History
Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

History Performance Indicators

K-2	3-5	6-8	9-12
A. Infer how a series of events affected people in home, classroom, or school. **(HP1)** B. Define and illustrate a sequence of events from personal, school, or community life. **(HP2)** C. Infer how events and people shape family and school life. **(HP3)** D. Describe how events or innovations affect how people interact. **(HP4)** E. Recognize cultural differences and similarities between individuals, groups, or communities. **(HP5)** F. Describe how people with different perspectives view events in different ways. **(HP5)**	A. Infer and analyze how an historical or current sequence of events or problems affect and shape people's lives. **(HP1)** B. Summarize the origins of an issue, problem, or event and how it was created over time. **(HP2)** C. C. Compare and contrast how human issues and cultural influences across time periods connect to personal histories and historical events. (**HP.3**) D. Assess factors, causes, and reasons that lead to different types of interactions, including the influence of technologies and innovations on individuals, societies, and environments. **(HP4)** E. Investigate how human needs, wants, and perspectives influence development and change in societies and cultures. **(HP5)**	A. Analyze factors of historical or current events from different perspectives using evidence. **(HP1,2,4)** B. Construct an historical narrative in chronological order by working backward from some issue, problem, or event to explain its origins and its development over time. **(HP2,3)** C. Investigate a human issue from its inception, to its impact(s) and future implications, including personal connections, alternative courses of action, ethical considerations, and long and short term consequences **(HP3)** D. Analyze the factors, including the influence of technologies and innovations, that influenced the perspectives of people in history and led them to interpret the same events differently. **(CCSS.RH.6; HP4)** E. Analyze how human societies and cultures develop and change in response to human needs and wants. **(HP5)**	A. Analyze the forces of continuity and change in the community, New Hampshire, the US, and the world, applying knowledge of major eras, turning points, historic influences and enduring themes. **(HP1,2,5)** B. Analyze how a historical development has contributed to current social, economic, or political patterns. **(HP3)** C. Synthesize information to convey how the past frames the present and make personal connections in an historical context. **(HP3)** D. Evaluate the beneficial and detrimental effects of technology and innovation on society. **(HP4)** E. Critique the role and contribution of various cultural elements in creating diversity in a society. **(HP5)**

Geography
Students will analyze the physical, human, environmental geography of NH, US, and the world to evaluate the interdependent relationships and changes facing human systems in the past, present, and future.

Geography Performance Indicators

K-2	3-5	6-8	9-12
A. Identify the purpose and features of maps and organize information about people and places in a spatial context (e.g., the school is *next* to the store). **(G1)**	A. Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools. **(G1)**	A. Distinguish between the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations. **(G1)**	A. Analyze the spatial organization of people, places, and environments on the Earth's surface using geographic tools and technologies. **(G1)**
B. Distinguish between the natural (eg: rivers, mountains) and human-made (eg: bridges, buildings) features of different places and regions. **(G2)**	B. Assess how human and physical characteristics influence settlement and population to make a place unique. **(G2)**	B. Using geographical concepts, skills and tools, describe and explain human and physical characteristics of place and their impact on the world to predict how these characteristics may be impacted in the future. **(G2)**	B. Apply geographical concepts, skills, and tools to examine human and physical characteristics of places to interpret the past, address the present and plan for the future. **(G2)**
C. Describe why and how people change the space around them, and how changes in environment impact people's behavior. **(G4)**	C. Describe how human actions have changed the physical environment and analyze the impact of human reactions to environmental changes. **(G4)**	C. Analyze the ways humans interact, adapt, and change their environment in places and regions and the cultural impact. **(G4)**	C. Contextualize the impact of how humans react, adapt, and modify their physical environment and its role in developing culture and society. **(G3,4)**
D. Describe reasons people have or have not moved and how features of a place influence what activities do or do not take place there. **(G3)**	D. Compare and contrast reasons why people migrate and how features of a place influence human decision making. **(G3)**	D. Explain how the movement of humans, resources and ideas impact the cultural characteristics and the physical resources of places. **(G3)**	D. Analyze the movement between humans and environmental systems, and evaluate the distribution of people, resources, and ideas, both globally and locally over time. **(G3)**
	E. Identify and recognize how diversity contributes to conflict, cooperation, growth, or decline; regional cultures ignite cooperation and conflict. **(G2)**	E. Justify how regional cultures ignite cooperation and conflict, leading to the physical, natural, human, or cultural division and control of the Earth's surface historically and in the present. (G2,3)	E. Evaluate the defining characteristics and interactions of various groups of people both globally and locally over time, to explain how different regions of the world are organized. (G2)

Civics and Government
Students will analyze how people create and change structures of power, authority, and governance in order to accomplish common goals and engage as an active citizen in local, national, and/or global political processes.

Civics and Government Performance Indicators

K-2	3-5	6-8	9-12
A. Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom, etc.). **(C&G 1-1)**	A. Identify and describe the function of the three forms of government and the values represented by enduring documents of the United States. **(C&G 2-1,2-2)**	A. Compare and contrast different forms of government and assess what happens when political structures do or do not meet the needs of people. **(C&G 1-1)**	A. Evaluate the purpose of and limitation on the foundations, structures, and functions of government. **(C&G 1-1,1-2)**
B. Demonstrate responsibilities of citizenship within a community (sharing ideas, waiting turns, working within a group). **(C&G 3-1,3-2)**	B. Describe the rights and responsibilities of citizenship, including conflicts between individual rights and the common good. **(C&G 3-1,3-2)**	B. Analyze the interrelationship among the three branches of government. **(C&G 2-1)**	B. Analyze how actions of a government affect relationships between individuals, society, and the government **(C&G 1-2)**
C. Use various methods to assess opinions (eg: voting, conducting a survey, writing letters). **(C&G 4-2)**	C. Develop and communicate an opinion on a local, state, or national issue to an audience outside the classroom. **(C&G 4-2)**	C. Evaluate and defend a position on an issue involving democratic principles, individual rights, or civic responsibilities, proposing solutions or a plan to resolve the issue. **(C&G 3-1,3-2)**	C. Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. **(C&G 2)**
D. Identify different ways we interact with others around the world (eg: food, clothing, transportation, news, tourism). **(C&G 5-1)**	D. Explain how people are socially, technologically, geographically, economically, or culturally connected and how current events around the world affect our lives. **(C&G 5-1)**	D. Engage in the political process by expressing and defending informed opinions to an audience beyond the classroom. **(C&G 4-2)**	D. Evaluate and defend positions regarding personal and civic responsibilities of individuals, using provisions in seminal
		E. Explain how people are politically, economically, environmentally,	

		militarily, and/or diplomatically connected (eg: World Bank, UN, NATO, EU). **(C&G 5-1)**	documents (eg: *Bill of Rights*, Universal Declaration of Human Rights). **(C&G 3-1)** E. Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends and events. **(C&G 4,5)**

Economics
Students will analyze the roles of individuals, institutions, and governments in economic systems.

Economics Performance Indicators

K-2	3-5	6-8	9-12
A. Assess how the availability of resources and how incentives impact choices people make. **(E1)** B. Describe how people exchange of goods and services (eg: barter, money) and influences on the choices people make (eg: prices, technology). **(E2)** C. Identify how the classroom community members exchange and consume resources. **(E3)** D. Explain the purposes of money and how it can be used. **(E3)**	A. Differentiate between human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity. **(E1)** B. Assess how supply, demand, incentives, and innovations impact consumer and producer decision making. **(E2)** C. Identify how governments provide goods and services in a market economy by taxing and borrowing. **(E3)**	A. Research and analyze how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance. **(E1)** B. Describe the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services. **(E2)** C. Explain the roles of individuals, institutions, and governments in economic systems and evaluate change over time. **(E3)**	A. Apply economic concepts to analyze how they relate to economic conditions or issues of individuals and groups both globally and locally. **(E1-3)** B. Analyze and investigate the similarities and differences between economic systems in a variety of regions and groups including New Hampshire, the United States, and the world. **(E3)** C. Analyze the relationship between a region's economic system and its government, to measure change over time, costs and benefits, and consequences resulting from real-world choices. **(E1,3)**

Inquiry/Research/Communication
Students will use inquiry to make sense of the world; they will employ various technologies and skills to find information and to communicate responses to questions through well-reasoned, evidence-based arguments that can be used as a foundation for action.

Inquiry/Research/Communication Performance Indicators

K-2	3-5	6-8	9-12
A. Students will identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. **(D4.6.K-2.)** B. Students will identify ways to take action to help address local, regional, and global problems. **(D4.6.K-2.)** C. Students will use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. **(D4.6.K-2)**	A. Students will draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. **(D4.6.3-5.)** B. Students will explain different strategies and approaches classmates and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. **(D4.6.3-5.)** C. Students will use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. **(D4.6.3-5.)**	A. Students will draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. **(D4.6.6-8.)** B. Students will assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. **(D4.6.6-8.)** C. Students will apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. **(D4.6.6-8.)**	A. Students will use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **(D4.6.9-12.)** B. Students will assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **(D4.6.9-12.)** C. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **(D4.6.9-12.)**