



NEW HAMPSHIRE
Social Studies Curriculum Framework - History
End of Grades Six and Ten
Human Heritage: A World History © 2004

| PROFICIENCY STANDARDS | PAGE REFERENCES |
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| <p>Purpose. America is bound together by a democratic vision of liberty, equality, and justice. In order to preserve that vision and bring it into daily practice, all citizens need to understand American history to tell us who we are and who we are becoming; the history of Western civilization to illuminate our democratic political heritage; and world history to comprehend the interactions among the world's nations and people. To be effective, the study of history must focus on broad, significant themes and questions (see page 32) that provide students with context for the acquisition and understanding of facts and other useful information. These themes, together with the proficiency standards identified below, support local curriculum planners in the organization and design of programs of study. They also provide teachers with a means to convey the excitement, complexity, and relevance of the past. Furthermore, the study of history must provide students with training in the use of primary and secondary sources to analyze events, evaluate information, and solve problems; and opportunities for students to cultivate the perspective that comes from the development of a chronological view of the past down to the present day. In sum, historical knowledge and patterns of thought are indispensable to the education of citizens in a participatory democracy.</p> | |
| <p>Curriculum Standard 16. Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgments and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.</p> | |
| <p>End-of-Grade 6 (Elementary) Students will be able to:</p> | |
| <p>◆ 16.6.1. Locate events in time--past, present, and future--by using basic chronological concepts including calendars, elapsed time, and story sequence (beginning, middle, end).</p> | <p>SE: 52-53, 98-99, 206-207, 314-315, 410, 484-485 TWE: GC 52, 98, 206, 314, 484</p> |
| <p>◆ 16.6.2. Construct time lines of significant historical events in their community, state, and nation.</p> | <p>SE: 484-485, 486, 502, 508-513, 545-552, 644 TWE: GC 484 R 535 MSN 493 L2 496 T 562 L1 546, 629 L3 63</p> |
| <p>◆ 16.6.3. Interpret data presented in time lines in order to determine when events took place.</p> | <p>SE: 52-53, 98-99, 206-207, 314-315, 410, 484-485 TWE: GC 52, 98, 206, 314, 484</p> |
| <p>◆ 16.6.4. Identify and discuss the main ideas in historical narratives, their purpose, and the point of view from which they were constructed.</p> | <p>SE: 672-673, 674-675, 678-679, 680-681 <i>Critical Thinking Skills</i> 60, 170, 242 TWE: TN 672, 673 TTS 680 PA 681</p> |

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| ◆ 16.6.5. Examine historical data related to ideas, events, and people from a given time-frame in order to reconstruct a chronology and identify examples of cause and effect. | SE: 467-478, 487-500, 508-513, 514-520 <i>Critical Thinking Skills</i> 29 TWE: L2 469 MSN 488, 509 MP 470 CL 474 |
| ◆ 16.6.6. Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed. | SE: 672-673, 674-675, 678-679, 680-681, 684-685, 686-687 TWE: TN 672, 673 TTS 680 PA 681 |
| ◆ 16.6.7. Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data. | SE: 672-673, 674-675, 678-679, 680-681, 684-685, 686-687 TWE: TN 672, 673 TTS 680 PA 681 |
| ◆ 16.6.8. Understand the significance of the past to themselves and to society. | SE: 508-513, 545-552, 612-613, 660-665 TWE: RC 513 LPP 513 MC 512 L1 512 |
| ◆ 16.6.9. Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts. | TWE: OH 672 L2 515 PA 677, 679, 681, 685, 691 CL 524 PR 673 PP 673 BI 680 |
| ◆ 16.6.10. Discuss the importance of individuals and groups that have made a difference in history, and the significance of character and actions for both good and ill. | SE: 510-513, 514-520, 545-552, 561-570 TWE: L2 508 MP 510 MC 512, 550 S 511 ETC 546 |
| ◆ 16.6.11. Recognize the difference between fact and conjecture and between evidence and assertion. | SE: <i>Critical Thinking Skills</i> 60, 170 TWE: T 60, 170 TTS 60, 170 BI 680 |
| ◆ 16.6.12. Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information. | SE: <i>Critical Thinking Skills</i> 29, 60, 111, 170, 242, 321, 461, 571 TWE: T 29, 60, 111, 170, 242, 321, 461, 571 TTS 60, 170 BI 680 |
| ◆ 16.6.13. Use basic research skills to investigate and prepare a report on a historical person or event. | SE: <i>Technology Skills</i> 276, 390 TWE: L2 392, 460 L3 568 T 276, 390 TTS 276, 390 CL 630 |

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| End-of-Grade 10 (Secondary) | |
| In addition to the above, students will be able to: | |
| ◆ 16.10.1. Construct and interpret parallel time lines on multiple themes. | SE: 484-485, 486, 502, 508-513, 545-552, 549, 644 TWE: GC 484 R 535 MSN 493 L2 496 T 562 L1 546, 629 L3 63 |
| ◆ 16.10.2. Group events by broadly-defined eras in the history of the state, nation, or area under study. | SE: 433-446, 449-464, 467-478, 579-594 TWE: CO 432, 448, 466 CL 438 R 446 L3 581 |
| ◆ 16.10.3. Analyze historical documents, artifacts, and other materials for credibility, relevance, and point of view. | SE: 672-673, 674-675, 678-679, 680-681, 684-685, 686-687 TWE: TN 672, 673 TTS 680 PA 681 |
| ◆ 16.10.4. Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect. | SE: 508-513, 545-552, 612-613, 660-665 TWE: RC 513 LPP 513 MC 512 L1 512 ETC 546, 548 L2 509 |
| ◆ 16.10.5. Use historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to identify and explain patterns of historical continuity and change. | SE: 523-529, 530-536, 579-584, 585-594 TWE: CO 522 L2 524, 532 CL 524, 529 L3 528, 532 |
| ◆ 16.10.6. Develop and implement research strategies in order to investigate a given historical topic. | SE: <i>Technology Skills</i> 276, 390 TWE: L2 392, 460 L3 568 T 276, 390 TTS 276, 390 CL 630 |
| ◆ 16.10.7. Critically analyze historical materials in order to distinguish between the important and the inconsequential and differentiate among historical facts, opinions, and reasoned judgments. | SE: <i>Critical Thinking Skills</i> 60, 170, 321, 461, 571 TWE: T 60, 170 TTS 60, 170 BI 680 |

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| <ul style="list-style-type: none"> ◆ 16.10.8. Perceive past events and issues as they were experienced by the people at the time to avoid viewing, analyzing, and evaluating the past only in terms of the present (present-mindedness). | TWE: OH 672 L2 515 PA 677, 679, 681, 685, 691 CL 524 PR 673 PP 673 BI 680 |
| <ul style="list-style-type: none"> ◆ 16.10.9. Explain, using examples from history, that not all problems have clear-cut solutions. | SE: 546-547, 614-615, 654-655, 656, 658-659 TWE: ETC 548, 614 L3 659 S 659 |
| <ul style="list-style-type: none"> ◆ 16.10.10. Explain that judgments and generalizations about the past are often tentative and must be used carefully when dealing with present issues. | SE: 510, 512-513, 514-520, 530-536 TWE: L2 514, 515 CL 515 LAT 531 S 511 DYK 519 |
| <ul style="list-style-type: none"> ◆ 16.10.11. Utilize knowledge of the past and the processes of historical analysis to carry out historical research; make comparisons; develop and defend generalizations; draw and support conclusions; construct historical explanations, narratives, and accounts; solve problems; and make informed decisions. | SE: <i>Critical Thinking Skills</i> 60, 170, 321, 461, 571 TWE: T 60, 170 TTS 60, 170 BI 680 |
| <p>Curriculum Standard 18. Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.</p> | |
| <p><u>End-of-Grade 6 (Elementary)</u> Students will be able to:</p> | |
| <ul style="list-style-type: none"> ◆ 18.6.1. Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 to gain an understanding of significant developments in world history including Western civilization. | SE: 433-446, 449-464, 467-478, 579-594 TWE: CO 432, 448, 466 CL 438 R 446 L3 581 |
| <ul style="list-style-type: none"> ◆ 18.6.2. Demonstrate a basic understanding of the origin, development, and distinctive characteristics of major ancient, classical, and agrarian civilizations including the Mesopotamian, Ancient Hebrew, Egyptian, Nubian (Kush), Greek, Roman, Gupta Indian, Han Chinese, Islamic, Byzantine, Olmec, Mayan, Aztec, and Incan civilizations. | SE: 55-64, 67-80, 101-105, 106-114, 129-131 TWE: L1 72 CO 54, 66, 100 LAT 70 |
| <ul style="list-style-type: none"> ◆ 18.6.3. Discuss the connections among civilizations from earliest times as well as the continuing growth in interaction among the world's people including the impact of changes in transportation and communication. | SE: 63-64, 74, 102-103, 121-122, 125-126, 131, 349, 467-474, 529-530 TWE: RC 121 L2 468 GH 131, 348 MSN 468 |

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| <ul style="list-style-type: none"> ◆ 18.6.4. Demonstrate an understanding of major landmarks in the human use of the environment from Paleolithic times to the present including the agricultural transformation at the beginning; the industrial transformation in recent centuries; and the current technological revolution. | SE: 21, 34-36, 41-45, 525-535 TWE: DYK 21 CL 34 L2 21 ETC 35, 42 L3 20 L1 20 |
| <ul style="list-style-type: none"> ◆ 18.6.5. Demonstrate a basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe, and the Middle East. | SE: 625-633, 634-641, 645-650, 652-660 TWE: MP 634, 637 GH 634 L3 638 L1 637 L2 639 |
| End-of-Grade 10 (Secondary) In addition to the above, students will be able to: | |
| <ul style="list-style-type: none"> ◆ 18.10.1. Discuss the political, philosophical, and cultural legacies of ancient Greece and Rome. | SE: 150-155, 157-160, 163-167, 168-177, 179-190, 209-216, 219-230 TWE: L2 157 CO 218 L1 152, 159 CL 159 |
| <ul style="list-style-type: none"> ◆ 18.10.2. Compare the origin, central ideas, institutions, and worldwide influence of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism. | SE: 101-114, 246-256, 310-311, 330-344, 596-597, 634 TWE: CO 100, 246, 330 L2 106 MP 107 CL 251 MSN 248 ETC 109 L3 109 |
| <ul style="list-style-type: none"> ◆ 18.10.3. Discuss the contributions of Judaism and Christianity to the development of Western civilization. | SE: 101-114, 246-256, 380-396, 448-464 TWE: CO 100, 246 L2 106 MP 107 ETC 109 L3 109 |
| <ul style="list-style-type: none"> ◆ 18.10.4. Demonstrate an understanding of major developments in Europe during the Middle Ages including nomadic invasions from the Eurasian Steppes; interactions with the Muslim world; Byzantine Empire; Black Death; and feudalism and the evolution of representative government. | SE: 317-328, 347-352, 353-358, 366-378 TWE: CO 316, 366 MP 318 L1 352 ETC 353, 368 L3 355 |
| <ul style="list-style-type: none"> ◆ 18.10.5. Demonstrate an understanding of major developments in Europe during the fifteenth and sixteenth centuries including the Renaissance and the Reformation; the rise of the Ottoman Empire; the origins of capitalism; and exploration and colonization. | SE: 433-446, 449-464, 467-478, 487-491, 492-500 TWE: CO 432, 448, 466 CL 438 R 446 |

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| ◆ 18.10.6. Discuss the significance of the English Revolution of the seventeenth century including its political ideas and the development of parliamentary government, at home and in the colonies. | SE: 503-507, 508-513 TWE: CO 502 MP 504 MSN 509 L1 504 LPP 506 L2 504, 508 L3 505 |
| ◆ 18.10.7. Discuss the evolution of Western culture and ideas during the Enlightenment including the scientific revolution of the seventeenth century and the intellectual revolution of the eighteenth century. | SE: 510-513, 545-552 TWE: L2 508 MP 510 MC 512, 550 S 511 ETC 546 |
| ◆ 18.10.8. Discuss the causes, results, and influence on the rest of the world of the American and French Revolutions. | SE: 510-513, 514-520, 545-552, 561-570 TWE: L2 508 MP 510 MC 512, 550 S 511 ETC 546 |
| ◆ 18.10.9. Discuss the impact of the Industrial Revolution on the world including its social and economic consequences and its effect on politics and culture. | SE: 526-530, 531-533, 534-535 TWE: RC 527, 534 B 535 ETC 535 L3 528 LAT 531 CL 529 |
| ◆ 18.10.10. Discuss the origins, political ideas, and worldwide effects on society, politics, and economics of the European ideologies of the nineteenth and twentieth centuries including Conservatism, Liberalism, republicanism, social democracy, Marxism, Communism, Fascism, Nazism, and nationalism. | SE: 572-576, 603-607, 608-615, 616-622, 625-633 TWE: CO 602 MSN 573 F 603 ETC 574, 610, 614 MP 575 L2 611 CL 611 |
| ◆ 18.10.11. Discuss the nature and growth of European imperialism in the eighteenth and nineteenth centuries as well as decolonization in the twentieth century including the consequences of both in Europe and their effects in Africa, India, East Asia, the Middle East, and the Americas. | SE: 579-584, 585-591, 592-594, 634-635, 637-641 TWE: MSN 581 F 579 MP 585 L3 581 CO 579 |
| ◆ 18.10.12. Demonstrate an understanding of the causes and worldwide consequences of World War I, the Russian Revolutions, World War II, the Chinese Revolution, the Cold War, and post-World War II conflicts. | SE: 603-607, 608-615, 616-622, 625-633 TWE: CO 602 F 603 DYK 607 CL 604 L1 609 L2 606 |

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| ♦ 18.10.13. Discuss the significance of major cultural, economic, and political developments in the twentieth century including the development and internationalization of art, music, and literature; the worldwide quest for democracy, political freedom, and human rights; the making of the European community of nations; the growth of international trade; and new approaches to worldwide cooperation and interdependence. | SE: 645-651, 652-657, 658-659, 660-665 TWE: F 645 CO 644 L2 647 L3 647, 659 S 659 |

Codes Used for TWE Pages

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| B | Biography |
| BI | Background Information |
| CL | Cooperative Learning |
| CO | Chapter Objectives |
| DYK | Did You Know? |
| ETC | Extending the Content |
| F | Focus |
| GC | Global Chronology |
| GH | Geography and History |
| LAT | Linking Across Time |
| LPP | Linking Past and Present |
| L1 | L1 |
| L2 | L2 |
| L3 | L3 |
| MC | Making Connections |
| MP | Multicultural Perspectives |
| MSN | Meeting Special Needs |
| OH | Oral Histories |
| PA | Portfolio Activity |
| PP | Printed Publications |
| PR | Personal Records |
| R | Reteach |
| RC | Reading Check |
| S | Spotlight |
| T | Teach |
| TN | Teacher Notes |
| TTS | Team Teaching Strategies |