

**Main Criteria:** New Hampshire College and Career Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: **K** - Adopted: **2006**

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

| STRAND / STANDARD | NH.SPS3.      | Science Process Skills: Personal, Social, and Technological Perspectives  |
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| STANDARD / GLE    | S:SPS3:2:3.5. | Science and Technology, Technological Design and Application: Students will provide examples of how people throughout history have used legends and stories to explain how the world works.<br><br><u>Social Studies Online</u><br>Grade 1 - Life Long Ago  |
| STRAND / STANDARD | NH.ESS1.      | Earth Space Science: The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.   |
| STANDARD / GLE    | S:ESS1:2:1.1. | Atmosphere, Climate, and Weather: Students will recognize that weather conditions change frequently, and that weather patterns change over the seasons.<br><br><u>Social Studies Online</u><br>Grade 1 - The Earth Around Us                                |
| STRAND / STANDARD | NH.ESS2.      | Earth Space Science: The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.  |
| STANDARD / GLE    | S:ESS2:2:1.1. | Earth, Sun, and Moon: Students will recognize the basic patterns of the Sun, including its appearance during the daytime, and how its position in the sky changes through the seasons.<br><br><u>Social Studies Online</u><br>Grade 1 - The Earth Around Us |
| STRAND / STANDARD | NH.ESS4.      | Earth Space Science: The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues. |
| STANDARD / GLE    | S:ESS4:2:3.3. | Local and Global Environmental Issues: Students will describe actions that can help the environment, such as recycling and proper disposal of waste materials.<br><br><u>Social Studies Online</u><br>Grade 1 - The Earth Around Us                         |
| STRAND / STANDARD | NH.LS2.       | Life Science: Energy flows and matter recycles through an ecosystem.  |

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| STANDARD / GLE    | S:LS2:2:1.3. | Environment: Students will recognize that some plants and animals go through changes in appearance when the seasons change.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - The Earth Around Us   |
| STRAND / STANDARD | NH.LS5.      | Life Science: The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.         |
| STANDARD / GLE    | S:LS5:2:1.1. | Design Technology: Students will recognize that new products can be made out of natural materials, such as paper from trees and cloth from various plants and animals.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - The Earth Around Us  |
| STRAND / STANDARD | NH.PS4.      | Physical Science: The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues. |
| STANDARD / GLE    | S:PS4:2:3.2. | Social Issues (Local and Global): Energy, Power, and Transportation Manufacturing: Students will provide examples of items that are manufactured or produced.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - Life Long Ago                 |

### New Hampshire College and Career Ready Standards

#### Social Studies

Grade: K - Adopted: 2006

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| STRAND / STANDARD       | NH.3.    | Civics and Governments: 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. |
| STANDARD / GLE          | 3.1.     | The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.   |
| GRADE LEVEL EXPECTATION | 3.1.2.2. | Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - Let's Learn About the Government<br>Grade 1 - Life Long Ago<br>Washington, DC - Grades K - 5  |
| GRADE LEVEL EXPECTATION | 3.1.2.3. | Identify the basic purposes of state and national government.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - Let's Learn About the Government  |
| STRAND / STANDARD       | NH.3.    | Civics and Governments: 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. |
| STANDARD / GLE          | 3.2.     | 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,  |

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|                         |          | and the organization and operation of government at all levels including the legislative, executive, and judicial branches.  |
| GRADE LEVEL EXPECTATION | 3.2.2.1. | Explain how public officials are chosen.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - Let's Learn About the Government  |
| STRAND / STANDARD       | NH.3.    | Civics and Governments: 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.  |
| STANDARD / GLE          | 3.4.     | 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.  |
| GRADE LEVEL EXPECTATION | 3.4.2.1. | Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - All About Work<br>Grade 1 - Let's Learn About the Government   |
| GRADE LEVEL EXPECTATION | 3.4.2.2. | Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - All About Work   |
| STRAND / STANDARD       | NH.4.    | Economics: 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. |
| STANDARD / GLE          | 4.1.     | Economics and the Individual: 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.  |
| GRADE LEVEL EXPECTATION | 4.1.2.1. | Define goods and services, producers and consumers.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - All About Work   |
| STRAND / STANDARD       | NH.4.    | Economics: 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. |
| STANDARD / GLE          | 4.2.     | Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.  |
| GRADE LEVEL EXPECTATION | 4.2.2.1. | Distinguish between needs and wants.   |

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|                         |          | <u>Social Studies Online</u><br>Grade 1 - All About Work   |
| STRAND / STANDARD       | NH.4.    | Economics: 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. |
| STANDARD / GLE          | 4.4.     | 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.   |
| GRADE LEVEL EXPECTATION | 4.4.2.1. | Describe different methods people use to exchange goods and services, e.g., barter or the use of money.<br><br><u>Social Studies Online</u><br>Grade 1 - All About Work  |
| STRAND / STANDARD       | NH.5.    | Geography: 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. 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.  |
| STANDARD / GLE          | 5.1.     | The World in Spatial Terms: 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.  |
| GRADE LEVEL EXPECTATION | 5.1.2.3. | Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.<br><br><u>Social Studies Online</u><br>Grade 1 - The Earth Around Us<br>Paris - City of Light - Grades K - 5<br>Washington, DC - Grades K - 5   |
| STRAND / STANDARD       | NH.5.    | Geography: 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. 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.  |
| STANDARD / GLE          | 5.2.     | 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.  |
| GRADE LEVEL EXPECTATION | 5.2.2.1. | Explore the physical and human characteristics of place, e.g., roads, schools or mountains.<br><br><u>Social Studies Online</u><br>Grade 1 - The Earth Around Us<br>Paris - City of Light - Grades K - 5   |
| GRADE LEVEL EXPECTATION | 5.2.2.2. | Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.  |

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|                         |          | <a href="#">Social Studies Online</a><br>Grade 1 - The Earth Around Us<br>Paris - City of Light - Grades K - 5<br>Washington, DC - Grades K - 5   |
| STRAND / STANDARD       | NH.5.    | Geography: 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. 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.   |
| STANDARD / GLE          | 5.4.     | Human Systems: 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.  |
| GRADE LEVEL EXPECTATION | 5.4.2.1. | Explore the distribution of a population, e.g., city or farm.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - The Earth Around Us<br>Paris - City of Light - Grades K - 5<br>Washington, DC - Grades K - 5  |
| GRADE LEVEL EXPECTATION | 5.4.2.2. | Identify what are natural resources, e.g., water or trees.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - The Earth Around Us  |
| STRAND / STANDARD       | NH.5.    | Geography: 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. 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.   |
| STANDARD / GLE          | 5.5.     | Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.   |
| GRADE LEVEL EXPECTATION | 5.5.2.1. | Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - The Earth Around Us  |
| GRADE LEVEL EXPECTATION | 5.5.2.2. | Investigate how people use resources, e.g., building homes or the food they eat.<br><br><a href="#">Social Studies Online</a><br>Grade 1 - The Earth Around Us  |
| STRAND / STANDARD       | NH.6.    | New Hampshire and United States History: 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. |
| STANDARD / GLE          | 6.1.     | Political Foundations and Development: Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.  |

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| GRADE LEVEL EXPECTATION | 6.1.2.1. | Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.<br><br><u>Social Studies Online</u><br>Grade 1 - Let's Learn About the Government<br>Washington, DC - Grades K - 5   |
| STRAND / STANDARD       | NH.6.    | New Hampshire and United States History: 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. |
| STANDARD / GLE          | 6.2.     | 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.   |
| GRADE LEVEL EXPECTATION | 6.2.2.1. | Recognize that the world is interconnected, e.g., trade or transportation.<br><br><u>Social Studies Online</u><br>Grade 1 - The Earth Around Us   |
| STRAND / STANDARD       | NH.6.    | New Hampshire and United States History: 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. |
| STANDARD / GLE          | 6.3.     | 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.  |
| GRADE LEVEL EXPECTATION | 6.3.2.1. | Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.<br><br><u>Social Studies Online</u><br>Grade 1 - Life Long Ago<br>Washington, DC - Grades K - 5  |
| STRAND / STANDARD       | NH.6.    | New Hampshire and United States History: 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. |

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| STANDARD / GLE          | 6.5.     | Social/Cultural: Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.   |
| GRADE LEVEL EXPECTATION | 6.5.2.1. | Identify how the lives of women and children have changed over time in our country.<br><br><u>Social Studies Online</u><br>Grade 1 - Life Long Ago   |
| STRAND / STANDARD       | NH.7.    | World History and Contemporary Issues: 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. |
| STANDARD / GLE          | 7.5.     | Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.   |
| GRADE LEVEL EXPECTATION | 7.5.2.1. | Identify the concepts of values and beliefs.<br><br><u>Social Studies Online</u><br>Jerusalem - Then and Now (Younger Grades)  |

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