

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
New Hampshire	<a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/Draft%20Curriculum%20Frameworks.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/Draft%20Curriculum%20Frameworks.htm</a>	New Hampshire Social Studies Framework – Draft Revision (April 2006)	Geography <ul style="list-style-type: none"> <li>• Geography of the Atlantic world, including the Americas and England</li> <li>• Preparations for and challenges of a transatlantic voyage</li> </ul>	Standard 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. 5.1.6.3 Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.  Standard 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.  5.4.6.2 Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. 5.4.6.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.
			Economics <ul style="list-style-type: none"> <li>• Challenges to surviving the</li> </ul>	Standard 4.1 - Economics and the Individual Students will learn about their role in a free

			<p>early years of a new colony</p> <ul style="list-style-type: none"> <li>• Colonial agriculture, hunting and fishing</li> <li>• Cash crops</li> <li>• Fur trade</li> <li>• Trade with Europe</li> </ul>	<p>market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p> <p>4.1.6.1 Identify the role of the individual in factor and product markets.</p> <p>Standard 4.2 - Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.</p> <p>4.2.6.1 Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time.</p> <p>4.2.6.2 Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.</p> <p>4.2.6.3 Recognize that shortage and surplus affect the price and availability of goods and services</p> <p>4.2.8.1 Identify and explain the determinants of supply and demand, e.g., income, tastes, or technology.</p> <p>4.2.8.2 Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills.</p> <p>Standard 6.4 - Economic Systems &amp; Technology Students will demonstrate an understanding of the changing forms of production, distribution</p>
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				<p>and consumption of goods and services over time.</p> <p>6.4.8.1 Explore how economic interactions have occurred on an increasingly global scale, e.g., the Triangular Trade or multinational corporations.</p>
			<p>Culture</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing of European settler</li> <li>• Law, justice and punishment</li> <li>• Raids, militias and defense</li> </ul>	<p>Standard 6.5 - Social/Cultural</p> <p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p> <p>6.5.6.1 Explain the impact ethnic and religious groups have had on the development of the United States,</p> <p>6.5.6.2 Describe the impact of major national and state events on everyday life</p> <p>6.5.6.4 Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing</li> <li>• Contributions to European survival</li> <li>• Trade,</li> </ul>	<p>Standard 6.5 - Social/Cultural</p> <p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p> <p>6.5.6.1 Explain the impact ethnic and religious groups have had on the development of the United States,</p>

			<p>including fur, seeds, guns, and metal goods</p> <ul style="list-style-type: none"><li>• Treaties and conflict</li></ul>	
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