



NEW HAMPSHIRE
Social Studies Curriculum Framework - History
End of Grades Six and Ten
World History © 2003

PROFICIENCY STANDARDS	PAGE REFERENCES
<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: <i>Chart Study</i> 30 <i>Science and Technology Connections</i> 85 <i>Assessment</i> 86 <i>Your Historical Journal</i> 373, 481 TWE: MSN 22, 122 MCA 157 WWW 205 LPP 274</p>
<p>◆ 16.6.2. Construct time lines of significant historical events in their community, state, and nation.</p>	<p>SE: <i>Assessment</i> 86 <i>Reviewing Facts</i> 126, 180, 266, 290, 314, 370 <i>Your Historical Journal</i> 373, 481 TWE: MSN 122</p>
<p>◆ 16.6.3. Interpret data presented in time lines in order to determine when events took place.</p>	<p>SE: <i>Assessment</i> 86 <i>Reviewing Facts</i> 126, 180, 266, 290, 314, 370 <i>Your Historical Journal</i> 373, 481 TWE: MSN 122</p>

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◆ 16.6.4. Identify and discuss the main ideas in historical narratives, their purpose, and the point of view from which they were constructed.	SE: <i>Bridge to the Past Literature</i> 72-75, 146-149, 522-525 <i>Critical Thinking Skills</i> 197, 265, 391 TWE: AA 72, 146 ALW 74, 148
◆ 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: <i>Chart Study</i> 30 <i>Critical Thinking Skills</i> 215 TWE: CLA 21, 70, 84, 121, 141, 172, 185 ECP 153
◆ 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: <i>History and Science</i> 21 <i>Picturing History</i> 23 <i>Images of the Times</i> 28-29 <i>Bridge to the Past Literature</i> 72-75, 146-149 <i>Primary Sources Library</i> 96-97, 236-237, 394-395, 506-507 TWE: MCA 35
◆ 16.6.7. Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data.	SE: <i>Images of the Times</i> 28-29 <i>Bridge to the Past Literature</i> 72-75, 146-149 <i>Primary Sources Library</i> 96-97, 236-237, 394-395, 506-507 <i>Critical Thinking Skills</i> 391 TWE: MCA 35 CLA 84
◆ 16.6.8. Understand the significance of the past to themselves and to society.	SE: <i>Linking Past and Present</i> 43, 77, 95, 127, 151, 181, 199 TWE: TN 14-15, 100-101 ECP 19
◆ 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.	SE: <i>Bridge to the Past Literature</i> 72-75, 146-149, 366-369, 522-525 <i>Critical Thinking Skills</i> 391 TWE: ALW 74, 148, 368, 428, 524
◆ 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: 63-64, 83-86, 88-93, 135-138, 162-163, 164-170, 171-174, 415-417 <i>Special Report</i> 54-57 TWE: CLA 84
◆ 16.6.11. Recognize the difference between fact and conjecture and between evidence and assertion.	SE: <i>Critical Thinking Skills</i> 65, 197, 265, 391, 421, 503
◆ 16.6.12. Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information.	SE: <i>Critical Thinking Skills</i> 65, 87, 125, 197, 215, 233, 265, 313, 357, 421
◆ 16.6.13. Use basic research skills to investigate and prepare a report on a historical person or event.	SE: <i>Technology Skills</i> 451, 473, 521, 535 <i>Study and Writing Skills Handbook</i> 569-573 TWE: CLA 59, 67, 70, 141 MSN 60

PROFICIENCY STANDARDS	PAGE REFERENCES
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: <i>Assessment</i> 86 <i>Reviewing Facts</i> 126, 180, 266, 290, 314, 370 <i>Your Historical Journal</i> 373, 481 TWE: MSN 122
◆ 16.10.2. Group events by broadly-defined eras in the history of the state, nation, or area under study.	SE: 164-170, 211-214, 220-224, 251-257, 404-411 <i>Chart Study</i> 30 TWE: CLA 21, 70, 165 MSN 22
◆ 16.10.3. Analyze historical documents, artifacts, and other materials for credibility, relevance, and point of view.	SE: <i>Images of the Times</i> 28-29 <i>Bridge to the Past Literature</i> 72-75, 146-149 <i>Primary Sources Library</i> 96-97, 236-237, 394-395, 506-507 <i>Critical Thinking Skills</i> 391 TWE: MCA 35 CLA 84
◆ 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: <i>Chart Study</i> 30 <i>Critical Thinking Skills</i> 215 TWE: CLA 21, 70, 84, 121, 141, 172, 185 ECP 153
◆ 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.	TWE: MCA 35, 110 CTA 51 CLA 67 TN 100-101, 240-241, 398-399 CD 103 ECP 105 CP 137
◆ 16.10.6. Develop and implement research strategies in order to investigate a given historical topic.	SE: <i>Technology Skills</i> 451, 473, 521, 535 <i>Study and Writing Skills Handbook</i> 569-573 TWE: CLA 59, 67, 70, 141 MSN 60
◆ 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> 65, 197, 265, 391, 421, 503
◆ 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).	SE: <i>Bridge to the Past Literature</i> 72-75, 146-149, 366-369, 522-525 <i>Critical Thinking Skills</i> 391 TWE: ALW 74, 148, 368, 428, 524
◆ 16.10.9. Explain, using examples from history, that not all problems have clear-cut solutions.	SE: <i>History and Science</i> 21 TWE: MA 41 AW 53 CLA 160, 212, 475, 495

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♦ 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: <i>Critical Thinking Skills</i> 197, 265, 391, 503
♦ 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>Technology Skills</i> 451, 473, 521, 535 <i>Study and Writing Skills Handbook</i> 569-573 TWE: CLA 59, 67, 70, 141 MSN 60
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.	
<u>End-of-Grade 6</u> (Elementary) Students will be able to:	
♦ 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: <i>Critical Thinking Skills</i> 65, 87, 125, 179, 197, 215, 233, 265, 391, 421
♦ 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: 46-53, 58-64, 83-86, 106-111, 130-134, 154-158, 164-170, 184-188, 211-214, 220-224
♦ 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: 530-533 <i>Geography Connections</i> 35 <i>Map Study</i> 441 <i>The Spread of Ideas</i> 528-529, 556-557 TWE: TN 512-513 CLA 528, 556 WWW 529 CD 529
♦ 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: <i>The Spread of Ideas</i> 16-17 <i>Chart Study</i> 30 <i>Geography Connections</i> 47 <i>Picturing History</i> 81 TWE: MCA 24, 438 WWW 41 MSN 186 CC 223 TN 512-513

PROFICIENCY STANDARDS	PAGE REFERENCES
<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: 558-561 <i>Picturing History</i> 274, 562 TWE: LPP 195, 213, 249 ALW 538, 566 CC 562, 565
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: 106-111, 112-114, 115-119, 120-124, 130-134, 135-138, 140-145, 154-158, 159-163, 164-170
<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: 83-86, 171-174, 202-207, 208-210, 225-227, 270-276 <i>Chart Study</i> 203 TWE: CLA 84, 226 LPP 206
<ul style="list-style-type: none"> ◆ 18.10.3. Discuss the contributions of Judaism and Christianity to the development of Western civilization. 	SE: 83-86, 171-174, 246-250, 264, 295-296, 303-307 <i>Images of the Times</i> 252-253 TWE: MCA 249 WWWWW 305 CLA 306
<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: 246-250, 251-257, 258-264, 277-281, 294-297, 298-302, 303-307, 308-312 <i>Map Study</i> 284, 297
<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: 404-411, 412-414, 415-417, 418-420, 422-425, 434-439, 440-445, 446-450, 456-461 <i>Map Study</i> 457
<ul style="list-style-type: none"> ◆ 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: 516-519 <i>The Spread of Ideas</i> 514-515 <i>Review</i> 518 TWE: CLA 514
<ul style="list-style-type: none"> ◆ 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: 516-519 <i>The Spread of Ideas</i> 514-515 TWE: TN 512-513 CLA 514 WWWWW 514 ALW 524
<ul style="list-style-type: none"> ◆ 18.10.8. Discuss the causes, results, and influence on the rest of the world of the American and French Revolutions. 	SE: 516-519 <i>The Spread of Ideas</i> 514-515 <i>Picturing History</i> 520 TWE: CLA 514 WWWWW 514

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<p>◆ 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.</p>	<p>SE: 530-533 <i>The Spread of Ideas</i> 528-529 <i>Review</i> 530 <i>History & Art</i> 530 <i>Picturing History</i> 534 TWE: WWWW 529, 530 CD 529 CC 534 ALW 538</p>
<p>◆ 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.</p>	<p>SE: 530-533, 544-547 <i>The Spread of Ideas</i> 528-529, 542-543 <i>Visualizing History</i> 545 TWE: TN 526-527, 540-541 CD 529 CP 531 CLA 542</p>
<p>◆ 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.</p>	<p>SE: 530-533, 544-547 <i>The Spread of Ideas</i> 528-529, 542-543 <i>Picturing History</i> 562 TWE: TN 526-527, 540-541 CD 529 CLA 542 LPP 548</p>
<p>◆ 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.</p>	<p>SE: 544-547, 558-561 <i>The Spread of Ideas</i> 542-543 <i>Picturing History</i> 548 TWE: TN 540-541 CLA 542 WWWW 543 LPP 548</p>
<p>◆ 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.</p>	<p>SE: 558-561 <i>The Spread of Ideas</i> 556-557 <i>Picturing History</i> 562 TWE: TN 554-555 CLA 556 WWWW 557 CD 557 CC 562, 565 ALW 566</p>

Codes Used for TWE Pages

AA	About the Author
ALW	Additional Literary Works of the Period
AW	Around the World
CC	Curriculum Connection
CD	Cultural Diffusion
CLA	Cooperative Learning Activity
CP	Cultural Perspectives
CTA	Critical Thinking Activity
ECP	Extra Credit Project
LPP	Linking Past and Present
MA	More About
MCA	Making Connections Activities
MSN	Meeting Special Needs Activity
TN	Then & Now
WWWW	Who?What?Where?When?