

**Civics**

Analyze environmental, economic, and technological developments and their impact on society. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology and Society)

Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected. (Themes: B: Civic Ideals, Practices and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)

Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)

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)

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

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

Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)

Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union. (Themes: A: Conflict and Cooperation.)

Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)

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:

## **SOCIAL STUDIES COMPETENCIES**

## **GRADE SEVEN**

Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication.)

### **Geography**

Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment.)

Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment.)

Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society.)

Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or “hub-and-spoke” airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society.)

Explain how cooperation and conflict among people contribute to political divisions of Earth’s surface, e.g., trade agreements military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I” Patterns of Social and Political Interaction.)

Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation.)

### **History**

Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations. (Themes: D: Material Wants and Needs, F: Global Transformation.)

Explain how art, music and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication.)

Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction.)

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## **GRADE SEVEN**

Examine how suffrage expanded to various groups of citizens, e.g., women, African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction.)

Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation.)

### **World History**

Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication.)

Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority.)

Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication.)

Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust. (Themes: A: Conflict and Cooperation, F: Global Transformation, J: Human Expression and Communication.)

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.)

### **Economics**

Explain the elements of entrepreneurship, 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.)

Identify and explain the determinates 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.)

Identify and explain the impact on trade on government policies, e.g., tariffs, quotas, or embargoes. (Themes: A: Conflict and Cooperation, F: Global Transformation)

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## **GRADE SEVEN**

Discuss the importance of taking responsibility for personal financial decision. (Themes: D: Material Wants and Needs)

Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies. (Themes: D: Material Wants and Needs, F: Global Transformation, G: Science, Technology, and Society.)

Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation.)

Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence. (Themes: A: Conflict and Cooperation D: Material Wants and Needs, F: Global Transformation.)

Describe the rights and responsibilities of buyers and sellers in a free market economy. (Themes: D: Material Wants and Needs.)

Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation.)