

Main Criteria: New Hampshire College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

New Hampshire College and Career Ready Standards

Science

Grade: 2 - Adopted: 2006

STRAND / STANDARD	NH.SPS1.	Science Process Skills: Scientific Inquiry and Critical Thinking Skills
STANDARD / GLE	S:SPS1:2:1.5.	<p>Making Observations and Asking Questions: Students will sort and classify object materials and events based on one or more attributes; and explain the methods used for sorting.</p> <p><u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:SPS1:2:4.2.	<p>Representing and Understanding Results of Investigations: Students will identify and describe patterns and relationships in observed objects and events.</p> <p><u>Virtual Field Trips</u> Who Lives On a Coral Reef?</p>
STRAND / STANDARD	NH.SPS2.	Science Process Skills: Unifying Concepts of Science
STANDARD / GLE	S:SPS2:2:4.1.	<p>Patterns of Change: Students will discover that things change in some ways and stay the same in some ways.</p> <p><u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:SPS2:2:4.3.	<p>Patterns of Change: Students will observe that things can change in different ways, such as in size, weight, color and movement.</p> <p><u>Virtual Field Trips</u> How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:SPS2:2:5.1.	<p>Form and Function: Students will identify shape and use of objects.</p> <p><u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:SPS2:2:5.2.	<p>Form and Function: Students will draw an object and the object in use.</p> <p><u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?</p>
STRAND / STANDARD	NH.SPS3.	Science Process Skills: Personal, Social, and Technological Perspectives
STANDARD / GLE	S:SPS3:2:3.5.	<p>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.</p>

		<u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
STANDARD / GLE	S:ESS1:2:2.1.	Composition and Features: Students will recognize that solid rocks, soils, and water in its liquid and solid states can be found on the Earth's surface. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STANDARD / GLE	S:ESS1:2:2.3.	Composition and Features: Students will recognize that Earth materials have a variety of properties, including size, shape, color and texture. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / GLE	S:ESS1:2:5.1.	Processes and Rates of Change: Students will recognize that some changes are too slow or too fast to be easily observed. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
STANDARD / GLE	S:ESS1:2:7.1.	Water: Students will recognize that water can be a liquid or a solid; and explain that it can be made to change from one state to the other, but the amount (mass) of water always remains the same in either state. <u>Virtual Field Trips</u> Grade 2 -Land and Water 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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water 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:ESS4:2:3.2.	Local and Global Environmental Issues: Students will identify environments that are natural, such as a forest, meadow, or mountains and those that have been built or modified by people, including cities, roads, farms, and houses. <u>Virtual Field Trips</u> The Amazon Rainforest
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

		<p>proper disposal of waste materials.</p> <p><u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
STRAND / STANDARD	NH.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).
STANDARD / GLE	S:LS1:2:2.1.	<p>Living Things and Organization: Students will recognize that plants and animals have features that help them survive in different environments.</p> <p><u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:LS1:2:3.2.	<p>Reproduction: Students will recognize that living things have a life cycle, during which they are born, grow, and die.</p> <p><u>Virtual Field Trips</u> How Coral Reefs Are Formed</p>
STRAND / STANDARD	NH.LS2.	Life Science: Energy flows and matter recycles through an ecosystem.
STANDARD / GLE	S:LS2:2:1.1.	<p>Environment: Students will recognize that living things can be found almost anyplace in the world; and that specific types of environments are required to support the many different species of plant and animal life.</p> <p><u>Virtual Field Trips</u> African Safari Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:LS2:2:1.2.	<p>Environment: Students will recognize that animals, including humans, interact with their surroundings using their senses; and that different senses provide different kinds of information.</p> <p><u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:LS2:2:1.3.	<p>Environment: Students will recognize that some plants and animals go through changes in appearance when the seasons change.</p> <p><u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us</p>
STANDARD / GLE	S:LS2:2:2.1.	<p>Flow of Energy: Students will identify the resources plants and animals need for growth and energy, and describe how their habitat provides these basic needs.</p> <p><u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us</p>

		How Coral Reefs Are Formed The Amazon Rainforest
STRAND / STANDARD	NH.LS3.	Life Science: Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
STANDARD / GLE	S:LS3:2:1.1.	Change: Students will recognize that some living things, which lived on Earth long ago, are now extinct, such as dinosaurs, mammoths, giant tree ferns, and horsetail trees. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / GLE	S:LS3:2:3.2.	Natural Selection: Students will recognize that there are different species of living things in various places around the world. <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / STANDARD	NH.LS4.	Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.
STANDARD / GLE	S:LS4:2:1.1.	Behavior: Students will recognize and describe how living things respond when exposed to helpful and harmful situations. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
STANDARD / GLE	S:LS4:2:3.5.	Human Identity: Students will recognize that humans need food, water, air, waste removal and a particular range of temperatures in their environment, just as other animals do. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / GLE	S:LS5:2:3.2.	Social Issues (Local and Global): Medical Technology and Biotechnology: Students will provide examples from personal experience that illustrate how medicine helps humans recover from illness. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD	NH.PS2.	Physical Science: Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.
STANDARD / GLE	S:PS2:2:3.4.	Energy: Students will recognize that energy comes from different sources, such as electricity and water, and is utilized in many common objects.

		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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:PS4:2:3.1.	Social Issues (Local and Global): Energy, Power, and Transportation Manufacturing: Students will provide examples of how man uses energy in everyday life, such as providing light, warmth in winter, cooling in summer, TVs, computers, telephones, transportation, factories. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades

**New Hampshire College and Career Ready Standards
Social Studies**

Grade: 2 - Adopted: 2006

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. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	3.1.2.3.	Identify the basic purposes of state and national government. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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, 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. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
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. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION	3.4.2.2.	Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION	4.1.2.2.	Describe the steps and materials needed to make a product, e.g., milk or crayons. <u>Virtual Field Trips</u>

		Grade 2 - Work and Money Grade 3 - Businesses At 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. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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	5.1.2.1.	Identify the characteristics and purposes of globes and maps. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
GRADE LEVEL EXPECTATION	5.1.2.2.	Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. <u>Virtual Field Trips</u>

		Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
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. <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades 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. <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
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. <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades 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	5.3.	Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
GRADE LEVEL EXPECTATION	5.3.2.2.	Explore the components and distribution of ecosystems, e.g., desert or rain forest.

		<u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	5.4.2.2.	Identify what are natural resources, e.g., water or trees. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans
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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Work and Money Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - I Am a Consumer Grade 3 - The First Americans
GRADE LEVEL EXPECTATION	5.5.2.2.	Investigate how people use resources, e.g., building homes or the food they eat. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us

		Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans
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.
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. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities 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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 3 - Businesses At Work
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. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	6.3.2.2.	Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans
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	6.5.	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. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - How The Country Was Settled
GRADE LEVEL EXPECTATION	6.5.2.2.	Identify the concept of diversity. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
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. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
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