

Moultonborough Social Studies Frameworks														
DIMENSIONS	GRADE	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
	SUBJECT(S)	Self and Others	My Family and Other Families, Now and Long Ago	My Community and other US Communities	Communities around the World	Local History and Local Society	Old World Civilizations	Middle Ages	Emerging United States Identity	The United States to 1865	Government and Economics	World History	US History	Student Choice
	TOPICS	Identity, Holidays, Civic Ideals, Rules, Maps and Globes, Wants and Needs	Family Diversity, Global Citizenship, The President, Maps and Geography, Family Stories, Economic Choices	Urban, Suburban, and Rural; Symbols; Civic Ideals and Practices; Geography, Humans, and Environment; Community History; Economic Interdependence	Geography; Globalization; Cultural Diversity; Leadership and Government; Children's Rights; Global Trade	New Hampshire Geography; Settlement of New Hampshire; Government and Citizens; Call for Change; Industrialization; Immigration	Units: Paleolithic Peoples, River Valley Civilizations, Ancient Civilizations, and Religious Empires; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Silk, Sand, and Sea Roads, Rise of Islam, Chinese Golden Age, American Empires, Dark Ages, and Renaissance; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Enlightenment, Exploration and Interactions with Natives, Colonization, American Revolution; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Founding Documents, Westward Expansion, Mexican-American War, Abolition, Industrialization and Immigration, Early Women's Suffrage, and Civil War; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Nature and Purpose, Structure, Function, and Rights and Responsibilities	Units: Pre-historic peoples, Ancient Civilizations, Silk Roads, Middle Ages, Renaissance, Enlightenment, Industrial Revolutions, Rise of Democracy	Units: Reconstruction, Industrial Revolution, Imperial Era, Progressive Era, Woman Suffrage, World Wars, Roaring Twenties, Great Depression, Cold War, Civil Rights Movements, and emerging geopolitical conflicts	Possible course options include: Human Growth and Development, Introduction to Psychology, Contemporary World Affairs, American Century, and VLACS
DIMENSION 1	INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...													
	CONSTRUCT COMPELLING QUESTIONS	Ask questions based on a prompt.	Ask compelling and relevant questions.	D1.1.K-2. Explain why the compelling question is important to the student.	D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	CONTINUED	CONTINUED	Identify key ideas in World History	Identify key ideas in US History	D1.1.6-8. Explain how a question represents key ideas in the field.	Identify an enduring issue in the field	CONTINUED	D1.1.9-12. Explain how a question reflects an enduring issue in the field.	CONTINUED
		--	Identify two or more ways to look at the question.	D1.2.K-2. Identify disciplinary ideas associated with a compelling question.	CONTINUED	CONTINUED	D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	Identify main ideas presented by experts	Identify similar main idea presented by multiple experts;	D1.2.6-8. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	Identify points of agreement and disagreement experts have about interpretations and applications of compelling questions	CONTINUED	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	CONTINUED
	INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...													
	CONSTRUCT SUPPORTING QUESTIONS	Sort information into groups.	D1.3.K-2. Identify facts and concepts associated with a supporting question.	CONTINUED	CONTINUED	D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	CONTINUED	Identify supporting ideas in World History	Identify supporting ideas in US History by multiple experts	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	CONTINUED	CONTINUED	D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	CONTINUED
		Ask supporting questions.	CONTINUED	D1.4.K-2. Make connections between supporting questions and compelling questions.	CONTINUED	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	CONTINUED	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	CONTINUED	After research pose new questions	CONTINUED	CONTINUED	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	CONTINUED
	INDIVIDUALLY AND WITH OTHERS, STUDENTS ...													
DETERMINE HELPFUL SOURCES	Determine differences between fiction and non-fiction sources.	Determine different types of sources ex. book, map, picture, painting, website, interviews, novel, etc.	D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	CONTINUED	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, take into consideration two opinions in answering the compelling and supporting questions.	D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	Determine a kind of source that will be helpful in answering their compelling question	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	CONTINUED	CONTINUED	CONTINUED	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	CONTINUED	
DIMENSION 2	SUBJECT(S)	Self and Others	My Family and Other Families, Now and Long Ago	My Community and other US Communities	Communities around the World	Local History and Local Government	Old World Civilizations	Middle Ages	Emerging United States Identity	The United States to 1865	Government and Economics	World History	US History	Student Choice
CIVIC CONTENT STANDARDS	INDIVIDUALLY AND WITH OTHERS, STUDENTS ...													
	Civic and Political Institutions	--	D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	--	--	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government of civi at various levels and branches of government and in different times and places.	--	CONTINUED	CONTINUED	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.	CONTINUED	CONTINUED	CONTINUED
		--	--	D2.Civ.2.K-2. Explain how all people, not just of official leaders, play important roles in a community.	CONTINUED	D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	--	--	D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and co-holders).	CONTINUED	CONTINUED	--	--	D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
		D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	--	--	CONTINUED	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	--	--	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	CONTINUED	CONTINUED	--	D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.	CONTINUED
		--	--	--	D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.	--	--	--	D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	CONTINUED	D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.	--	CONTINUED	CONTINUED
		--	--	--	D2.Civ.5.K-2. Explain what governments are and some of their functions.	--	D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	Explain the origins, functions, and structure of different systems of government	--	D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	--	D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.	CONTINUED
		--	--	--	D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	--	--	D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.	CONTINUED	D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.	D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.	--	--
	INDIVIDUALLY AND WITH OTHERS, STUDENTS ...													
	Participation and Deliberation	D2.Civ.7.K-2. Apply civic virtues when participating in school settings.	--	--	--	D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.	--	--	D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.	CONTINUED	D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.	CONTINUED	CONTINUED	
		--	D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	CONTINUED	--	D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.	--	--	D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they in turn the social and political system.	CONTINUED	--	D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	CONTINUED	
		--	D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	CONTINUED	--	D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.	--	--	D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	CONTINUED	CONTINUED	D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.	CONTINUED	CONTINUED
		D2.Civ.10.K-2. Compare their own point of view with others' perspectives.	CONTINUED	--	--	D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	CONTINUED	--	D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	CONTINUED	D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	--	--	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...														
Process, Rules, and Laws	D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.	CONTINUED	CONTINUED	--	D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	--	--	D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	CONTINUED	D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.	--	--		
	D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.	CONTINUED	CONTINUED	--	--	--	D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.	CONTINUED	CONTINUED	D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.	CONTINUED	CONTINUED	

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PROCESSES, RULES, AND LAWS	--	--	--	--	D2.Civ.13.3-5. Explain how policies are developed to address public problems.	CONTINUED	CONTINUED	CONTINUED	D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.	--	--	D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.			
	--	--	D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.	--	D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.	--	CONTINUED	CONTINUED	D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.	--	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	--			
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ECONOMICS CONTENT STANDARDS	Economic Decision Making	INDIVIDUALLY AND WITH OTHERS, STUDENTS ...													
		--	--	D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	--	D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	--	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	CONTINUED	CONTINUED	D2.Eco.1.9-12. Analyze how incentives in unce choices that may result in policies with a range of costs and benefits for different groups.	--	--		
	D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	CONTINUED	CONTINUED	--	D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	--	CONTINUED	CONTINUED	D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.	--	--			
	Exchange and Markets	INDIVIDUALLY AND WITH OTHERS, STUDENTS ...													
		--	--	D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.	--	--	D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	CONTINUED	CONTINUED	D2.Eco.3.9-12. Analyze the ways in which incentives in unce what is produced and distributed in a market system.	--	--		
		--	--	D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.	D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.	--	CONTINUED	D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.	CONTINUED	CONTINUED	D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.	--	--		
		--	--	D2.Eco.5.K-2. Identify prices of products in a local market.	D2.Eco.5.3-5. Explain the role of money in making exchange easier.	--	--	D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.	CONTINUED	CONTINUED	--	--	D2.Eco.5.9-12. Describe the consequences of competition in specific markets.		
		D2.Eco.6.K-2. Explain how people earn income.	CONTINUED	CONTINUED	--	--	D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.	CONTINUED	CONTINUED	D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.	CONTINUED	CONTINUED		
		--	--	D2.Eco.7.K-2. Describe examples of costs of production.	D2.Eco.7.3-5. Explain how products influence sellers in markets.	CONTINUED	--	CONTINUED	CONTINUED	D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.	D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.	CONTINUED	CONTINUED		
		--	--	--	D2.Eco.8.3-5. Identify examples of external benefits and costs.	CONTINUED	--	D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.	CONTINUED	CONTINUED	D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.	CONTINUED	CONTINUED		
	--	--	D2.Eco.9.K-2. Describe the role of banks in an economy.	D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.	CONTINUED	--	--	--	D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.	CONTINUED	CONTINUED			
	The National Economy	INDIVIDUALLY AND WITH OTHERS, STUDENTS ...													
		D2.Eco.10.K-2. Explain why people save.	CONTINUED	CONTINUED	--	--	--	--	D2.Eco.10.3-5. Explain what interest rates are.	D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.	--	--		
		--	--	--	--	--	--	D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.	--	D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.	--	--		
		--	--	D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	--	D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.	--	--	--	D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.	--	--		
	--	--	D2.Eco.13.K-2. Describe examples of capital goods and human capital.	--	--	D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	--	--	D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	--	D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	CONTINUED			
The Global Economy	INDIVIDUALLY AND WITH OTHERS, STUDENTS ...														
	--	--	D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.	--	--	D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.	CONTINUED	D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	CONTINUED	D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.	CONTINUED	CONTINUED			

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		--	--	D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	--	--	D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.	CONTINUED	CONTINUED	D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	--	--			
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GEOGRAPHY CONTENT STANDARDS		INDIVIDUALLY AND WITH OTHERS, STUDENTS ...														
	Geographic Representations	--	--	D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.	D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.	CONTINUED	CONTINUED	CONTINUED	CONTINUED	CONTINUED	D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	--	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	--		
		--	D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	CONTINUED	CONTINUED	CONTINUED	CONTINUED	CONTINUED	D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	--	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	--		
		--	--	D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.	CONTINUED	CONTINUED	CONTINUED	CONTINUED	CONTINUED	D2.Geo.3.6-8. Use paper based and electronic map-making and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	--	D2.Geo.3.9-12. Use geo-graphic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.	--		
		INDIVIDUALLY AND WITH OTHERS, STUDENTS ...														
	Human-Environment Interaction	--	D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	CONTINUED	D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.	--	--	D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	CONTINUED	CONTINUED	CONTINUED	CONTINUED	--	D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.	--	
		--	D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.	CONTINUED	--	--	--	D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.	D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	CONTINUED	CONTINUED	CONTINUED	--	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	--	
		--	D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.	CONTINUED	D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	--	--	--	D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	CONTINUED	CONTINUED	CONTINUED	--	D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	CONTINUED	
		INDIVIDUALLY AND WITH OTHERS, STUDENTS ...														
	Human Population: Spatial Patterns and Movements	--	D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.	CONTINUED	--	--	--	D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	CONTINUED	CONTINUED	D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	CONTINUED	--	D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	--	
		--	--	D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	--	--	--	D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.	CONTINUED	CONTINUED	D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	--	--	D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.	--	
		--	D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.	CONTINUED	--	--	--	D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	CONTINUED	CONTINUED	D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	--	--	D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	--	
		INDIVIDUALLY AND WITH OTHERS, STUDENTS ...														
	Global Interconnections	--	--	--	D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.	--	--	D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.	D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	--	--	--	--	D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	CONTINUED	
		--	--	--	D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.	--	--	D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	CONTINUED	CONTINUED	D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	CONTINUED	--	D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	CONTINUED	
--		--	--	D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.	D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.	--	--	D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.	CONTINUED	CONTINUED	CONTINUED	--	D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	CONTINUED		
DIMENSION 2	SUBJECT(S)	Self and Others	My Family and Other Families, Now and Long Ago	My Community and other US Communities	Communities around the World	Local History and Local Government	Old World Civilizations	Middle Ages	Emerging United States Identity	The United States to 1865	Government and Economics	World History	US History	Student Choice		
		INDIVIDUALLY AND WITH OTHERS, STUDENTS ...														
Change, Continuity, and Context	--	--	--	D2.His.1.K-2. Create a chronological sequence of multiple events.	--	--	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	CONTINUED	CONTINUED	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	CONTINUED	--	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	CONTINUED		
	--	D2.His.2.K-2. Compare life in the past to life today.	--	--	--	--	D2.His.2.3-5. Compare life in specific historical time periods to life today.	CONTINUED	CONTINUED	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	CONTINUED	--	D2.His.2.9-12. Analyze change and continuity in historical eras.	CONTINUED		

DIMENSIONS		Moultonborough Social Studies Frameworks													
GRADE	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade		
SUBJECT(S)	Self and Others	My Family and Other Families, Now and Long Ago	My Community and other US Communities	Communities around the World	Local History and Local Society	Old World Civilizations	Middle Ages	Emerging United States Identity	The United States to 1865	Government and Economics	World History	US History	Student Choice		
TOPICS	Identity, Holidays, Civic Ideals, Rules, Maps and Globes, Wants and Needs	Family Diversity, Global Citizenship, The President, Maps and Geography, Family Stories, Economic Choices	Urban, Suburban, and Rural; Symbols; Civic Ideals and Practices; Geography, Humans, and Environment; Community History; Economic Interdependence	Geography; Globalization; Cultural Diversity; Leadership and Government; Children's Rights; Global Trade	New Hampshire Geography; Settlement of New Hampshire; Government and Citizens; Call for Change; Industrialization; Immigration	Units: Paleolithic Peoples, River Valley Civilizations, Ancient Civilizations, and Religious Empires; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Silk, Sand, and Sea Roads, Rise of Islam, Chinese Golden Age, American Empires, Dark Ages, and Renaissance; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Enlightenment, Exploration and Interactions with Natives, Colonization, American Revolution; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Founding Documents, Westward Expansion, Mexican-American War, Abolition, Industrialization and Immigration, Early Women's Suffrage, and Civil War; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Nature and Purpose, Structure, Function, and Rights and Responsibilities	Units: Pre-historic peoples, Ancient Civilizations, Silk Roads, Middle Ages, Renaissance, Enlightenment, Industrial Revolutions, Rise of Democracy	Units: Reconstruction, Industrial Revolution, Imperial Era, Progressive Era, Woman Suffrage, World Wars, Roaring Twenties, Great Depression, Cold War, Civil Rights Movements, and emerging geopolitical conflicts	Possible course options include: Human Growth and Development, Introduction to Psychology, Contemporary World Affairs, American Century, and VLACS		
HISTORY CONTENT STANDARDS	Perspectives	--	D2.His.3.K-2. Generate questions about individuals and groups who have shaped significant historical changes.	--	--	D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	CONTINUED	CONTINUED	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	CONTINUED	--	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	CONTINUED		
		INDIVIDUALLY AND WITH OTHERS, STUDENTS ...													
		--	D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.	--	--	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	CONTINUED	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	CONTINUED	CONTINUED	--	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	CONTINUED		
		--	--	--	--	D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.	CONTINUED	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	CONTINUED	CONTINUED	--	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.	CONTINUED		
		--	--	--	D2.His.6.K-2. Compare different accounts of the same historical event.	D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.	CONTINUED	D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.	CONTINUED	CONTINUED	--	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.	CONTINUED		
		--	--	--	--	--	--	--	--	--	--	--	--	D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.	
	--	--	--	--	--	--	--	--	--	--	--	--	--	D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	
	Historical Sources and Evidence	--	--	--	D2.His.9.K-2. Identify different kinds of historical sources.	--	D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	CONTINUED	CONTINUED	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	--	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.	CONTINUED		
		--	--	--	D2.His.10.K-2. Explain how historical sources can be used to study the past.	--	D2.His.10.3-5. Compare information provided by different historical sources about the past.	CONTINUED	CONTINUED	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	--	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	CONTINUED		
		--	--	--	--	D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.	D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	CONTINUED	CONTINUED	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	--	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.	CONTINUED		
		--	--	--	--	D2.His.12.K-2. Generate questions about a particular historical event as it relates to a particular historical event or development.	D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	CONTINUED	CONTINUED	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	--	--	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.		
		--	--	--	--	--	--	D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	CONTINUED	CONTINUED	D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	--	--	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	
	Causation and Argumentation	--	--	--	D2.His.14.K-2. Generate possible reasons for an event or development in the past.	--	D2.His.14.3-5. Explain probable causes and effects of events and developments.	CONTINUED	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	--	--	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.		
		--	--	--	--	--	--	--	--	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	--	D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.	CONTINUED		
		--	--	--	--	D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	D2.His.16.3-5. Use evidence to develop a claim about the past.	CONTINUED	CONTINUED	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	--	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	CONTINUED		
		--	--	--	--	--	--	D2.His.17.3-5. Summarize the central claim in a secondary work of history.	CONTINUED	CONTINUED	D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	--	--	D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	
	GATHERING AND EVALUATING SOURCES	Select a piece of information from a given source	Gather relevant information from one source	D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	Gather relevant information from two or more self-selected sources	CONTINUED	D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	CONTINUED	CONTINUED	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	CONTINUED	CONTINUED	CONTINUED	
		Distinguish between fiction and non-fiction	Distinguish between fact and opinion	D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	Explain the relationship between fact and credibility, and opinion and credibility	Explain the relationship of the sources (fact or opinion) to the question.	D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	CONTINUED	Identify the intended use of sources (propaganda, informative, story-telling)	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	CONTINUED	D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.	CONTINUED	CONTINUED	
		INDIVIDUALLY AND WITH OTHERS, STUDENTS...													

DIMENSIONS		Moultonborough Social Studies Frameworks													
GRADE	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade		
SUBJECT(S)	Self and Others	My Family and Other Families, Now and Long Ago	My Community and other US Communities	Communities around the World	Local History and Local Society	Old World Civilizations	Middle Ages	Emerging United States Identity	The United States to 1865	Government and Economics	World History	US History	Student Choice		
TOPICS	Identity, Holidays, Civic Ideals, Rules, Maps and Globes, Wants and Needs	Family Diversity, Global Citizenship, The President, Maps and Geography, Family Stories, Economic Choices	Urban, Suburban, and Rural; Symbols; Civic Ideals and Practices; Geography, Humans, and Environment; Community History; Economic Interdependence	Geography; Globalization; Cultural Diversity; Leadership and Government; Children's Rights; Global Trade	New Hampshire Geography; Settlement of New Hampshire; Government and Citizens; Call for Change; Industrialization; Immigration	Units: Paleolithic Peoples, River Valley Civilizations, Ancient Civilizations, and Religious Empires; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Silk, Sand, and Sea Roads, Rise of Islam, Chinese Golden Age, American Empires, Dark Ages, and Renaissance; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Enlightenment, Exploration and Interactions with Natives, Colonization, American Revolution; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Founding Documents, Westward Expansion, Mexican-American War, Abolition, Industrialization and Immigration, Early Women's Suffrage, and Civil War; each embedding Civic, Economic, Geographic, and Historical Ways of Knowing	Units: Nature and Purpose, Structure, Function, and Rights and Responsibilities	Units: Pre-historic peoples, Ancient Civilizations, Silk Roads, Middle Ages, Renaissance, Enlightenment, Industrial Revolutions, Rise of Democracy	Units: Reconstruction, Industrial Revolution, Imperial Era, Progressive Era, Woman Suffrage, World Wars, Roaring Twenties, Great Depression, Cold War, Civil Rights Movements, and emerging geopolitical conflicts	Possible course options include: Human Growth and Development, Introduction to Psychology, Contemporary World Affairs, American Century, and VLACS		
DIMER	DEVELOPING CLAIMS AND USING EVIDENCE	--	--	--	Identify evidence to answer the compelling question.	Identify evidence to answer the compelling question.	D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.	Support a claim with evidence	Support claims using multiple sources	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	Identify inconsistencies among sources	Identify inconsistencies among sources and revise claim	D3.3.9-12. Identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	CONTINUED	
		--	--	--	--	--	D3.4.3-5. Use evidence to develop claims in response to compelling questions.	Develop claims & identify strengths of claim and limitations	Develop counterclaims & point out strengths and limitations	D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	CONTINUED	Refute counterclaims	D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	CONTINUED	
DIMENSION 4	COMMUNICATING CONCLUSIONS	INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...													
		Identify relevant information	Construct explanations using relevant information	D4.2.K-2. Construct explanations using correct sequence and relevant information	CONTINUED	Construct explanations using reasoning with relevant information and data.	D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	CONTINUED	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	CONTINUED	CONTINUED	D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedu	CONTINUED	CONTINUED	
	Identify the main idea of an argument from print, oral and digital sources	Identify main idea and supporting details of an argument from print, oral, and digital sources	D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies	CONTINUED	D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	CONTINUED	CONTINUED	D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	CONTINUED	CONTINUED	D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and	CONTINUED	CONTINUED		
	CRITIQUING CONCLUSIONS	INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...													
		Agree or disagree with an argument based on a relevant reason	Ask questions about arguments	D4.4.K-2. Ask and answer questions about arguments.	Identify what makes an argument "good"	Summarize argument and identify the evidence presented in the argument	D4.4.3-5. Critique arguments.	CONTINUED	CONTINUED	D4.4.6-8. Critique arguments for credibility.	CONTINUED	D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.	CONTINUED	CONTINUED	
		Ask questions about explanations	CONTINUED	D4.5.K-2. Ask and answer questions about explanations.	Identify what makes an explanation "good"	Summarize an explanation and identify the evidence presented in the argument	D4.5.3-5. Critique explanations.	CONTINUED	CONTINUED	D4.5.6-8. Critique the structure of explanations.	CONTINUED	D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.	CONTINUED	CONTINUED	
	TAKING INFORMED ACTION	INDIVIDUALLY AND WITH OTHERS, STUDENTS...													
		Identify a local problem	Identify a local/ regional problem and tell some ways people are trying to address the problem	D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing global problems.	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, and regional problems.	D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	CONTINUED	Use more than one disciplinary lens to analyze how a special problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a special problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	CONTINUED	CONTINUED	CONTINUED	
		Identify a way to take action to help address a local problem	CONTINUED	D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.	Explain different strategies and approaches students and others could take in working alone and together to address global problems, and predict possible results of their actions.	Explain different strategies and approaches students and others could take in working alone and together to address local and regional problems, and predict possible results of their actions.	D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.	CONTINUED	CONTINUED	D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	CONTINUED	CONTINUED	CONTINUED	
		Vote to decide on classroom systems	CONTINUED	D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	CONTINUED	D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	CONTINUED	CONINTUE	CONTINUED	D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	CONTINUED	CONTINUED	CONTINUED	