standard 6:

Students will demonstrate the ability to examine the interactions of individuals, households, communities, businesses, and governments in market economies, including the competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.

Students in grades K-2 will:

Be introduced to concepts that will help develop an awareness of job specialization including the importance of different people doing different jobs, why specialized jobs are needed in our country and how different jobs all help a country run smoothly.

Students in grades 1-2 will:

Be introduced to the use of barter and money.

Curriculum Standard 7:

Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.

Students in grades K-2 will:

Be introduced to concepts that will help develop an understanding of the different roles played by institutions, such as households, workers, banks, and businesses.

Curriculum Standard 8: **

Students will demonstrate an understanding of the patterns and results of international trade including the distribution of economic resources; imports and exports; specialization; and interdependence; exchange of money; and trade policies.

** not applicable at these levels

Kindergarten - Grade 2 (Continued)

ECONOMICS (Continued)

Curriculum Standard 9:

Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings.

Students in grades 1-2 will:

Be introduced to concepts that will help them learn how to use economic knowledge in educational and everyday settings (What does it mean to save, borrow and spend?).

GEOGRAPHY

Curriculum Standard 10:

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.

Students in grades K-2 will:

Be introduced to elements of maps and globes.

Students in grades 1-2 will:

Explore locating and identifying oceans and landforms.

Be introduced to concepts that will help them understand and differentiate between urban, suburban, and rural areas.

Curriculum Standard 11:

Students will demonstrate an understanding of the physical and human geographic features that define places and regions.

Students in K will:

Be introduced to special geographic features of the community.

Discuss things about the community which make it desirable.

Students in grade 1-2 will:

Continue to learn about the special geographic features of the community.

Be introduced to concepts that will help them learn about how different peoples interact with their environments.

Be introduced to physical features such as land forms, vegetation, wildlife and climate in the community.

Kindergarten - Grade 2 (Continued)

GEOGRAPHY (Continued)

Curriculum Standard 12:

Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics of ecosystems.

Students in grades K-2 will:

Be introduced to the concepts of preservation of plants and animals, conservation of air and water.

Students in grades 1-2 will:

Be introduced to the concept of ecosystems, such as rainforests and deserts.

Curriculum Standard 13:

Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; patterns and networks of economic interdependence; and processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape the human geographic divisions.

Students in grades K-2 will:

Be introduced to the concepts of transportation and communication and how they effect our lives.

Students in grade 2 will:

Be introduced to the concept of culture (traditions).

Curriculum Standard 14:

Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.

Students in grades K-2 will:

Be introduced to concepts that will help them learn about how people depend upon, use, and change the physical environment, including the impact human activities have on the habitat and populations of plants and animals.

Students in grade 2 will:

Be introduced to concepts that will help them learn about renewable and non-renewable resources.

Curriculum Standard 15:

Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.

Students in grade 2 will:

Be introduced to the use of maps and narratives in order to put events in a spatial context (Columbus' route).

Kindergarten - Grade 2 (Continued)

HISTORY

Curriculum Standard 16:

Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Students in grades K-2 will:

Be introduced to concepts that will help develop investigation and research skills.

Students in grades 1- 2 will:

Be introduced to locating events in time by using calendars and story sequence.

Be introduced to the importance of individuals and groups that have made a difference.

Be introduced to concepts that will help develop an understanding that people, artifacts, and documents, such as letters, diaries, art, literature, and maps, represent links to the past and are sources of data.

Students in grade 2 will:

Be introduced to the difference between fact and opinion.

Curriculum Standard 17:

Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.

Students in grades K-2 will:

Be introduced to the significance of national holidays, such as Veterans' Day and Independence Day.

Be introduced to the use of folklore, literature, and the arts as a means to understand our national and cultural heritage.

Students in grade 2 will:

Be introduced to concepts that will begin to develop an understanding of the chronology and importance of major events, such as the migration of peoples and the contributions of important individuals.

Curriculum Standard 18: **

Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe, with particular emphasis on those developments which have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

** not applicable at these levels

Grade 3

CIVICS AND GOVERNMENT

Curriculum Standard 1:

Understand the purpose of government and how government is established and organized.

Students will develop an awareness of the functions of schools and communities, including:

Different ways of supporting and providing for citizens

Making and enforcing rules, and evaluating their effectiveness and fairness

Protecting individual rights

Curriculum Standard 2:

Understand the fundamental ideals and principles of American democracy and the structure and operation of the United States and New Hampshire governments.

Students will:

Recognize and appreciate differences among Americans

Recognize that Americans are united by similar ideals and principles

Curriculum Standard 4:

Understand the meaning, rights and responsibilities of citizenship.

Students will understand the importance of:

Voting, decision making and participating in community affairs

Learning about people in their local government

ECONOMICS

Curriculum Standards 5-6:

Understand fundamental economic concepts.

Students will develop an awareness of:

Household activities, including producing, consuming and saving

The relationship among spending, saving, and borrowing

Curriculum Standard 7:

Know different types of economic systems and institutions.

Students will develop an awareness of:

Job Specialization

The interdependence between public and private institutions, such as households, banks, businesses, libraries, and schools

Grade 3 (Continued)
ECONOMICS (Continued)

Curriculum Standard 8:

Understand interdependence and the patterns and results of international trade

There are no applicable objectives for this grade level.

GEOGRAPHY

Curriculum Standard 10:

Know the location of places and geographic features using maps, globes, and other geographic tools.

Students will be introduced to the concepts and skills of:

Sketching and labeling maps

Using maps and globes to locate continents, major nations, states, cities, oceans, and major geographic features

Using intermediate directions (NE, SE, SW, NW)

Describing the characteristics of urban, suburban, and rural areas

Curriculum Standard 11:

Understand the physical and human geographic features that define places and regions

Students will be introduced to the concepts and skills of:

Using regions to define areas of the earth

Identifying physical features, such as landforms, water systems, vegetation, wildlife and climate

Curriculum Standard 12:

Understand the Earth's physical systems and processes

This strand is covered through the science curriculum

Curriculum Standard 13,14:

Understand the impact of human systems on the Earth's surface and the interaction between humans and physical systems

Students will be introduced to the concepts of:

Discovering the relationships between population growth and physical features

Recognizing differences between renewable and non-renewable resources and how humans use these resources to produce goods

Understanding how people depend upon, use, and change the physical environment, including the impact human activities have on the habitat and populations of plants and animals.

Grade 3 (Continued)

GEOGRAPHY (Continued)

Curriculum Standard 15:

Understand the role of geography in past events and present environmental issues

Students will:

Understand ways in which personal actions benefit and harm the local environment

HISTORY

Curriculum Standard 16:

Understand chronological relationships and patterns and their historical perspective

Students will be introduced to the concept of:

Locating events in time using timelines

Students will develop their understanding of:

People, artifacts, narratives and documents, such as letters, diaries, art, literature, and maps, as links to the past and sources of data.

The significance of the past and the contributions of specific individuals and groups

The difference between fact and opinion

Investigation and research methods

Curriculum Standard 17:

Understand the chronology and significant events in the history of family, the community, New Hampshire, and the United States

Students will develop their understanding of:

Folklore, literature, and the arts as a means to understand our national and cultural heritage

The significance of national holidays, such as Veterans' Day, Memorial Day, and Independence Day

Curriculum Standard 18:

Understand the chronology and significant developments of world history

Students will develop their understanding of:

Differences among cultures (for example: language, customs, and economic activities)

Grade 4

CIVICS AND GOVERNMENT

Curriculum Standard 1:

Understand the purpose of government and how government is established and organized.

Students will develop an awareness of the roles of government, including:

Different ways of supporting and providing for its citizens

Making and enforcing rules and laws

Protecting individual rights

Curriculum Standard 2:

Understand the fundamental ideals and principles of American democracy and the structure and operation of the United States and New Hampshire governments.

Students will:

Recognize and appreciate differences among Americans

Recognize that Americans are united by similar ideals and principles

Curriculum Standard 4:

Understand the meaning, rights and responsibilities of citizenship.

Students will understand the importance of:

Voting, decision making and participating in state affairs

Learning about people who represent them in governmental positions

ECONOMICS

Curriculum Standards 5-6:

Understand fundamental economic concepts.

Students will develop an awareness of economic concepts, including:

Knowing that choices normally involve trade-offs; people can give up buying or doing a little of one thing in order to buy or do a little of something else

Understanding that scarcity occurs when it is not possible for people to have all the things they want

Curriculum Standard 7:

Know different types of economic systems and institutions.

Students will:

Recognize the relationship among spending, saving, and borrowing

Grade 4 (Continued)

ECONOMICS (Continued)

Curriculum Standard 8:

Understand interdependence and the patterns and results of international trade

Students will:

Develop an awareness of the import and export of different products

GEOGRAPHY

Curriculum Standard 10:

Know the location of places and geographic features using maps, globes, and other geographic tools.

Students will be introduced to geographic concepts and skills, including:

Sketching and labeling maps of New Hampshire and the United States

Finding distances and using scales on a map

Understanding latitude and longitude

Students will develop geographic concepts and skills, including:

Using maps and globes to locate continents, major nations, states, cities, oceans, and major geographic features, including relative and absolute locations

Curriculum Standard 11:

Understand the physical and human geographic features that define places and regions

Students will be introduced to geographic concepts of:

Understanding the relationship between the physical environment of New Hampshire and reasons for settlement of this region

Students will develop the geographic skills of:

Identifying physical features, such as landforms, water systems, vegetation, wildlife, and climate

Curriculum Standard 12:

Understand the Earth's physical systems and processes

This strand is covered through the science curriculum

Grade 4 (Continued)

GEOGRAPHY (Continued)

Curriculum Standard 13,14:

Understand the impact of human systems on the Earth's surface and the interaction between humans and physical systems

Students will develop the geographic concept of:

Describing how people depend upon, use, and change the physical environment, including the impact human activities have on the habitat and populations of plants and animals

Students will be able to:

Discuss and examine various economic activities throughout New Hampshire history, such as agriculture, mining, manufacturing, fishing, forestry, and tourism, and the roles of transportation and communication in these activities

Curriculum Standard 15:

Understand the role of geography in past events and present environmental issues

Students will be introduced to the concept of:

Using maps, documents, and narratives as tools to learn about changes in land use and to understand events in a spatial context

HISTORY

Curriculum Standard 16:

Understand chronological relationships and patterns and their historical perspective

Students will develop their understanding of:

People, artifacts, narratives and documents, such as letters, diaries, art, literature and maps as links to the past and sources of data

The significance of the past and the contributions of specific individuals and groups

The difference between fact and opinion and the relationship between cause and effect

Investigation and research methods

Students will be able to:

Locate events in time by using story sequence and timelines

Grade 4 (Continued)

HISTORY (Continued)

Curriculum Standard 17:

Understand the chronology and significant events in the history of family, the community, New Hampshire, and the United States

Students will understand:

The chronology and importance of major events in New Hampshire history and the contributions of important individuals

Students will be able to:

Explain the derivation of names for the state, counties, local community, and major geographic features

Discuss the significance of New Hampshire town meetings

Compare a child's day in the 17th century to a child's day in the present

Describe the significance of the state seal, flag, nickname, motto, and landmarks

Use folklore, literature, and the arts as a means to understand our national and cultural heritage

Curriculum Standard 18:

Understand the chronology and significant developments of world history

Students will understand:

The migration of peoples (Native Americans and Europeans) to New Hampshire

Grade 5

CIVICS AND GOVERNMENT

Curriculum Standard 1:

Understand the purpose of government and how government is established and organized.

Students will:

Identify and explain the function of the three branches of government.

Explain that the basic purposes of government in the United States are to protect the inalienable rights of the individual and to promote the common good.

Curriculum Standard 2:

Understand the fundamental ideals and principles of American democracy and the structure and operation of the United States and New Hampshire governments and their role in world affairs.

Students will:

Understand the importance of the following ideals and principles to American democracy: individual rights and responsibilities; concern for the well being of the community; tolerance for others; and the importance of education, work and volunteerism.

Understand the importance of minority rights; equality of opportunity and equal protection under the law.

Understand the major responsibilities of the legislative, executive, and judicial branches of the national government.

Understand that the United States Constitution describes how the government is organized, defines and limits the powers of government, and is the highest law in the land.

Know how specific documents in American history set forth shared values, principles, and beliefs.

Curriculum Standard 4:

Understand the meaning, rights and responsibilities of citizenship.

Students will:

List the traits of character that lead individuals to become independent members of society.

Discuss what it means to be a citizen of the United States including the rights and responsibilities of citizenship.

Know the distinguishing characteristics of rights, responsibilities, and privileges of citizenship.

Know that a citizen is a legally recognized member of the United States who has certain rights, privileges, and certain responsibilities.

Grade 5 (Continued)

ECONOMICS

Curriculum Standards 5, 6, 7:

Understand and apply fundamental economic concepts.

Students will:

Explain the concepts of supply and demand, needs vs. wants, trade, self-sufficiency, resources and personal economic decision making.

GEOGRAPHY

Curriculum Standard 10:

Know the location of places and geographic features using maps, globes, and other geographic tools.

Students will:

Identify and use the major graphic elements of maps and globes and describe different types of map scales and map projections.

Use basic units of measurement to calculate distances between locations on maps.

Use longitude and latitude to measure distance, determine location, and locate points on a map.

Curriculum Standard 13:

Understand the impact of human systems on the earth's surface and the consequences of the interaction between human and physical systems.

Students will:

Describe Earth's human systems including urban, agricultural, political, economic, communication and transportation.

Know factors that are important to the location of economic activities.

Know ways in which people alter the physical environment.

Know the similarities and differences in characteristics of culture in different regions.

Identify and compare landform, climate and natural vegetation regions.

Identify features of the physical environment in their community and region that first attracted settlers and have supported subsequent development.

Curriculum Standard 15:

Understand the role of geography in past events and in present environmental issues.

Students will:

Use maps and narratives to place historic and contemporary events in a spatial context.

Know ways in which personal choices and public decisions influence environmental conditions.

Grade 5 (Continued)

HISTORY

Curriculum Standard 16:

Demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Students will:

Understand and analyze chronological relationships, patterns and historical perspective.

Know how to construct and interpret data presented in timelines.

Group events by broadly defined eras in the history of the state, nation or area being studied.

Be able to conduct and present research (locate, organize and evaluate information, write, support and present)

Display historical perspective through the interpretation of primary and secondary source documents.

Identify and discuss various points of view in the context from which they were constructed.

Explain using examples from history, that not all problems have clear-cut solutions.

Curriculum Standard 17:

Understand the chronology and significant events in the history of family, the community, New Hampshire, and the United States.

Students will:

Identify individuals that contributed to the Age of Exploration (1450 -1600), their motivation, journeys, discoveries and their consequences.

Demonstrate an understanding of major topics of the Colonial Era (1565 - 1765).

Demonstrate an understanding of the Revolutionary Era (1750 - 1787)

Demonstrate an understanding of the major topics in the study of the Building of Our Nation (1783 - 1820)

Demonstrate an understanding of the major topics in the study of the Expanding Nation (1803 - 1865)

Explain, using examples, how folklore, literature, and arts reflect, maintain and transmit our national and cultural heritage.

Grade 6

CIVICS AND GOVERNMENT

Curriculum Standard 2:

Understand the fundamental ideals and principles of American democracy and the structure and operation of the United States and New Hampshire governments and their role in world affairs.

Students will:

Describe the major ways nations interact with one another through trade; diplomacy; international meetings and exchanges; treaties and agreements and use of military force.

Explain how the world is organized politically, and discuss that no political organization at the international level has power comparable to that of an individual nation.

Explain that the world is divided into different nations with their own forms of government and why it is important for nations to work together to solve problems.

Curriculum Standard 4:

Understand the meaning, rights, and responsibilities of citizenship.

Students will:

Understand the nature of and roles of citizenship in countries throughout the world.

Understand what constitutes personal rights, political rights, and economic rights.

ECONOMICS

Curriculum Standards 5, 6, 7:

Understand and apply fundamental economic concepts.

Students will:

Distinguish between economic needs and wants.

Understand the law of supply and demand.

Know examples of economic indicators (e.g. inflation, unemployment, Gross Domestic Product)

Understand that a monopoly exists when only one producer sells a product that has no close substitutes.

Understand that economic decision-making involves weighing the costs and benefits associated with alternative choices.

Curriculum Standard 8:

Understand interdependence and the patterns and results of international trade

Students will:

Explain how international trade links countries around the world and how such trade influences the economic welfare of nations.

Grade 6 (Continued)

GEOGRAPHY

Curriculum Standard 10:

Know the location of places and geographic features using maps, globes, and other geographic tools.

Students will:

Identify and use the major graphic elements of maps and globes and describe different types of map scales and map projections and their intended use.

Locate on a map or globe the continents, regions, major nations, smaller political entities (provinces, states, cities), and major oceans rivers and mountain ranges.

Sketch a world map from memory and identify major landforms, water systems, and concentrations of resources.

Sketch and label maps from memory of New Hampshire, the United States, and North America that show the relative location, size and shape of important geographic features.

Describe the absolute and relative location of their community and places within it.

Employ appropriate maps and other data displays, including tables, graphs, charts, and diagrams, to locate and analyze current world events.

Employ coordinates, including latitude and longitude to construct maps and plot locations.

Locate on a grid system particular geographic features in their neighborhood and community.

Describe basic spatial units of measurement and use them to calculate area and estimate and calculate distances between locations on a map in miles, kilometers, time and cost.

Curriculum Standard 11:

Understand the physical and human geographic features that define places and regions

Students will:

Identify, compare, and contrast the major physical and cultural characteristics of different world regions.

Know the physical characteristics of places (e.g. soils, landforms, vegetation, climate, etc.)

Know the human characteristics of places (e.g. cultural characteristics such as language, religion, politics, language, etc.)

Curriculum Standard 12:

Understand the Earth's physical systems and processes

Students will:

Identify and describe the major landforms and water systems found on the earth's surface.

Describe the characteristics of various biomes (tropical rainforests, deserts), and discuss the groups of plants and animals associated with these large ecosystems.

Grade 6 (Continued)

GEOGRAPHY (Continued)

Curriculum Standard 13,14:

Understand the impact of human systems on the Earth's surface and the interaction between humans and physical systems

Students will:

Identify and explain the importance of the nature and location of transportation and communication networks to economic activity.

Describe and compare housing and land use patterns in rural, urban and suburban areas in the United States and other regions of the world.

Employ demographic and cultural characteristics, including age, gender, ethnicity, and language, to describe populations.

Define the major components of culture and write a description of their culture.

Explain what a resource is, describe the characteristics of resources, and discuss the use of renewable and nonrenewable resources in various parts of the world.

Identify and discuss ways people depend upon, use and alter the physical environment.

Evaluate the effects of weather and climate on agricultural activities, types of housing, fuel consumption, and other activities in their community and state.

Curriculum Standard 15:

Understand the role of geography in past events and present environmental issues

Students will:

Evaluate sites within their community or region in order to identify the best location for a particular activity (e.g. school, factory, shopping area, waste treatment plant).

Discuss the relationships among population growth, technology, and resource use.

Identify, using maps, illustrations, photographs, and documents from different time periods, how land use in their community has changed and discuss reasons for these changes.

Know the global issues that affect the western world.

Grade 6 (Continued)

HISTORY

Curriculum Standard 17:

Understand and analyze chronological relationships, patterns and historical perspective.

Students will:

Discuss the importance of understanding the significance of the past to themselves and society.

Locate events in time; past and present, by using chronological concepts, including calendars, elapsed time, and story sequence.

Be able to conduct and present research (locate, organize and evaluate information, write, support and present).

Curriculum Standard 18:

Understand the chronology and significant developments of world history.

Students will:

Demonstrate a basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe and the Middle East.

Demonstrate a basic understanding in the development of humans from paleolithic to neolithic time periods.

Know the characteristics of ancient river civilizations of Mesopotamia, Egypt, and Indus Valley.

Grade 7

CIVICS AND GOVERNMENT

Curriculum Standard 1:

Understand the purpose of government and how government is established and organized.

Students will:

Describe the major forms of limited and unlimited governments.

Discuss why limiting the powers of government is essential to the protection of individual rights.

Understand competing ideas about the purpose government should serve (e.g. whether government should protect individual rights, promote the common good, provide economic security, mold the character of it's citizens, promote a particular religion)

Curriculum Standard 2:

Understand the fundamental ideals and principles of American democracy and the structure and operation of the United States and New Hampshire governments and their role in world affairs.

Students will:

Explain how nations have formed international organizations in an attempt to solve problems.

Understand the origin and foundations of American Democracy (e.g. direct democracy, representative democracy, republicanism, constitutional democracy)

ECONOMICS

Curriculum Standards 5, 6, 7:

Understand and apply fundamental economic concepts.

Students will:

Understand that economic incentives, such as wanting to acquire money or goods and services and wanting to avoid loss are powerful forces affecting the way people behave.

Understand that non-economic factors influence economic decisions (e.g. cultural traditions and customs).

GEOGRAPHY

Curriculum Standard 11:

Understand the physical and human geographic features that define places and regions.

Students will:

Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.

Grade 7 (Continued)

GEOGRAPHY (Continued)

Curriculum Standard 13:

Understand the impact of human systems on the earth's surface and the consequences of the interaction between human and physical systems.

Students will:

Analyze the relationship between resources and the exploration, colonization and settlement of different areas of the world.

Understand the significant technological developments that have been used to modify physical systems (e.g. fire, animals, the plow, diesel machinery, electricity, etc.).

HISTORY

Curriculum Standard 16:

Demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Students will:

Explain that change in all forms requires that people respond and adapt, and that all responses to change should be evaluated.

Understand the concept of era in the context of studying world history.

Be able to conduct and present research (locate, organize and evaluate information, write, support and present).

Curriculum Standard 17:

Demonstrate a knowledge of the chronology and significance of the unfolding story of America

Students will:

Understand major changes in Europe leading up to and following the voyages of Columbus (e.g. economic changes including the emergence of capitalist economies).

Understand similarities and differences among Spanish, Portuguese, French, Dutch, and English colonies in the Americas (economic, political, religious, cultural, etc.)

Demonstrate an understanding of major topics in the study of the Colonial Era (1565-1750) including characteristics of English colonies in North America; differences among Spanish, Portuguese, French and English Colonies in the Americas; the interaction of Native American, black, and colonial cultures; and the planting and maturing of new societies.

Grade 7 (Continued)

HISTORY (Continued)

Curriculum Standard 18:

Understand the chronology and significant developments of world history.

Students will:

Define the major characteristics of civilization and explain how these characteristics influence culture.

Discuss the connections among civilizations from earliest times.

Demonstrate an understanding of major landmarks in the human use of the environment from early Aegean times to the present

Understand the contributions and legacy of Ancient Greece and Roman society (e.g. Athenian democracy, Greek philosophy, Greek mythology; Roman contributions in art, architecture, technology, science, literature, language, history, religious institutions and law).

Understand the development of and spread of different world religions (e.g. elements of Judaism and how it compares to other religions; events in the rise of Christianity including the significance of Jesus of Nazareth; the origins of Buddhism and fundamental Buddhist beliefs including the life story of Buddha and his essential teachings; the significant aspects of Islamic civilization and how Muslims spread Islamic beliefs and establish their empire.)

Compare the origin, central ideas, institutions, and worldwide influence of eastern and western religious and philosophical traditions.

Understand developments of the early and late Middle Ages and how they contributed to western civilization. (e.g. the structure of feudal society and its economic, social and political effects; developments in English government; the significance of the university, aspects of architecture in Medieval Europe; the spread of Christianity and the Crusades)

Demonstrate an understanding of major developments in Europe during the 15th and 16th centuries including the Renaissance and the Reformation; the rise of the Ottoman Empire; the origins of capitalism; and exploration and colonization..

Grade 8

CIVICS AND GOVERNMENT

Curriculum Standard 1:

Understand the purpose of government and how government is established and organized.

Students will:

Analyze the major arguments for and against representative government as distinguished from direct democracy and discuss why in representative democracy decisions are made by the majority with minority rights being protected.

Compare power and authority and explain that, in the United States, civil authority comes from custom, law and the consent of the governed.

Identify and apply criteria for evaluating the effectiveness and fairness of rules and laws in the classroom, school and community.

Evaluate, take, and defend positions on the purposes government should serve and why government and politics are necessary.

Know the characteristics of various types of governments (e.g. monarchy, dictatorship, democracy, constitutional democracy and parliamentary systems)

Curriculum Standard 2:

Understand the fundamental ideals and principles of American democracy and the structure and operation of the United States and New Hampshire governments and their role in world affairs.

Students will:

Identify and discuss the political, legal, philosophical, and religious traditions that the early settlers brought to the development and establishment of American democracy.

Explain that the United States Constitution, including the Bill of Rights and other amendments, and the New Hampshire Constitution, including its amendments, are written documents that set forth the purposes and organization of the federal and state government.

Explain that the United States Constitution is the highest law in the land and that no government can make laws that take away from the rights it guarantees.

Discuss how individual rights are protected in the United States legal system.

Identify, describe and compare the structure and major responsibilities and services of government.

Describe how public officials are chosen and how laws and policies are made.

Describe how statements and events related to the following movements contributed to the evolution of the United States Constitution- ratification process including the Federalist Papers; states rights; abolition; universal suffrage; prohibition; and civil rights.

Grade 8 (Continued)

CIVICS AND GOVERNMENT (Continued)

Students will:

Explain that in the United States, constitutional democracy is founded on the conviction that Americans are united as a nation by the ideals and principles they share rather than the race, religion, or country of origin of the nation's people.

Explain why American constitutional democracy has survived for over 200 years and why it has become a model government framework.

Describe the legislative and political process by which a bill becomes a law or a governmental policy is established at the state and federal levels.

Discuss the creation and ratification of the United States Constitution and the Bill of Rights including the significance of Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, and the Federalist Papers.

Describe how fundamental ideals and principles of American democracy, including popular sovereignty, rule of law, check and balances, minority rights and civilian control help guide the American political system.

List the purposes of government as it is stated in the Preamble to the United States Constitution and explain how the constitution gives government the power to fulfill these purposes.

Describe and compare the primary functions of the three branches of government including the passing of laws by the legislative branch; the carrying out and enforcement of laws by the executive branch; and the interpretation of laws and the protection of rights by the judicial branch.

Discuss the contributions of significant individuals in the development and adoption of the United States Constitution and the Bill of Rights.

Describe the major ways nations interact with one another including trade; diplomacy; international meetings and exchanges and the use of treaties and agreements.

Discuss the reasons for conflict between and among nations, and describe the role of governmental/international organizations in search for and maintenance of order.

Curriculum Standard 4:

Understand the meaning, rights and responsibilities of citizenship.

Students will:

Discuss ways misunderstandings and conflicts between members of different groups can be prevented, managed, or resolved in a fair and peaceful manner that respects all parties.

Grade 8 (Continued)

CIVICS AND GOVERNMENT (Continued)

Students will:

Discuss, using historical examples, efforts to more fully realize the fundamental ideals and principles of American constitutional democracy including abolitionism, universal suffrage and the civil rights movement.

Discuss why it is important to participate in community and government affairs.

Demonstrate an understanding of how an individual participates in primary and general elections including registering to vote; identifying the major duties, responsibilities, and qualifications required for a particular position; becoming informed about candidates and issues; declaring or changing party affiliation; and obtaining, marking and depositing a ballot.

Analyze those dispositions and traits of character that lead individuals to become independent members of society and that foster respect for individual worth and human dignity including self-discipline; self-governance; individual responsibility; respect for the rights and decisions of others; concern for the well-being of others; tolerance; and the ability to compromise.

Know which representatives in the legislative bodies, and heads of the executive, legislative, and judicial branches of the local, county, state, and federal government to contact, to express opinions, gather information, or to obtain help on a specific issue.

ECONOMICS

Curriculum Standard 7:

Know different types of economic systems, institutions, and incentives.

Students will:

Analyze economic roles and relationships with various institutions including; workers, labor unions and corporations.

GEOGRAPHY

Curriculum Standard 15:

Understand the role of geography in past events and present environmental issues

Students will:

Know how physical and human geographic factors have influenced major historic events and movements (e.g. the course and outcome of battles in wars, the forced transport of Africans to North and South America because of the need for cheap labor, the profitability of the triangle of trade and the locations of prevailing winds and ocean currents).

Grade 8 (Continued)

HISTORY

Curriculum Standard 16:

Understand chronological relationships and patterns and their historical perspective

Students will:

Be able to conduct and present research (locate, organize and evaluate information, write, support and present)

Display historical perspective through the interpretation of primary and secondary source documents.

Identify and discuss various points of view and in the context from which they were constructed.

Explain that judgments and generalizations about the past are often tentative and must be used carefully when dealing with present issues.

Curriculum Standard 17:

Understand the chronology and significant events in the history of family, the community, New Hampshire, and the United States

Students will:

Demonstrate an understanding of major topics in the study of the Colonial Era (1565 - 1750)

Demonstrate an understanding of major topics in the study of the Revolutionary Era including the causes of the Revolution; the establishment of government through the Declaration of Independence, the Articles of Confederation, and the Continental Congress; the Revolutionary War; the consequences of the Revolution; and the Northwest Ordinance.(1763-1787)

Demonstrate an understanding of major topics in the Building of Our Nation (1783 - 1820) including the formation of our national government through the creation and ratification of the Constitution and the Bill of Rights; conflicting views of Hamilton and Jefferson; origins of the two party system; the impact of the French Revolution; developing ideas of equality; independence, and civic virtue; the emerging role of presidential leadership; the beginnings of judicial review and the implications of the War of 1812.

Demonstrate an understanding of the major topics in the study of the Expanding Nation (1803 - 1860) including sectionalism, industrial revolution and westward movement.

Demonstrate an understanding of major topics of the Civil War and reconstruction (1850-1877) including the slave system of the Old South and it's impacts.

Discuss contributions of New Hampshire to the history of the United States .

Demonstrate an understanding of the major topics in the study if the Second Industrial Revolution (1865-1920) including technological developments; transformation of the economy of the late 1800s; immigration; the role of education; urbanization; changes in work and the workplace; rise of labor unions; modernization of agriculture; populism; development of trans-Mississippi West; widespread political corruption; the civil service system; and mass politics.

Grade 8 (Continued)

HISTORY (Continued)

Students will:

Demonstrate an understanding of major topics in the study of the Emergence of the United States as a World Power (1890-1920) including the Spanish-American War; American expansion in the Far East and Latin America, the United States in World War I; effects of the war on the home front; the American role in post-war peacemaking.

Demonstrate an understanding of major topics in the study of the Progressive Era (1900-1914) including the social justice movement; reform in the cities and states; progressivism and national politics; and the impact of World War I on the Progressive Movement.

Demonstrate an understanding of major topics in the study of the 1920s: A decade of prosperity and problems (1920-1930) including economic changes and their ramifications; progress and conflict in the social and cultural scene; domestic politics; and foreign relations.

Demonstrate an understanding of major topics in the study of the Depression and the New Deal(1929-1941) including the origins of the Great Depression and its effects on people and society; the major approaches and programs of the New Deal; and the continuing debate over successes and failures of the New Deal.

Demonstrate an understanding of topics in the study of W.W. II and the Cold War(1939-1961) including the causes, conduct, course and aftermath of World War II; effects of the war on the home front; the emergence of the United States as a superpower; the origins of the Cold War; and postwar political developments at home and abroad.

Demonstrate an understanding of major topics in the study of recent United States history (1949-present) including the Civil Rights and Women's Movements; new immigration policies; foreign policy developments; the Cold War; post-World War II conflicts; technological and economic change; expanding religious diversity and the growth of religious evangelism; and the United States in the contemporary world.

Curriculum Standard 18:

Understand the chronology and significant developments of world history.

Students will:

Demonstrate an understanding of the cause and world-wide consequences of World War I and the Russian Revolution.

Discuss the significance of major cultural, economic, and political developments in the 20th century including the development and internationalization of art, music, and literature; the world-wide quest for democracy, political freedom, and human rights; the making of the European community of nations; the growth of international trade; and new approaches to world-wide cooperation and interdependence.

Oyster River High School World Cultures Curriculum

This course is a survey of four world culture regions. Students will study all four regions, one per quarter, with the first quarter including a unit on how to study cultures.

Teachers will emphasize geography, anthropology, civics and government, economics, sociology and history of the region. In addition, the course will focus on developing writing, reading, critical thinking and speaking skills. Students will be evaluated through a variety of methods including assignments in the text, library research and participation in class simulations and discussions. Homework and long range assignments will be given regularly.

<u>Students will:</u>	NH Standards Reference
Develop a personal sense of membership in the global community	3,6,10,11
Demonstrate an understanding of similarities and differences among major world religions	6
Define ethnocentrism and identify ethnocentric behaviors, recognizing the worth of all ways of life	3,6
Describe the influence of the physical environment in one's way of life	4,7,8,10
Demonstrate an understanding of human impact on the environment and the importance of sustainable environmental practices	3
Recognize the influence of value systems on one's way of life	3,11,12,14
Factor an awareness of the importance of the Universal Declaration of Human Rights and identify the continuing struggle of peoples for human rights	4,6,10
Explain different systems of meeting basic human needs such as family, peer groups, generational groups, community groups and other forms of social organization	4,5,11
Demonstrate knowledge of basic economic needs and how they are met in different ways	6,10,11,12,14
Recognize the contributions of the past to the present	6
Demonstrate an awareness of artistic expression (such as art, music, drama, etc.) and its impact on the members of cultural groups	6,10,11,12,14
Apply World cultures themes to current events	6,10,11,12,14
Identify international political, economic, environmental and human rights institutions and impact of their laws and policies on the global community	6,10,11,12,14

World Cultures Curriculum (Continued)

Physical Geography

<u>Students will:</u>	NH Standards Reference
Identify the major natural resources and discuss their impact on the region	4,7,8,10,11
Identify the Five Themes of Geography (location, place, region, movement, human and environmental interaction)	3,6,7,8,9
Identify the importance of latitude and longitude	7,8,9
Identify the four hemispheres of the earth region	6,7,8,9
Describe how symbols are used on maps	7
Describe the major landforms of the earth	7,8,9
Describe the earth's major water features	4,7,8,9
Analyze the ways in which the distribution of resources affects people and countries	4,5,6,7,8,9,10,11,12,14
Explain the effects of the earth's tilt	7,8,9
Describe how climate is affected by latitude, elevation and currents of wind and oceans	7,8,9
Differentiate between climate zones of the earth	7,8,9
Analyze effect of climate on efforts to meet basic needs for food, clothing and shelter	3,4,5,6,8,9
Explain how people affect climate	8,9,10,11

History

<u>Students will:</u>	NH Standards Reference
Explain factors that contributed to the development of civilization's history	6,11,12,14
Discuss the factors that have contributed to cultural contact and cultural barriers	6,8,10,11,12,14
Identify some of the effects of cultural change	6,10,11,12,14

Cultural Identity and Expression

<u>Students will:</u>	NH Standards Reference
Analyze the factors that are considered to determine the earth's cultural regions	6,8
Explain how other social sciences help geographers determine cultural regions	6,8
Discuss the importance of religion, art, music, literature, rules and social organizations to cultures	

World Cultures Curriculum (Continued)

Government and Economics

<u>Students will:</u>	NH Standards Reference
Describe traditional agriculture, commercial agriculture and sustainable agriculture	4,5,10,11
Compare industries in developed and developing countries	4,5,10,11,14
Define and discuss the major economic systems of each region	4,5,11,12,14
Discuss the social, political and economic implications of wealth distribution in each region	4,5,10,11,12,14
Differentiate between types of government found in the cultural regions studied	1,3,6,12,14

Society

<u>Students will:</u>	NH Standards Reference
Define and explain population density and population distribution	4,6,7,8,10,11
Identify the challenges that rapid population growth brings	4,6,8,10,11
Identify important environmental concerns of each region and discuss the importance of sustainability	4,6,8,10,11
Evaluate standards of living in the regions of the world	4,6,10,11
Discuss and analyze the issue of human rights in each region	3,6,10,11,12,14
Demonstrate knowledge of types of social organizations	1,10,11
Demonstrate an understanding of the importance of family and the roles of men, women and children	
Identify the central traditions and religious beliefs of each culture and analyze how these impact daily life	
Identify the ways in which each culture meets its basic needs (food, shelter, medical care, education, clothing, etc.)	

The Americas

Physical Geography

<u>Students will:</u>	NH Standards Reference
Identify the various landforms of Latin America	7,8,9
List the kinds of climate zones found in the region	7,8,9
Identify the major natural resources and discuss their impact on the culture	4,6,7,8,9,10,11

World Cultures Curriculum (Continued)

The Americas (Continued)

History

<u>Students will:</u>	NH Standards Reference
Compare and contrast the major early civilizations of Latin America	1,6,11,12,14
Analyze the impact of European colonization on the region	4,10,11,12,14
Discuss the problem of civil war in the region	1,11,12,14
Discuss the struggle for human rights and independence	3,6,11,12,14

Cultural Identity and Expression

<u>Students will:</u>	NH Standards Reference
Analyze the major cultural traditions found in the region	
Discuss the influence of European colonization on the cultural identity of the region	1,4,6,10,11,12,14
Discuss the important cultural trends and artistic aspects of the region	6
Discuss the importance of the indigenous cultures in the region and the identify the major problems they face	11

Government and Economics

<u>Students will:</u>	NH Standards Reference
Evaluate the significance of agriculture in the region	4,6,8,9,10,11
Evaluate the impact of industrial development in the region	4,6,8,10,11,12,14
Discuss the impact of poverty and unequal distribution of wealth in the region	1,4,5,10,11
Examine the environmental problems caused by uncontrolled growth	4,6,8,9,10,11,12,14
Discuss the types of governments found in the region	1,3,6,12,14

Society

<u>Students will:</u>	NH Standards Reference
Discuss the impact of population growth and urbanization	4,5,6,7,8,9,10,11
Determine the major problems involved in developing the Amazon River basin and the need to utilize the basin effectively without destroying the environment	4,6,7,8,9,10,11,12,14

World Cultures Curriculum (Continued)

Europe and the Former Soviet Union

Physical Geography

<u>Students will:</u>	NH Standards Reference
Identify the various landforms of Europe and the former Soviet Union	7,8,9
Evaluate the distribution of major natural resources of the region	4,6,7,,9,12,14
Analyze the climate and vegetation zones in the region	7,8,9
Explain the influence of geography on the history of Europe	6,7,8,9,10,11,12,14

History

<u>Students will:</u>	NH Standards Reference
Discuss the contributions of early European civilizations	1,4,6,11,12,14
Describe the historic period known as the Renaissance	6,10,11,12,14
Discuss the political, economic and social effects of World Wars I and II	1,3,4,6,10,11,12,14
Discuss post-World War II history	1,3,4,5,6,10,11,12,14
Discuss modern European history	1,3,4,6,10,11,12,14

Cultural Identity and Expression

<u>Students will:</u>	NH Standards Reference
Describe the religious characteristic of the region	6
Explain the factors that influence European and CIS art, music and drama	6,10,12,14
Describe the impact of politics on cultural expression	1,3,6,12,14

Government and Economics

<u>Students will:</u>	NH Standards Reference
Evaluate the significance of agriculture in the region including the effect of geography on the economy	4,5,6,7,8,9,11
Discuss the impact of the Cold War on the economic and government systems of Europe	1,3,4,5,6,11,12,14
List the natural resources found in the region	4,6,7,8,9,11
Analyze the economic relationships among the countries in the region	4,6,12,14
Describe problems faced in changing economic systems	4,5,6,11,12,14

World Cultures Curriculum (Continued)
Europe and the Former Soviet Union (Continued)

Society

<u>Students will:</u>	NH Standards Reference
Describe population density patterns	1,4,6,8,9,10,11
Evaluate the importance of ethnic identification to the people of the region	6,12,14
Contrast urban and rural population patterns in the region	6,8,9,10,11
Discuss environmental problems of the region and their impact on society	1,3,4,6,8,9,10,11,12,14

Asia

Physical Geography

<u>Students will:</u>	NH Standards Reference
Discuss the major geographical features, climatic conditions and environmental influences of the region and explain their impact on culture	
Describe the region's major climate zones	
Identify the major natural resources of the region and discuss their importance	
Discuss the importance of agriculture	

History

<u>Students will:</u>	NH Standards Reference
Discuss the major early civilizations of the region	
Discuss how major cultures, such as China, India and Japan have influenced the region	
Analyze the impact of European and American colonization on the region	
Discuss the importance of revolution and rebellion on the region (ie: China's Cultural Revolution, Gandhi and the overthrow of the British Empire)	
Discuss some of the major historical events of the 20 th Century	

World Cultures Curriculum (Continued)

Asia (Continued)

Cultural Identity and Expression

Students will:

NH Standards Reference

Discuss the major religions practiced in the region

Discuss Eastern philosophy and explain its impact on the various cultures

Explain the importance of art, literature, music and drama

Identify ways in which influences from India and China are reflected in the art and architecture of the region

Government and Economics

Students will:

NH Standards Reference

Identify the major types of government found in the region

Identify the major forms of economic systems found in the region

Explain how the countries in the region are interdependent

Discuss the social, economic and environmental consequences of the tempt to shift from agricultural to industrial based economies

Discuss the importance of regional and international trade to the economies of Asian nations, especially China and Japan

Society

Students will:

NH Standards Reference

Explain how rapid population growth affects developing countries, such as China and India

Analyze ways China and India have attempted to control the growth of its population

Compare rural and urban lifestyles in the region

Discuss the factors which have influenced lifestyles, including division of wealth, medical care, education, religion, and ability to meet basic needs

Discuss the role of women and the struggle for equal rights

Describe the caste system in India and Southeast Asia, and analyze its impact on the culture

World Cultures Curriculum (Continued)

Africa South of the Sahara

Physical Geography

<u>Students will:</u>	NH Standards Reference
Describe the physical characteristics of Sub-Saharan Africa	7,8,9
Evaluate the resources found in the region	4,6,7,8,9,11,12,14
Explain the effect of climate and vegetation on the region	6,7,8,9

History

<u>Students will:</u>	NH Standards Reference
Discuss the early civilizations of Sub-Saharan Africa	1,4,6,10,11,12,14
Analyze the impact of European colonization on the region	1,4,6,10,11,12,14
Explain the effects of the slave trade on the region	1,4,5,6,10,11,12,14
Discuss the modern history of the region	4,6,10,11,12,13,14

Cultural Identity and Expression

<u>Students will:</u>	NH Standards Reference
Compare religious beliefs found in the region	
Discuss the importance of the art and music of the region	6

Government and Economics

<u>Students will:</u>	NH Standards Reference
Analyze the significance of agriculture in the region and identify the main causes of chronic food shortages	1,4,5,6,8,9,10,11
Discuss the impact of industrial development of the region	4,5,6,8,10,11,12,14
Analyze the nature of governments in the region	1,3,6,12,14
Analyze current political struggles such as the end of Apartheid in South Africa	1,3,6,12,14

Society

<u>Students will:</u>	NH Standards Reference
Analyze population patterns in the region	4,6,7,8,9,10,11
Describe the importance of tribal societies, family, housing and education on the lifestyles of the African people	3,6,11
Discuss traditional African religions and the influence of Christianity	6,12,14

World Cultures Curriculum (Continued)

North Africa and the Middle East

Physical Geography

<u>Students will:</u>	NH Standards Reference
Analyze the distribution of natural resources in the region and the impact of the scarcity of water	3,4,5,6,7,8,9,10,11,12,14
Evaluate the effect of the region's geography on the various cultures of the region	1,4,6,7,8,9,11
Explain why the desert areas of the region are expanding, discuss the impact of this and list possible solutions	4,6,7,8,9,10,11

History

<u>Students will:</u>	NH Standards Reference
Discuss the early civilizations of the region	1,6,10,11,12,14
Analyze the impact of European colonization on the region	1,4,6,10,11,12,14
Discuss the modern history of the region	1,3,4,6,10,11,12,14

Cultural Identity and Expression

<u>Students will:</u>	NH Standards Reference
Compare religious beliefs found in the region and discuss the influence of Islam	6
Discuss the importance of the art and music of the region	6

Government and Economics

<u>Students will:</u>	NH Standards Reference
Analyze the significance of agriculture in the region and identify the main causes of chronic food shortages	4,5,6,7,8,9,10,11
Analyze the nature of governments in the region	1,3,6,12,14
Analyze current political struggles of the regions	1,3,6,12,14

Society

<u>Students will:</u>	NH Standards Reference
Analyze population patterns in the region	6,7,8,9,10,11
Discuss the role of women in the region	1,3,6,12,14

Oyster River High School United States Government Curriculum

What Is Government?

<u>Students will:</u>	NH Standards Reference
Explain why we have government and what it does	1,2
Describe different forms of government	1
Describe different types of economic systems	1,5

Foundations of American Government

<u>Students will:</u>	NH Standards Reference
Describe the common heritage, principles and ideas upon which American democracy is based	2,12
Explain the importance of such documents as the Declaration of Independence, state constitutions, Articles of Confederation, and most importantly, the US Constitution	2,3,12,13
Explain how the Constitution is organized, its basic principles, and how changes in its interpretation have occurred over time	2,3,12,13

Citizenship

<u>Students will:</u>	NH Standards Reference
Know the rights and responsibilities of American citizens	2,3
Understand who is or may become a United States citizen	2,3
Understand how voting is both a right and responsibility of citizenship	2,3
Appreciated the diverse origins of past and current immigrants to the United States	2,3,13

Political Parties

<u>Students will:</u>	NH Standards Reference
Understand what political parties are and what they do	2,3
Describe the development of political parties in the United States	2,3
Understand how political parties are organized	2,3

United States Government Curriculum (Continued)

Interest Groups

<u>Students will:</u>	NH Standards Reference
Understand what interest groups are and what they do	2,3
Discuss what kinds of interest groups have developed in the United States	2,3,12,13
Evaluate the role of political action committees (PAC) in the political process	2,3

The Electoral Process

<u>Students will:</u>	NH Standards Reference
Describe the various kinds of elections held in the United States	2,3
Understand the nominating and campaign process	2,3
Describe how elections are conducted	2,3

Congressional Role

<u>Students will:</u>	NH Standards Reference
Describe the evolution of congressional power	1,2
Describe the legislative and non-legislative powers of Congress	1,2
Describe the role of congressional committees	1,2
Explain the process by which a bill becomes federal law	1,2

The Presidency

<u>Students will:</u>	NH Standards Reference
Describe the qualifications for President and Vice President	1,2
Describe how the President and Vice President are chosen under the electoral process	1,2
Describe the powers of the President and Vice President	1,2
Discuss the growth of the Office of President	1,2
Discuss the procedures for and sequence of Presidential succession	1,2

United States Government Curriculum (Continued)

The Federal Judiciary

<u>Students will:</u>	NH Standards Reference
Identify the constitutional powers of the judiciary and how its role has changed over time	1,2
Discuss the organization and administration of the federal court system	1,2
Discuss the role and importance of the Supreme Court in the American system of government	1,2
Discuss court procedures for civil vs. criminal cases	1,2

American Federal Government

<u>Students will:</u>	NH Standards Reference
Define “federalism” and explain why the United States adopted this form of government	1,2,12
Specify how powers are divided between the federal and state government	1,2,3
Discuss how relations between federal and state levels of government have changed	1,2,13

State Government

<u>Students will:</u>	NH Standards Reference
Discuss the structure, functions and powers of state legislatures	1,2
Understand the organization and functions of the state judicial branch	1,2
List common sources of state revenues and expenditures (particularly in New Hampshire)	1,2
Appreciate the complexity and variety of issues facing state governments (particularly in New Hampshire)	1,2

Local Government (Counties, Cities, Towns)

<u>Students will:</u>	NH Standards Reference
Discuss the foundations and structure of local government	2,3,13
Understand the organization and functions of local government	2,3
Understand where local governments acquire and expend sources of revenue	2,3
Appreciate the complexity and variety of public issues facing local governments (particularly Stafford County and the towns of Durham, Lee and Madbury)	2,3,13

Oyster River High School United States History Curriculum

Chronological Themes:

The Great Convergence

<u>Students will:</u>	NH Standards Reference
Describe the factors that led to the meeting of people from three worlds following Columbus' arrival	10,11,12,13,14,17,18
Describe major cultural changes in 15 th century Europe	12,13,14
Describe the status and complexity of native societies in the Americas	10,11,12,13
Describe the status and complexity of West African society in the 15 th Century	12,14
Discuss the immediate impact and long-term consequences of the Great Convergence in terms of making the American culture	2,10,11,12,13,14

Colonial Era (1500 – 1776)

<u>Students will:</u>	NH Standards Reference
Describe the characteristics of the English colonies in North America and compare New Hampshire with the others	10,11,12,13,14
Explain the differences among Spanish, Portuguese, French and English colonies in the Americas	10,12,13,14
Describe the interaction of native American, black and colonial cultures	10,11,12,13
Describe the planting and maturing of new societies in the colonies	10,11,12,13,14

Revolutionary Era (1763 – 1787)

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of the causes of the Revolution	12,13
Describe the role played by New Hampshire in the Revolution	12,13
Describe the establishment of government through the Declaration of Independence, Articles of Confederation and the Continental Congress	1,2,12,13
Demonstrate an understanding of the consequences of the Revolutionary War	12,13
Describe the importance of the Northwest Ordinance	2,3,12,13

United States History Curriculum (Continued)

Building of our Nation (1787 – 1820)

<u>Students will:</u>	NH Standards Reference
Describe the formation of our national government through the creation and ratification of the Constitution and the Bill of Rights	1,2,13
Describe the importance of the first New Hampshire constitution	1,2,3
Compare and contrast the New Hampshire and federal constitutions	1,2,3
Describe the conflicting views of Hamilton and Jefferson	1,2,3,12,13
Describe the origins of the two-party system	1,2,3,12,13
Describe the impact of the French Revolution on America and <i>vice-versa</i>	1,2,3,12,13,14
Describe the developing ideas of equality, independence and civic virtue	1,2,3,12,13
Describe the emerging role of presidential leadership	1,2,3,12,13
Describe the beginnings of judicial review	1,2,3,12,13
Describe the implications of the War of 1812 for the nation and for New Hampshire	12,13

Expanding Nation: The North and South (1803 – 1860) Industrial Revolution

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of geographic and demographic expansion and its impact on nation and state	7,8,10,11,12,13
Describe market expansion and early industrialization	4,5,12,13
Describe the impact of industrialization on New Hampshire	4,5,12,13
Describe the plantation system	4,13
Describe the growth of cities	11,12,13
Describe the experiences of immigrants in the nation and in New Hampshire	12,13
Identify political change and ideas such as nationalism/sectionalism, states' rights	1,2,3,12,13
Describe the religious roots of reform movements	13
Describe the legacies of the temperance, public education, abolitionist and women's rights movements	12,13
Identify reform movement and movers in New Hampshire	12,13

United States History Curriculum (Continued)

Expanding Nation: Westward Movement (1803 – 1860)

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of the impact of the Louisiana Purchase on the nation and the region	12,13
Describe America's Indian policy and treaties	13
Describe the significance of the war with Mexico for the nation and for New Hampshire	12,13,14
Describe the role of New Hampshire residents and politicians in the war with Mexico	12,13,14
Describe the interaction of the white Americans with black, native, Asian and Mexican Americans	11,13,14
Describe the economic, social and political impact of the west on the growing nation and New Hampshire residents and businesses	5,6,7,9,17

Civil War and Reconstruction (1850 – 1877)

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of the slave system in the Old South and its defenders and opponents (north and south)	12,13
Explain the impact of the Compromise of 1850, the Kansas-Nebraska Act and <i>Dred Scott v. Sandford</i> on the relationship between the North and the South	1,2,3,12,13
Explain the causes of the Civil War	12,13
Analyze the conduct and course of the war	12,13
Describe Lincoln's leadership and words during the war	1,2,3,12,13
Describe the effect of the Emancipation Proclamation on the Union and on the Confederacy	12,13
Demonstrate an understanding of the role of New Hampshire people and politicians before, during and after the Civil War	12,13
Analyze the 13 th , 14 th , and 15 th Amendments to the Constitution and their effect on relations between North and South	1,2,3,12,13
Explain the accomplishments, limits and failures of Reconstruction	12,13
Evaluate the reasons for and the impact off the impeachment of Andrew Johnson	1,2,3,12,13

United States History Curriculum (Continued)

Second Industrial Revolution (1865 – 1920)

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of technological developments of the era	4,10,12,13
Describe the transformation of the economy in the late 1800's	5,10
Describe the role of immigration, education & urbanization	8,11
Analyze the reasons for the growth of labor unions	5,12,13
Describe the modernization of agriculture	10,12,13
Define Populism	3,12,13
Describe the development of the trans-Mississippi West	10,12,13
Identify the widespread political corruption in cities	3,12,13
Describe the advent of the civil service system and mass politics	3
Describe the role of New Hampshire people and politicians during the Second Industrial Revolution	12,13

Progressive Era (1900 – 1914)

<u>Students will:</u>	NH Standards Reference
Discuss reasons for the rise of Progressivism	1,2,3,12,13
Describe the reform in the cities and the states	1,2,3
Describe the effect of Progressivism on national politics	1,3,12,13
Analyze the impact of World War I on Progressivism	12,13
Demonstrate understanding of the impact of the Progressive Era on New Hampshire	12,13

Emergence of the United States as a World Power (1890 – 1920)

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of the causes and results of the Spanish-American War	2,10
Analyze American expansion in Asia and Latin America	2,10
Discuss the causes and consequences of World War I	13,14

United States History Curriculum (Continued)

Emergence of the United States as a World Power (1890 – 1920) (Continued)

<u>Students will:</u>	NH Standards Reference
Describe the role of the United States during World War I 1914-1918	2,12,13
Discuss the effect of the war on the American home front	12,13
Analyze the US role in post-war peacemaking efforts	2,12,13
Demonstrate understanding of the controversy around the Treaty of Versailles	1,2,3,12,13
Describe the role played by New Hampshire people and politicians during this time period	12,13

1920's: A Decade of Prosperity and Problems (1920 – 1930)

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of post-war economic changes and their ramifications	5,12,13
Describe the social and cultural progress and conflicts including the Red Scare, racial riots, labor issues, immigration restrictions, and the new Ku Klux Klan	5,12,13
Analyze economic policy issues of the 1920's	2,12,13
Describe life in New Hampshire during the 20s	12,13

Depression and the New Deal (1929 – 1941)

<u>Students will:</u>	NH Standards Reference
Demonstrate an understanding of the causes of the Great Depression	4,12,13
Describe the effects of the Great Depression on people and society	4,12,13
Describe major approaches and programs of the New Deal to combat the Depression	4,12,13
Analyze the successes and failures of the New Deal	4,12,13
Describe the impact of the Depression and the New Deal on New Hampshire residents	4,12,13

United States History Curriculum (Continued)

Between the Wars and World War II (1920 to 1945)

<u>Students will:</u>	NH Standards Reference
Describe US foreign policy during the 1920's and 1930's	2,12,13,14
Explain economic and military mobilization during W.W.II	2,4,12,13
Demonstrate an understanding of the causes, conduct, course and aftermath of W. W. II	2,12,13,14
Evaluate the internment of Japanese Americans during the war	11,12,13
Describe the effects of World War II on the home front, both nationally and in New Hampshire	12,13
Evaluate the role played by New Hampshire men and women in the war	12,13

Post World War II/Cold War (1945-1968) Foreign Policy

<u>Students will:</u>	NH Standards Reference
Analyze the emergence of the United States as a postwar superpower	2,12,13,14
Explain the costs of the war for the Allies and the Axis Powers	2,4,12,13,14
Explain the organization and functions of the United Nations and evaluate the effectiveness of the UN in reducing international tensions and conflicts	2,12,13,14
Explain the importance of creating defense alliances such as NATO	2,12,13,14
Describe the origins of the Cold War and the advent of nuclear politics	2,12,13,14
Explain major clashes between the US and the USSR	2,12,13,14
Analyze the policy of containment	2,12,13
Explain the factors that led to the Korean Conflict and analyze the effect it had on US foreign policy	2,12,13,14
Demonstrate understanding of the impact on world affairs of African and Asian independence movements	1,2,3,12,13,14

United States History Curriculum (Continued)

Post World War II/Cold War (1945-1968) Domestic Policy

<u>Students will:</u>	NH Standards Reference
Describe the impact of World War II on American culture and technology	4,12,13
Evaluate the impact of the Cold War on US domestic policy	
Contrast Truman's Fair Deal with Eisenhower's Modern Republicanism	2,12,13
Describe postwar immigrant policy developments	4,12,13
Explain the rise of McCarthyism and its effect on civil liberties nationally and in New Hampshire	2,11,12,13
Analyze the development of the New Hampshire presidential primary and its importance in national elections	2,3,12,13
Assess the legacies of Kennedy's New Frontier and Johnson's Great Society	4,12,13
Assess the affect of social change on New Hampshire's people	4,12,13

The Vietnam Conflict (1945-1975)

<u>Students will:</u>	NH Standards Reference
Explain the origins of American involvement in Vietnam during the Truman and Eisenhower administrations	2,12,13,14
Analyze the Vietnam policies of the Kennedy, and Johnson administrations and the consequences of escalation	2,12,13,14
Analyze the growing disillusionment with the war and the consequences of this disillusionment	11,12,13
Analyze Nixon's Vietnamization policy and assess its effectiveness	2,12,13,14
Describe the constitutional issues that arose during the war	2,3,12,13
Evaluate the legacy of the Vietnam War	2,12,13,14
Describe the roles played by NH men and women in the war	12,13

United States History Curriculum (Continued)

The Struggle for Civil Rights and Liberties (1945-1970's)

<u>Students will:</u>	NH Standards Reference
Give examples to show understanding of the postwar origins of the civil rights movement	12,13
Evaluate <i>Brown v. the Board of Education of Topeka Kansas</i> and its effect on American Society	1,2,3,12,13
Explain the resistance to civil rights in the South, 1954-1965	1,2,3,12,13
Analyze the roles and ideologies and evaluate the legacies of Martin Luther King and Malcolm X	12,13
Asses the intent and effectiveness of the legislative and executive branches in advancing the civil rights movement	2,3,12,13
Demonstrate understanding of the contributions of the Warren Court to advancement of civil liberties and equal rights	1,2,3,12,13
Identify the major issues affecting women and explain the conflicts those issues engender	1,2,3,12,13
Demonstrate understand of contributions of Asian, Mexican and Native Americans to advancing the civil rights movement	2,3,11,12,13

United States Domestic Issues (1969-1993)

<u>Students will:</u>	NH Standards Reference
Analyze the ways by which President Nixon initiated social and environmental programs	2,3,12,13
Explain the Nixon administration's involvement in Watergate	12,13
Examine the role of the media in exposing the Watergate scandal	12,13
Analyze the constitutional issues raised by Watergate	1,2,3
Evaluate the effect of Watergate on public opinion	12,13
Analyze the impact of the resignation of President Nixon	1,2,3,12,13
Evaluate the Ford and Carter responses to economic "stagflation"	4,5,12,13
Describe the conservative reaction to liberalism	3,12,13
Evaluate supply-side economic policies of Presidents Reagan and Bush	4,5,12,13
Explain the impact of the growing national debt on the American economy	4,5,12,13
Explain the impact of the "Reagan Revolution" on federalism and the public perception of the role of government	1,2,3,12,13
Examine life in New Hampshire during this time, including the impact on NH of national economic and political issues	4,12,13

United States History Curriculum (Continued)

United States Foreign Policy (1969-1993)

<u>Students will:</u>	NH Standards Reference
Assess US policies toward arms limitations and improved relations with the USSR	2,12,13
Explain Nixon's détente with the People's Republic of China and how it shaped US foreign policy	2,12,13,14
Examine interconnections between the US role as a superpower and the evolving political struggles in the Middle East, Africa, Asia and Latin America	2,12,13,14
Explain President Reagan's efforts to reassert US military power and rebuild American prestige	2,12,13,14
Analyze the constitutional issues raised during the Iran Contra affair	1,2,3,12,13,14
Evaluate the reasons for the collapse of governments in the USSR and eastern Europe	1,2,3,4,5,12,13,14
Describe the reasons for and the results of the Persian Gulf War	2,6,10,12,13
Examine the role played by NH men and women in US foreign policy	12,13

Contemporary Domestic Issues (1993-present)

<u>Students will:</u>	NH Standards Reference
Evaluate the impact of the impeachment of President Clinton	1,2,3,12,13
Demonstrate understanding of the impact of changing immigration patterns on American Culture	2,3,12,13,14
Examine the effects of internal migration on settlement patterns in the US	8,10,12,13
Assess the impact of trade and overseas competition on the American economy	2,4,5,6,12,13
Demonstrate and understanding of religious diversity and its continuing impact on American institutions and values	12,13,14
Evaluate the impact of the Republican control of Congress on contemporary domestic Issues	2,3,12,13
Demonstrate and understanding of contemporary American culture	12,13
Examine social and economic issues in NH	6,12,13

United States History Curriculum (Continued)

Contemporary Foreign Policy Issues (1993-present)

<u>Students will:</u>	NH Standards Reference
Evaluate the US foreign policy toward former Communist countries in the post-Cold War era	2,5,12,13,14
Assess the impact of trade and overseas competition on American foreign policy	2,6,12,13,14
Evaluate the US role in NATO and United Nations operations in Europe, Asia and Africa	1,2,12,13,14
Describe the role of the US in the Middle East peace process	2,12,13,14
Evaluate the impact of ending American and European colonial involvement such as the Panama Canal, Hong Kong, and Macao	2,12,13,14
Evaluate the impact of trade agreements and conferences such as NAFTA, WTO, GATT, APEC, G-8, and the European Union	2,4,6,12,13,14
Describe the impact on New Hampshire of foreign policy decisions	2,4,6,12,13,14