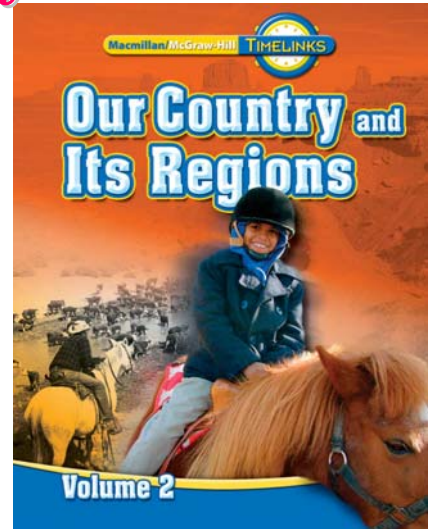


Our Country and Its Regions

Grade 4
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STANDARDS	PAGE REFERENCES
Civics and Governments (CV:1)	
<p>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.</p>	
<p>SS:CV:1: The Nature and Purpose of Government</p>	
<p>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p>	
<p>Grades 3-4</p>	
<p>SS:CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>	<p>Student Edition: 115, 121-125 Teacher Edition: AL 123; BL 123</p>
<p>SS:CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights. (Themes: 1: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>	<p>Student Edition: 119, 121-125</p>

STANDARDS	PAGE REFERENCES
Civics and Governments (CV:2)	
SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	
SS:CV:4:2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	Student Edition: 107-111, 116-117 <i>Quick Check</i> 108, 117 Teacher Edition: BI 108; CCA 108; OL 117; RC 111; RL 117
SS:CV:4:2.2: Explain how laws and/or policies are made at local and state levels. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)	Student Edition: 110-111 <i>Quick Check</i> 111
Civics and Governments (CV:3)	
SS:CV:3: The World and the United States' Place In It Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.	
SS:CV:4:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Student Edition: 57-59 <i>Global Connections</i> 118
Civics and Governments (CV:4)	
SS:CV:4: Rights and Responsibilities Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	
SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)	Student Edition: 121 <i>Quick Check</i> 121 Teacher Edition: S 120

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">Economics (EC:1)</p> <p>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.</p> <p>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.</p>	
<p>SS:EC:1: Economics and the Individual</p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	
<p>SS:EC:4:1.1: Identify the factors of production and explain how businesses use these to produce goods and services. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p>Student Edition: 93-97, 100-101 <i>Chart and Graph Skills</i> 105 <i>Quick Check</i> 97</p> <p>Teacher Edition: BI 94; S 92</p>
<p>SS:EC:4:1.2: Describe what markets are and define individual’s roles as consumers and producers in a market economy using circular flow models. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p>Student Edition: 99-104 <i>Chart and Graph Skills</i> 105 <i>Chart Skills</i> 104 <i>Quick Check</i> 104</p> <p>Teacher Edition: D 104</p>
<p>SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy. (Themes A: Conflict and Cooperation C: People, Places and Environment D: Material Wants and Needs)</p>	<p>Student Edition: 95-97, 99 <i>Quick Check</i> 99</p>
<p>SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity. (Themes: G: Science, Technology, and Society)</p>	<p>Student Edition: 100-101</p>

STANDARDS	PAGE REFERENCES
Economics (EC:2)	
SS:EC:2: Basic Economic Concepts	
Students will learn about the pillars of a free market economy and the market mechanism.	
SS:EC:4:2.1: Explain why needs and wants are unlimited while resources are limited. (Themes: C: People, Places and Environment, D: Material Wants and Needs)	Student Edition: 99-101 <i>Quick Check</i> 99 Teacher Edition: ELL 101
SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)	Student Edition: 97, 99-100 <i>Quick Check</i> 97
SS:EC:4:2.3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, G: Science, Technology, and Society)	Student Edition: 93-97 Teacher Edition: BI 94
SS:EC:4:2.4: Define supply and demand and describe factors that can cause a change in supply and demand. (Themes: D: Material Wants and Needs, F: Global Transformation)	Student Edition: 95, 99 Teacher Edition: CCA 94
SS:EC:4:2.5: Explain how prices of goods and services are set in the United States and describe different factors that affect price. (Themes: D: Material Wants and Needs, F: Global Transformation)	Student Edition: 93-97
Economics (EC:3)	
SS:EC:3: Cycles in the Economy	
Students will be able to explain the business cycle and trends in economic activity over time.	
SS:EC:4:3.1: Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society)	Student Edition: 100-101, 143-147, 212-213 <i>Quick Check</i> 143 Teacher Edition: ELL 145

STANDARDS	PAGE REFERENCES
SS:EC:4:3.2: Describe how changes in the business cycle can impact people’s lives. (Themes: C: People, Places and Environment)	Student Edition: 94-96, 146-147
Economics (EC:4)	
SS:EC:4: Financial Institutions and the Government	
Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.	
SS:EC:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money. (Themes: D: Material Wants and Needs)	Student Edition: 95, 100 Teacher Edition: BI 100; Q 100
SS:EC:4:4.2: Identify good and services provided by local government, e.g., police cars or fire protection. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, G: Science, Technology, and Society)	Student Edition: 107, 110-111 Teacher Edition: Q 110
Economics (EC:5)	
SS:EC:5: International Economics and Trade	
Students will recognize the importance of international trade and how economies are affected by it.	
SS:EC:4:5.1: Describe that countries have different kinds of resources. (Themes: C: People, Places and Environment, D: Material Wants and Needs)	The following references give examples of regions throughout the United States as well as other countries that have different kinds of resources. Student Edition: 143, 175, 176-178, 207-209 <i>Global Connections</i> 211, 278 <i>Quick Check</i> 175, 177, 207 Teacher Edition: AL 177; Q 176, 211
SS:EC:4:5.2: Explain why some countries’ resources are in greater demand than others, e.g., colonial New Hampshire’s mast trees or petroleum. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)	Student Edition: 143, 175, 176-178, 207-209 <i>Global Connections</i> 211, 278 Teacher Edition:
SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)	Student Edition: <i>Global Connections</i> 211, 278 Teacher Edition: Q 211; WAI 211

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">Geography (GE:1)</p> <p>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.</p> <p>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.</p>	
<p>SS:GE:1: The World in Spatial Terms</p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	
<p>SS:GE:4:1.1: Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. (Themes: C: People, Places and Environment, F: Global Transformation)</p>	<p>Student Edition: <i>Geography Handbook</i> GH2-GH18 <i>Map and Globe Skills</i> 77, 173, 205</p> <p>Teacher Edition: LI 77, 205</p>
<p>SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, J: Human Expression and Communication)</p>	<p>Student Edition: 81, 132-133 <i>Map and Globe Skills</i> 81, 238-239</p> <p>Teacher Edition: CCA 132</p>
<p>SS:GE:4:1.3: Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>	<p>Student Edition: 68-69, 73, 85, 132-133, 143, 164-165, 196-197, 200-201, 207, 218, 228-229, 260-261, 275 <i>Geography Handbook</i> GH4-GH7 <i>Map and Globe Skills</i> 77</p> <p>Teacher Edition: BL 201; ELL 73</p>
<p>SS:GE:4:1.4: Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: <i>Geography Handbook</i> GH8-GH18 <i>Map and Globe Skills</i> 112-113, 141, 239</p> <p>Teacher Edition: AI 239</p>

STANDARDS	PAGE REFERENCES
SS:GE:4:1.5: Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)	Student Edition: 36-37, 82-83 <i>Quick Check</i> 83 Teacher Edition: Q 37
Geography (GE:2)	
SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.	
SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	Student Edition: 68-69, 73, 85, 132-133, 143, 164-165, 196-197, 200-201, 207, 218, 228-229, 260-261, 275 Teacher Edition: CCA 68; ELL 73
SS:GE:4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude. (Themes: C: People, Places and Environment)	Student Edition: 73 <i>Map and Globe Skills</i> 77, 112-113, 141, 238-239 Teacher Edition: AI 239; LI 77
SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions. (Themes: C: People, Places and Environment)	Student Edition: 68-69, 73, 85, 132-133, 143, 164-165, 196-197, 200-201, 207, 218, 228-229, 260-261 <i>Datagraphic</i> 89 <i>Quick Check</i> 79, 81 Teacher Edition: BL 81
SS:GE:4:2.4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Student Edition: 38-39, 282-283 Teacher Edition: BI 282; Q 282; RL 283

STANDARDS	PAGE REFERENCES
<p>SS:GE:4:2.5: Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature. (Themes: J: Human Expression and Communication)</p>	<p>Student Edition: <i>People, Places and Events</i> 2-3, 66-67, 130-131, 162-163, 194-195, 226-227, 258-259</p> <p>Teacher Edition: HOP 227</p>
<p>Geography (GE:3)</p>	
<p>SS:GE:3: Physical Systems</p>	
<p>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	
<p>SS:GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 85-89, 170-171, 204, 236-237 <i>Quick Check</i> 87, 171, 204</p> <p>Teacher Edition: BI 86; CCA 86</p>
<p>SS:GE:4:3.2: Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 85-91, 170-171, 204, 236-237 <i>Quick Check</i> 171, 204</p> <p>Teacher Edition: BI 86; RL 87</p>
<p>SS:GE:4:3.3: Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 85</p> <p>Teacher Edition: BI 86</p>
<p>SS:GE:4:3.4: Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 76, 137, 140, 199, 231, 263 <i>Quick Check</i> 76</p>
<p>SS:GE:4:3.5: Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)</p>	<p>Student Edition: 76, 136-137, 139, 242 <i>Quick Check</i> 76</p> <p>Teacher Edition: BI 138</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">Geography (GE:4)</p> <p>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.</p> <p>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.</p>	
<p>SS:GE:4: Human Systems</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>SS:GE:4:4.1: Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 148-149 <i>Datagraphic</i> 251 <i>Quick Check</i> 149</p> <p>Teacher Edition: BI 148; CCA 148</p>
<p>SS:GE:4:4.2: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 152-153, 183, 216-217, 282-283 <i>Quick Check</i> 217, 283</p> <p>Teacher Edition: CCA 216; Q 217; RL 217</p>
<p>SS:GE:4:4.3: Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices. (Themes: E: Cultural Development, Interaction, and Change)</p>	<p>Student Edition: 152-153, 217 <i>Event</i> 217</p> <p>Teacher Edition: CCA 216; OL 217; RL 217</p>
<p>SS:GE:4:4.4: Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 18-21, 36-37, 152-153, 184-185, 216-217</p> <p>Teacher Edition: Q 152</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">Geography (GE:5)</p> <p>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.</p> <p>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.</p>	
<p>SS:GE:5: Environment and Society</p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	
<p>SS:GE:4:5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>	<p>Student Edition: 36, 177, 242</p> <p>Teacher Edition: CCA 242</p>
<p>SS:GE:4:5.2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>	<p>Student Edition: 101, 138-139, 176-177, 273</p> <p>Teacher Edition: BI 138;Q 138, 139</p>
<p>SS:GE:4:5.3: Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>	<p>Student Edition: 101, 138-139, 176-177, 273</p> <p>Teacher Edition: BI 138;Q 138, 139</p>
<p>SS:GE:4:5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: D: Material Wants and Needs)</p>	<p>Student Edition: 71, 101, 138-139, 143, 273</p> <p><i>Quick Check</i> 139</p> <p>Teacher Edition: BI 138; Q 138, 139</p>
<p>SS:GE:4:5.5: Compare how people in different regions use the same resource, e.g., water or wood.(Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p>Student Edition: 80, 82-83</p> <p><i>Quick Check</i> 83</p> <p>Teacher Edition: BI 82; Q 80</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">US / NH History (HI:1)</p> <p>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.</p> <p>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.</p>	
<p>SS:HI:1: Political Foundations and Development</p> <p>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>	
<p>SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: <i>People</i> 23, 30, 41, 43, 46 <i>People, Places and Events</i> 2, 66, 162, 194-195, Teacher Edition: BI 194</p>
<p>SS:HI:4:1.2: Trace the political development of New Hampshire governance, e.g., self-government in early settlements or the development of current forms of local government. (Themes: A: Conflict and Cooperation)</p>	<p>Student Edition: 110-111, 119 Teacher Edition: Q 110</p>
<p>SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)</p>	<p>Student Edition: 151- 157 <i>Global Connections</i> 155 <i>Quick Check</i> 154 Teacher Edition: BI 154; SL 133</p>

STANDARDS	PAGE REFERENCES
US / NH History (HI:2)	
SS:HI:2: Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	
SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples., e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)	Student Edition: 17, 59 <i>Event 17</i> <i>Quick Check 17</i> Teacher Edition: Q 17
SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	
SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die". (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	Student Edition: 43, 58-59, 186-187 <i>People, Places and Events 2</i> <i>Quick Check 59, 187</i> Teacher Edition: AL 43; BI 186; BL 59; CCA 58
SS:HI:4:3.2: Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire. (Themes: J: Human Expression and Communication)	Student Edition: 188-189, 220 <i>People 51, 57</i> Teacher Edition: BI 52, 188; CCA 50, 188; Q 220
SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)	Student Edition: 188-189, 220 Teacher Edition: BI 188; CCA 188; Q 220

STANDARDS	PAGE REFERENCES
US / NH History (HI:4)	
SS:HI:4: Economic Systems & Technology	
Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	
<p>SS:HI:4:4.1: Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society)</p>	<p>Student Edition: 47, 144-145, 178-179, 208-210, 212-213 <i>Quick Check</i> 209</p> <p>Teacher Edition: BI 208, 212; CCA 46; ELL 145; OL 209</p>
<p>SS:HI:4:4.2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p>Student Edition: 47, 178-179, 208-210, 212-213 <i>Quick Check</i> 47, 209</p> <p>Teacher Edition: BI 208; CCA 46</p>
<p>SS:HI:4:4.3: Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p>Student Edition: 100-101 <i>Datagraphic</i> 179</p> <p>Teacher Edition:</p>
US / NH History (HI:5)	
SS:HI:5: Social/Cultural	
Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	
<p>SS:HI:4:5.1: Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>	<p>Student Edition: 151-154 <i>Essential Question</i> 150 <i>Quick Check</i> 151, 154</p> <p>Teacher Edition: BB 151; BI 154</p>
<p>SS:HI:4:5.2: Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 25-31, 41-43, 60, 186-187 <i>Places</i> 29</p> <p>Teacher Edition: CCA 30; Q 60</p>

STANDARDS	PAGE REFERENCES
<p>SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 50-51, 144-145 <i>Primary Sources</i> 145 <i>Quick Check</i> 51</p> <p>Teacher Edition: BI 50</p>
<p>SS:HI:4:5.4: Explore attitudes towards diversity, e.g., segregation or inclusion. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 58-59, 186-187 <i>Quick Check</i> 187</p> <p>Teacher Edition: BI 58, 186; CCA 186; OL 187</p>
<p>SS:HI:4:5.5: Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity. (Themes: C: People, Places and Environment, F: Global Transformation, H: Individualism, Equality and Authority)</p>	<p>Student Edition: 152-153, 184-185, 217, 282-283 <i>People, Places and Events</i> 130 <i>Quick Check</i> 217</p> <p>Teacher Edition: AL 153; BI 152, 282; ELL 217; Q 152; RL 153</p>

STANDARDS	PAGE REFERENCES
World History (WH:1)	
<p>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.</p> <p>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?</p>	
SS:WH:1: Political Foundations and Developments	
Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.	
<p>SS:WH:4:1.1: Explain that people of different countries create social and political systems, e.g., a family or a government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>	<p>This objective can be met through discussion of other cultures in the classroom.</p>
World History (WH:2)	
SS:WH:2: Contacts, Exchanges & International Relations	
Students will demonstrate their understanding of the interactions of peoples and governments over time.	
<p>SS:WH:4:2.1: Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, G: Science, Technology, and Society)</p>	<p>Student Edition: 57-59 <i>Essential Question</i> 56 <i>Quick Check</i> 57</p> <p>Teacher Edition: S 56</p>

STANDARDS	PAGE REFERENCES
World History (WH:3)	
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.	
SS:WH:4:3.1: Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales. (Themes: J: Human Expression and Communication)	Student Edition: 154, 188-189, 220 Teacher Edition: BI 188; CCA 188
World History (WH:4)	
SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.	
SS:WH:4:4.1: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today. (Themes: F: Global Transformation, G: Science, Technology, and Society)	Student Edition: 17, 210 <i>Global Connections</i> 211 Teacher Edition: Q 211; WAI 211
World History (WH:5)	
SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.	
SS:WH:4:5.1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Student Edition: 154-155, 188-189, 218-219, 252-253, 284-285 <i>Global Connections</i> 155 <i>Quick Check</i> 253 Teacher Edition: BI 154, 188, 252; CCA 252; Q 154, 155, 218