

SAU 16 Social Studies Learning Progressions Graduation Competencies

Citizenship/Civics: Students will demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.

Economics/Global Interaction: Students will demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how growth of global interactions has impacted the political, social and economic development of societies worldwide, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.

Geography: Students will demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.

History: Students will demonstrate their understanding of major ideas, eras, themes, technological developments and turning points in the history of the United States, New Hampshire and the world, their understanding of how conflict and cooperation shape the development of societies worldwide by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.

Grade 6 Social Studies Learning Progressions Toward Graduation Competencies

GRADUATION STRAND	GRADE LEVEL COMPETENCY
Citizenship/Civics	<p>Apply and compare different deliberative processes (questioning, researching, presenting, and defending) when making decisions or reaching judgments as a group.</p> <p>Make and support decisions based on the beliefs, experiences, perspectives, democratic principles, and values that underlie their own and others' points of view about civic issues and while addressing issues and problems in government and civil society.</p>
Economics/Global Interaction	<p>Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>Using appropriate data, evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</p>
Geography	<p>Create visual representations of the Earth's major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations.</p> <p>Compare the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools</p> <p>Using information from multiple sources, determine how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>Differentiate how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the</p>

	<p>physical resources of places.</p> <p>Analyze the impact of geographic features on the daily lives of various cultures.</p>
History	<p>Compare and contrast life in specific historical time periods to life today.</p> <p>Explain multiple causes and effects of events and developments in the past.</p>

Grade 7 Social Studies Learning Progressions Toward Graduation Competencies	
GRADUATION STRAND	GRADE LEVEL COMPETENCY
Citizenship/Civics	<p>Apply and compare different deliberative processes (questioning, researching, presenting, and defending) when making decisions or reaching judgments as a group.</p> <p>Make and support decisions based on the beliefs, experiences, perspectives, democratic principles, and values that underlie their own and others' points of view about civic issues and while addressing issues and problems in government and civil society</p> <p>Distinguish between the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts</p>
Economics/Global Interaction	<p>Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources.</p> <p>Using appropriate data, evaluate the state of employment, unemployment, inflation, total production, income, and</p>

	<p>economic growth in the economy.</p>
<p>Geography</p>	<p>Create visual representations of the Earth’s major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations.</p> <p>Compare the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools.</p> <p>Using information from multiple sources, determine how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>Differentiate how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.</p> <p>Analyze the impact of geographic features on the daily lives of various cultures.</p> <p>Draw conclusions about why the forces of cooperation and conflict, as well as the movement and interactions of various people groups, have influenced the division and control of the Earth’s surface historically and in the present.</p>
<p>History</p>	<p>Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity.</p> <p>Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>Explain multiple causes and effects of events and developments in the past.</p>

Grade 8 Social Studies Learning Progressions Toward Graduation Competencies

GRADUATION STRAND	GRADE LEVEL COMPETENCY
Citizenship/Civics	<p>Interpret the origins, purposes, and impact of constitutions, laws, treaties, and international agreements</p> <p>Analyze similarities and differences of the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in New Hampshire, the United States and other countries.</p> <p>Apply ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</p>
Economics/Global Interaction	<p>Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>Compare and contrast the functions and roles of key economic structures and processes including government, taxes, businesses, trade and financial institutions.</p> <p>Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources.</p>
Geography	<p>Using information from multiple sources, determine how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>Differentiate how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.</p>

	<p>Draw conclusions about why the forces of cooperation and conflict, as well as the movement and interactions of various people groups, have influenced the division and control of the Earth's surface historically and in the present.</p>
History	<p>Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>Factors that influenced the perspectives of people during different historical eras.</p> <p>Explain multiple causes and effects of events and developments in the past.</p> <p>Analyze similarities and differences among historical sources including the maker, date, place of origin, intended audience, and purpose.</p>

Grade 9: World History Social Studies Learning Progressions Toward Graduation Competencies	
GRADUATION STRAND	COURSE COMPETENCY
Citizenship/Civics	Students will demonstrate their understanding that the role of the citizen has evolved over time and place around the world by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
Economics/Global Interaction	Students will demonstrate their understanding that the growth of global interactions have impacted the political, social, and economic development of societies worldwide by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
Geography	Students will demonstrate their understanding that the

	history of societies throughout the world along with the environment have impacted one another by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
History	Students will demonstrate their understanding that technological advancements have both positive and negative impacts on the development of societies throughout the world by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.

Grade 10: US History Social Studies Learning Progressions Toward Graduation Competencies	
GRADUATION STRAND	COURSE COMPETENCY
Citizenship/Civics	Students will demonstrate their understanding of the relationship between civic ideals and practices by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
Economics/Global Interaction	<p>Students will demonstrate their understanding of how individuals have driven forms of production, distribution, and consumption of goods and services over time by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.</p> <p>Students will demonstrate their understanding of how social, political, and economic interactions have involved Americans on an increasing global scale by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.</p>
Geography	Students will demonstrate their understanding of how

	social, political, and economic interactions have involved Americans on an increasing global scale by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
History	Students will demonstrate their understanding of how Americans have addressed the ongoing tension between freedom and security, liberty and equality, and individualism and the common good by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.

Grade 11: Economic Social Studies Learning Progressions Toward Graduation Competencies	
GRADUATION STRAND	COURSE COMPETENCY
Citizenship/Civics	Students will demonstrate their understanding that conflict and cooperation together impact local, state, national, and international economic policies by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
Economics/Global Interaction	<p>Students will demonstrate their understanding of the relationships among people, the environment, and economic systems by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.</p> <p>Students will demonstrate their understanding that decisions by individuals drive the factors of production, distribution, and consumption of goods and services by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.</p>

	Students will demonstrate their understanding that advancements in technology along with economic globalization has led to competition among all major economic systems by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
Geography	Students will demonstrate their understanding that conflict and cooperation together impact local, state, national, and international economic policies by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
History	Students will demonstrate their understanding that advancements in technology along with economic globalization has led to competition among all major economic systems by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.

Grade 11: US Government Social Studies Learning Progressions Toward Graduation Competencies	
GRADUATION STRAND	COURSE COMPETENCY
Citizenship/Civics	<p>Students will demonstrate their understanding that there is a relationship between civic ideals and practices in US government by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.</p> <p>Students will demonstrate their understanding that there is an ongoing tension between freedom and security, liberty and equality, and individualism and the common good within the principles of the US Constitution by developing questions, planning inquiries, evaluating</p>

	sources, using evidence, communicating conclusions and taking informed action.
Economics/Global Interaction	Students will demonstrate their understanding that social, political and economic interactions have involved America on an increasingly global scale by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
Geography	Students will demonstrate their understanding that social, political and economic interactions have involved America on an increasingly global scale by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.
History	Students will demonstrate their understanding that technological advancements have both a positive and negative impact on the development of democratic institutions in the United States and worldwide by developing questions, planning inquiries, evaluating sources, using evidence, communicating conclusions and taking informed action.