

Teacher: Core Social Studies 7 Year: 2015-16
 Course: Social Studies Grade 7 Month: All Months

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- WH:6:2.1 : Describe the impact of land water routes on trade. DOK2
- WH:6:2.2 : Explore the spread and impact of ideas and technology. DOK2
- WH:6:2.3 : Describe major migrations. DOK2
- WH:8:3.1 : Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. DOK3

Essential Questions

- How do land and water routes impact trade?
- How have ideas and technology spread across the globe and what is the impact?
- How and why do people move?
- How have the arts influenced ideas, values, and conflicts of a specific time period?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:WH:6:2.1- Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular	Enduring Understanding Students will understand that advances in science and technology		Students will know - impact of land/water routes on trade - spread and	Students will be able to describe (write minimum of 3 paragraphs explore				

<p>Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation SS:WH:6:2.2- Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:WH:6:2.3- Describe major migrations, e.g., the first humans</p>	<p>influenced migration and exchange of ideas.</p> <p>I Can Statement</p> <p>I can explain the use of land and water routes.</p> <p>I can define trade.</p> <p>I can describe how land and water routes have impacted trade.</p> <p>I can compare the list of advantages and disadvantages of trading goods and ideas.</p> <p>I can explain how and idea leads to technology.</p> <p>I can explain how ideas spread.</p>	<p>impact of ideas and technology</p> <ul style="list-style-type: none"> - major migrations - historical patterns of human migrations - influence of art, music and literature 	<p>(research project) demonstrate (within research project)</p>
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from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction) SS:WH:8:3.1- Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	<p>I can explain the impact on the spread of ideas and technology.</p> <p>I can describe a time when I was influenced by art, music, literature.</p> <p>I can explain how art, music, and literature are reflective of major ideas, values and conflicts of today.</p> <p>I can explain how art, music and literature are reflective on major ideas, values and conflicts of the Renaissance Period.</p> <p>I can define migration.</p> <p>I can explain why people decide to move.</p> <p>I can identify</p>
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major
migrations.
I can explain
the purpose of
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migrations.

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- Early American History ~
- GE:6:4.4: Analyze the spatial patterns of settlement. DOK3
 - HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and Colonial traditions, experiences and institutions. DOK2
 - HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States. DOK2
 - HI:8:1.3: Examine how religion has influenced the political life of the nation. DOK3

Essential Questions

- Why do people settle where they do?
- How did European, Native American and colonial traditions, experiences, and institutions form the foundation of American democracy?
- What is the ethnic and religious impact on the development of the US?
- How has religion influenced the political life of our nation?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:GE:6:4.4- Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or	Enduring Understandings Students will understand that the founding of the 13 colonies led to the development		Students will know foundations of American democracy (European, Native American &	Students will be able to analyze (display on map/chart) explain (minimum 3 paragraph				

Social and Political Interaction)	Roanoke.
SS:HI:6:5.1- Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.	I can label 3 areas on a map for future settlement I can explain why the 3 areas would be successful or not.
(Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	I can define of democracy.
SS:HI:8:1.3- Examine how religion has influenced the political life of the nation, e.g., the Know	I can identify traditions, experiences, & institutions. I can explain European influences in American Democracy. I can explain Native American influences on American

Nothing Party, Democracy.
the temperance
movement, or the I can explain
First Great colonial
Awakening. influences on
(Themes: A: American
Conflict and Democracy.
Cooperation, E:
Cultural I can define
Development, religious &
Interaction, and ethnic groups.
Change, J:
Human I can explain the
Expression and difference
Communication) between
religious &
ethnic groups.

I can give
examples of
religious &
ethnic groups.
(Ethnicity &
Diversity)

I can explain
how religious
groups impacted
the development
of the United
States.

I can explain

how ethnic groups impacted the development of the United States.

I can identify a political issue that is influenced by religion.

I can list the opposing viewpoints of this issue.

I can discuss how religion has influenced political life of our nation.

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Early American History ~

GE:6:4.4: Analyze the spatial patterns of settlement. DOK3
HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. DOK2
HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States. DOK2
HI:8:1.3: Examine how religion has influenced the political life of the nation. DOK3

Essential Questions

Why do people settle where they do?

How did European, Native American and colonial traditions, experiences, and institutions form the foundation of American democracy?

What is the ethnic and religious impact on the development of the US?

How has religion influenced the political life of our nation?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:GE:6:4.4- 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) SS:HI:6:1.2- Explain how the	Enduring Understandings Students will understand that the founding of the 13 colonies led to the development of the United States. I Can Statements.. I can list characteristics of a successful settlement. I can explain why people chose to settle where they do. (Patterns of		Students will know foundations of American democracy (European, Native American & colonial traditions - experiences & institutions) impact of ethnic & religious groups (on development of US) religious influence on politics	Students will be able to analyze (display on map/chart) explain (minimum 3 paragraph essay) examine - (classroom discussion with response)				

foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
SS:HI:6:5.1- Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.

Settlement)
I can define spatial patterns.
I can label and explain Jamestown, Plymouth, and Roanoke.(13 Colonies)
I can explain the benefits and drawbacks of settling in Jamestown, Plymouth, and Roanoke.
I can label 3 areas on a map for future settlement
I can explain why the 3 areas would be successful or not.
I can define of

spatial patterns of settlement

(Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	democracy. I can identify traditions, experiences, & institutions. I can explain European influences in American Democracy.
SS:HI:8:1.3- Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and	I can explain Native American influences on American Democracy. I can explain colonial influences on American Democracy. I can define religious & ethnic groups. I can explain the difference between

Communication) religious &
ethnic groups.

I can give
examples of
religious &
ethnic groups.
(Ethnicity &
Diversity)

I can explain
how religious
groups impacted
the development
of the United
States.

I can explain
how ethnic
groups impacted
the development
of the United
States.

I can identify a
political issue
that is
influenced by
religion.

I can list the
opposing
viewpoints of

this issue.

I can discuss
how religion has
influenced
political life of
our nation.

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- Civics CV 6:1.2 Identify the core ideals and principles of American government by citing documents. DOK2
CV 8:2.1 Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments. DOK 1
CV 8:2.2 Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution. DOK2
CV 6:1.1 Apply the ideals and principles of the American system of government to historic and contemporary examples. DOK3
CV 6:4.1 Evaluate those characteristics that promote good citizenship DOK2
CV 8:4.1 Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels. DOK2

Essential Questions

How are our state and federal governments organized and what are their responsibilities?

What are the major differences between federal, state, and local government?

What are the ideals and principles of the American system of government and where do they come from?

Does the American government live up to its ideals?

What makes a good citizen?

How can you effectively participate in government?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:CV:6:1.1- Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)	Enduring Understandings Students will understand that: the branches of the US government work together to protect individual rights. an effective US government requires active participation of its citizens. I Can Statements I can explain		Students will know: ideals & principles of American government historic & contemporary examples documents characteristics of good citizenship organizations & responsibilities of Federal government NH Constitution US	Students will be able to: identify (list) define (list & explain) compare and contrast (graphic organizer) apply (debate & written response) evaluate (use two current events to show connections) describe & analyze (incorporated in current				
SS:CV:6:1.2- Identify the core ideals and principles of	historical documents reflect the core							

American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication) SS:CV:6:4.1- Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals,

ideals and principles of American Government. (Declaration of Independence, Mayflower Compact)

I can list the 3 branches of state & federal government.

I can explain the duties of each branch.

I can define checks and balances and separation of powers.

I can explain the importance of checks & balances and separation of powers.

I can identify whether a power

Constitution events above)

amendments

structure, responsibilities & services of govt. (local, state & federal)

effective participation in civic & political life (local, state & federal levels)

Practices, and Engagement)	is a local, state, or federal.
SS:CV:8:2.1- Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)	I can complete a graphic organizer to show the interaction between the local, state, and federal levels of government.
SS:CV:8:2.2- Compare and contrast the structure and major responsibilities and services of government at	I can complete a graphic organizer to show the checks and balances between the branches of government.
	I can differentiate between historical and contemporary issues.
	I can list examples of historical and contemporary

the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.

issues that have affected the ideals and principles of American government.

I can list the pros and cons of a given issue.

(Themes: B: Civic Ideals, Practices, and Engagement)

I can take a position on a given issue.

SS:CV:8:4.1- Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals,

I can find text evidence to support my opinion.

I can support and defend my position on the issue.

I can define the term “citizen”.

I can list characteristics of a good citizen.

Practices, and Engagement, J: Human Expression and Communication) I can determine my definition of what makes a good citizenship.

I can list ways people can participate in government.

I can explain ways people affect government.

I can determine which ways to participate are more effective.

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- Civics CV 6:1.2 Identify the core ideals and principles of American government by citing documents. DOK2
CV 8:2.1 Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments. DOK 1
CV 8:2.2 Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution. DOK2
CV 6:1.1 Apply the ideals and principles of the American system of government to historic and contemporary examples. DOK3
CV 6:4.1 Evaluate those characteristics that promote good citizenship DOK2
CV 8:4.1 Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels. DOK2

Essential Questions

How are our state and federal governments organized and what are their responsibilities?

What are the major differences between federal, state, and local government?

What are the ideals and principles of the American system of government and where do they come from?

Does the American government live up to its ideals?

What makes a good citizen?

How can you effectively participate in government?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:CV:6:1.1- Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.	Enduring Understandings Students will understand that: the branches of the US government work together to protect individual rights. an effective US government		Students will know: ideals & principles of American government historic & contemporary examples documents characteristics of good citizenship	Students will be able to: identify (list) define (list & explain) compare and contrast (graphic organizer) apply (debate & written response)				

(Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority) SS:CV:6:1.2- Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication) SS:CV:6:4.1- Evaluate those characteristics	requires active participation of its citizens. I Can Statements I can explain how these historical documents reflect the core ideals and principles of American Government. (Declaration of Independence, Mayflower Compact) I can list the 3 branches of state & federal government. I can explain the duties of each branch. I can define checks and balances and separation of	organizations & responsibilities of Federal government NH Constitution US Constitution amendments structure, responsibilities & services of govt. (local, state & federal) effective participation in civic & political life (local, state & federal levels)	evaluate (use two current events to show connections) describe & analyze (incorporated in current events above)
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that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	powers. I can explain the importance of checks & balances and separation of powers.
SS:CV:8:2.1- Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B:	I can complete a graphic organizer to show the interaction between the local, state, and federal levels of government. I can complete a graphic organizer to show the checks and balances between the branches of government.

<p>Civic Ideals, Practices, and Engagement) SS:CV:8:2.2- Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.</p> <p>(Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:8:4.1- Describe and analyze ways Americans can effectively participate in civic and</p>	<p>I can differentiate between historical and contemporary issues.</p> <p>I can list examples of historical and contemporary issues that have affected the ideals and principles of American government.</p> <p>I can list the pros and cons of a given issue.</p> <p>I can take a position on a given issue.</p> <p>I can find text evidence to support my opinion.</p> <p>I can support and defend my</p>
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political life at the local, state, and federal levels, e.g., public problem solving, engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)

position on the issue.

I can define the term “citizen”.

I can list characteristics of a good citizen.

I can determine my definition of what makes a good citizenship.

I can list ways people can participate in government.

I can explain ways people affect government.

I can determine which ways to participate are more effective.

- F Civics CV 6:1.2 Identify the core ideals and principles of American government by citing documents. DOK2
- e ~ CV 8:2.1 Define the organization and responsibilities of federal government that are set forth in the New Hampshire

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Constitution, the United States Constitution and their amendments. DOK 1

CV 8:2.2 Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution. DOK2

CV 6:1.1 Apply the ideals and principles of the American system of government to historic and contemporary examples. DOK3

CV 6:4.1 Evaluate those characteristics that promote good citizenship DOK2

CV 8:4.1 Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels. DOK2

Essential Questions

How are our state and federal governments organized and what are their responsibilities?

What are the major differences between federal, state, and local government?

What are the ideals and principles of the American system of government and where do they come from?

Does the American government live up to its ideals?

What makes a good citizen?

How can you effectively participate in government?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:CV:6:1.1- Apply the ideals and principles of the American system of government to	Enduring Understandings Students will understand that:		Students will know: ideals & principles of American	Students will be able to: identify (list) define (list &				

historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority) SS:CV:6:1.2- Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals,

the branches of the US government work together to protect individual rights. an effective US government requires active participation of its citizens. **I Can Statements** I can explain how these historical documents reflect the core ideals and principles of American Government. (Declaration of Independence, Mayflower Compact) I can list the 3 branches of state

government explain)

historic & contemporary examples documents characteristics of good citizenship organizations & responsibilities of Federal government NH Constitution US Constitution amendments structure, responsibilities & services of govt. (local, state & federal)

compare and contrast (graphic organizer) apply (debate & written response) evaluate (use two current events to show connections) describe & analyze (incorporated in current events above)

Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)	& federal government. I can explain the duties of each branch. I can define checks and balances and separation of powers. I can explain the importance of checks & balances and separation of powers. I can identify whether a power is a local, state, or federal. I can complete a graphic organizer to show the interaction between the local, state, and federal levels of	effective participation in civic & political life (local, state & federal levels
SS:CV:6:4.1- Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) SS:CV:8:2.1- Define the organization and responsibilities of federal government that are set forth in the New Hampshire		

Constitution, the United States	government.
Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)	I can complete a graphic organizer to show the checks and balances between the branches of government.
SS:CV:8:2.2- Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States	I can differentiate between historical and contemporary issues.
Constitution, e.g., taxation, transportation, or education.	I can list examples of historical and contemporary issues that have affected the ideals and principles of American government.
	I can list the pros and cons of a given issue.

(Themes: B: Civic Ideals, Practices, and Engagement) SS:CV:8:4.1- Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)	I can take a position on a given issue. I can find text evidence to support my opinion. I can support and defend my position on the issue. I can define the term “citizen”. I can list characteristics of a good citizen. I can determine my definition of what makes a good citizenship.
	I can list ways people can participate in government.

I can explain
ways people
affect
government.

I can determine
which ways to
participate are
more effective.

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- Civics CV 6:1.2 Identify the core ideals and principles of American government by citing documents. DOK2
CV 8:2.1 Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments. DOK 1
CV 8:2.2 Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution. DOK2
CV 6:1.1 Apply the ideals and principles of the American system of government to historic and contemporary examples. DOK3
CV 6:4.1 Evaluate those characteristics that promote good citizenship DOK2
CV 8:4.1 Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels. DOK2

Essential Questions

How are our state and federal governments organized and what are their responsibilities?

What are the major differences between federal, state, and local government?

What are the ideals and principles of the American system of government and where do they come from?

Does the American government live up to its ideals?

What makes a good citizen?

How can you effectively participate in government?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:CV:6:1.1- Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)	Enduring Understandings Students will understand that: the branches of the US government work together to protect individual rights. an effective US government requires active participation of its citizens. I Can Statements I can explain		Students will know: ideals & principles of American government historic & contemporary examples documents characteristics of good citizenship organizations & responsibilities of Federal government NH Constitution US	Students will be able to: identify (list) define (list & explain) compare and contrast (graphic organizer) apply (debate & written response) evaluate (use two current events to show connections) describe & analyze (incorporated in current				
SS:CV:6:1.2- Identify the core ideals and principles of	historical documents reflect the core							

American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication) SS:CV:6:4.1- Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals,

ideals and principles of American Government. (Declaration of Independence, Mayflower Compact)

I can list the 3 branches of state & federal government.

I can explain the duties of each branch.

I can define checks and balances and separation of powers.

I can explain the importance of checks & balances and separation of powers.

I can identify whether a power

Constitution events above)

amendments

structure, responsibilities & services of govt. (local, state & federal)

effective participation in civic & political life (local, state & federal levels)

Practices, and Engagement)	is a local, state, or federal.
SS:CV:8:2.1- Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement)	I can complete a graphic organizer to show the interaction between the local, state, and federal levels of government.
SS:CV:8:2.2- Compare and contrast the structure and major responsibilities and services of government at	I can complete a graphic organizer to show the checks and balances between the branches of government.
	I can differentiate between historical and contemporary issues.
	I can list examples of historical and contemporary

the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.

issues that have affected the ideals and principles of American government.

I can list the pros and cons of a given issue.

(Themes: B: Civic Ideals, Practices, and Engagement)

I can take a position on a given issue.

SS:CV:8:4.1- Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals,

I can find text evidence to support my opinion.

I can support and defend my position on the issue.

I can define the term “citizen”.

I can list characteristics of a good citizen.

Practices, and Engagement, J: Human Expression and Communication) I can determine my definition of what makes a good citizenship.

I can list ways people can participate in government.

I can explain ways people affect government.

I can determine which ways to participate are more effective.

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Business Economics ~ HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity. DOK 2
EC:6:2.2: Identify the factors of production. DOK1
EC:8:2.1: Identify and explain the determinants of supply and demand. DOK2
EC:8:2.2: Explain the elements of entrepreneurship. DOK2
EC:8:3.1: Identify and explain the different phases of the business cycle. DOK2

Essential Questions

How has American productivity changed?

What are the factors of production?

What causes supply and demand?

How does an idea become a product or service?

What are the phases of the business cycle?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:EC:6:2.2- Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	Enduring Understandings Students will understand that: the procedure of how an idea becomes a product/business. that various factors affect the success of a business.		Students will know: factors of production supply & demand entrepreneurship	Students will be able to: demonstrate (create a visual) identify (define) explain (in a paragraph)				
SS:HI:6:4.1- Demonstrate an understanding of major developments and changes in American	I Can Statements I can identify time periods that have helped develop American		business cycle phases changes in American economic productivity					

economic productivity, e.g., piece work, interchangeable parts, or the assembly line. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society) SS:EC:8:2.1- Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society, H: Individualism, Equality and Authority SS:EC:8:2.2- Explain the elements of entrepreneurship,	productivity (American Revolution, assembly line, Depression, mills, unions) I can list major developments that have changed American productivity. I can define factors of production. I can identify factors of production. I can define supply and demand. I can explain how supply & demand are interconnected. I can define entrepreneurship.
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e.g., idea development, risk-taking, or management skills. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) SS:EC:8:3.1- Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)	I can explain what it takes to be an entrepreneur. I can list examples of entrepreneurs. I can define the business cycles. I can determine how supply & demand affect the business cycle. I can explain what issues determine a positive or negative business cycle. I can define the 4 phases of a business cycle (recession, depression, prosperity, & recovery)
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M Business Economics ~ HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic
 a productivity. DOK 2
 y EC:6:2.2: Identify the factors of production. DOK1
 EC:8:2.1: Identify and explain the determinants of supply and demand. DOK2
 EC:8:2.2: Explain the elements of entrepreneurship. DOK2
 EC:8:3.1: Identify and explain the different phases of the business cycle. DOK2

Essential Questions

How has American productivity changed?

What are the factors of production?

What causes supply and demand?

How does an idea become a product or service?

What are the phases of the business cycle?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:EC:6:2.2- Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.	Enduring Understandings Students will understand that: the procedure of how an idea becomes a product/business.		Students will know: factors of production supply & demand entrepreneurship	Students will be able to: demonstrate (create a visual) identify (define)				

(Themes: D:

Material Wants and Needs, G: Science, Technology, and Society)

SS:HI:6:4.1-
I Can Statements

Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.

(Themes: D:

Material Wants and Needs, G: Science, Technology, and Society)

SS:EC:8:2.1-

Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology.

that various factors affect the success of a business.

I Can Statements
I can identify time periods that have helped develop American productivity (American Revolution, assembly line, Depression, mills, unions)

I can list major developments that have changed American productivity.

I can define factors of production.

I can identify factors of

business cycle phases explain (in a paragraph)

changes in American economic productivity

(Themes: D:	production.
Material Wants	
and Needs, G:	I can define
Science,	supply and
Technology, and	demand.
Society, H:	
Individualism,	I can explain
Equality and	how supply &
Authority	demand are
SS:EC:8:2.2-	interconnected.
Explain the	
elements of	I can define
entrepreneurship,	entrepreneurship.
e.g., idea	
development,	I can explain
risk-taking, or	what it takes to
management	be an
skills. (Themes:	entrepreneur.
D: Material	
Wants and	I can list
Needs, E:	examples of
Cultural	entrepreneurs.
Development,	
Interaction, and	I can define the
Change, H:	business cycles.
Individualism,	
Equality and	I can determine
Authority)	how supply &
SS:EC:8:3.1-	demand affect
Identify and	the business
explain the	cycle.
different phases	
of the business	I can explain

cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)

what issues determine a positive or negative business cycle.

I can define the 4 phases of a business cycle (recession, depression, prosperity, & recovery)

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Business Economics ~ HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity. DOK 2
 EC:6:2.2: Identify the factors of production. DOK1
 EC:8:2.1: Identify and explain the determinants of supply and demand. DOK2
 EC:8:2.2: Explain the elements of entrepreneurship. DOK2
 EC:8:3.1: Identify and explain the different phases of the business cycle. DOK2

Essential Questions

- How has American productivity changed?
- What are the factors of production?
- What causes supply and demand?
- How does an idea become a product or service?
- What are the phases of the business cycle?

Standards	Enduring	Assessment Content	Skills	Examples	Lessons	Resources	Vocabulary
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Understandings (Learning Targets)			
SS:EC:6:2.2- Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	Enduring Understandings Students will understand that: the procedure of how an idea becomes a product/business. that various factors affect the success of a business.	Students will know: factors of production supply & demand entrepreneurship business cycle phases changes in American economic productivity	Students will be able to: demonstrate (create a visual) identify (define) explain (in a paragraph)
SS:HI:6:4.1- Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.	I Can Statements I can identify time periods that have helped develop American productivity (American Revolution, assembly line, Depression, mills, unions)		

(Themes: D:

Material Wants and Needs, G: Science, Technology, and Society)
SS:EC:8:2.1- Identify and

explain the determinants of supply and demand, e.g.,

income, tastes, or technology. (Themes: D:

Material Wants and Needs, G: Science, Technology, and Society, H:

Individualism, Equality and Authority
SS:EC:8:2.2- Explain the

elements of entrepreneurship, e.g., idea

development, risk-taking, or management skills. (Themes:

D: Material

I can list major developments that have changed American productivity.

I can define factors of production.

I can identify factors of production.

I can define supply and demand.

I can explain how supply & demand are interconnected.

I can define entrepreneurship.

I can explain what it takes to be an entrepreneur.

Wants and Needs, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)	I can list examples of entrepreneurs.
SS:EC:8:3.1- Identify and explain the different phases of the business cycle, e.g., recession or depression. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)	I can define the business cycles.
	I can determine how supply & demand affect the business cycle.
	I can explain what issues determine a positive or negative business cycle.
	I can define the 4 phases of a business cycle (recession, depression, prosperity, & recovery)