



**CORRELATION BETWEEN *PROJECT ARCHAEOLOGY* TEACHER'S ACTIVITY GUIDE, *Intrigue of the Past* AND
NH EDUCATIONAL STANDARDS (GRADES 4 - 8)
FOR MATH (M), SCIENCE (S), SOCIAL STUDIES (SS), AND VISUAL ARTS (A)**

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
FUNDAMENTAL CONCEPTS	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making observations and asking questions</p> <p>SCIENCE PROCESS SKILLS 2. Common environmental issues, natural resources management and conservation</p> <p>SOCIAL STUDIES HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices</p>	<p>S:SPS3:6:2.3 Explore evidence that human-caused changes have consequences for the immediate environment as well as for other places and future times.</p> <p>S:SPS3:6:2.4 Explore how humans shape and control the environment while creating knowledge and developing new technologies.</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>	<p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p>
WHY IS THE PAST IMPORTANT?			

<i>CONTENT/ ACTIVITY</i>	<i>STANDARDS</i>	<i>EXPECTATIONS (Grades 4-6)</i>	<i>EXPECTATIONS (Grades 7-8)</i>
		<p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	
<p>CULTURE EVERYWHERE</p>	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making observations and asking questions</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SOCIAL STUDIES GE: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.</p>	<p>S:SPS1:6:1.5 Use a classification key, such as a dichotomous key, to identify and distinguish among members of a group or set.</p> <p>S:SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p> <p>SS:GE:6:3.2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere. (Themes: C: People, Places and Environment)</p>	<p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES</p> <p>GE:4: Human Systems</p> <p>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.</p>	<p>SS:GE:6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p> <p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p>	<p>SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p> <p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES</p> <p>GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p>	
OBSERVATION AND INFERENCE	<p>SCIENCE PROCESS SKILLS Unifying Concepts of Science</p> <p>1. Nature of Science</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making Observations and Asking Questions</p>	<p>S:SPS2:6:1.1 Explain that scientists do not pay much attention to claims about how something works unless they are backed up with evidence that can be confirmed with a logical argument.</p> <p>S:SPS1:6:1.3 Identify and investigate similarities and differences among observations and sets of observations.</p> <p>S:SPS1:6:1.8 Ask questions about relationships between and among observations.</p>	<p>S:SPS2:8:1.1 Describe how scientific investigations usually involve the collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses and explanations to make sense of the collected evidence.</p> <p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p>

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	<p>SCIENCE PROCESS SKILLS 3. Critical Thinking and Systems Thinking</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>5. Evaluating Scientific Explanations</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>4. Problem Identification, Formulation, and Solution</p>	<p>S:SPS1:6:1.9 Determine which observations will be helpful to a given investigation.</p> <p>S:SPS1:6:1.0 Distinguish between those questions that can be answered by science and those that cannot.</p> <p>S:SPS1:6:4.2 Make and Record observations using a predetermined format.</p> <p>S:SPS1:6:5.2 Explain how a hypothesis is a direct extension of a scientific idea and therefore makes that idea “testable”</p>	<p>S:SPS4:8:3.1 Execute steps of scientific inquiry to engage in the problem-solving and decision making processes.</p> <p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p> <p>S:SPS1:8:5.2 Evaluate whether the information and data collected allows an evaluation of the scientific idea under investigation</p> <p>S:SPS1:8:5.3 Determine what additional information would be helpful in answering the scientific question</p> <p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p>

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CONTEXT	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making Observations and Asking Questions</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>6. Interpersonal and Collaborative Skills</p>	<p>S:SPS1:6:1.3 Identify and investigate similarities and differences among observations and sets of observations.</p> <p>S:SPS1:6:1.8 Ask questions about relationships between and among observable variables.</p> <p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p>	<p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p> <p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p> <p>S:SPS4:8:6.1 Work in diverse pairs/teams to answer questions, solve problems and make decisions.</p>

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<p>CHRONOLOGY: THE TIME OF MY LIFE</p>	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making Observations and Asking Questions</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p>	<p>S:SPS1:6:1.8 Ask questions about relationships between and among observable variables.</p> <p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on the data collected.</p>	<p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p> <p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific questions under investigation, based on the data collected.</p>
<p>CLASSIFICATION AND ATTRIBUTES</p>	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making Observations and Asking Questions</p>	<p>S:SPS1:6:1.5 Use a classification key, such as a dichotomous key, to identify and distinguish among members of a group or set.</p> <p>S:SPS1:6:1.6 Construct a simple classification key</p> <p>S:SPS1:6:1.7 Compare methods of classification for a specific purpose.</p> <p>S:SPS1:6:1.8 Ask questions about relationships between and among observations.</p>	<p>S:SPS1:8:1.4 Construct and use a dichotomous key to classify a given set of objects or organisms.</p> <p>S:SPS1:8:1.5 Evaluate methods of classification for a specific purpose.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p>

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<p>SCIENTIFIC INQUIRY</p>	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making Observations and Asking Questions</p> <p>SCIENCE PROCESS SKILLS 3. Critical Thinking and Systems Thinking</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>5. Evaluating Scientific Explanations</p>	<p>S:SPS1:6:1.8 Ask questions about relationships between and among observations.</p> <p>S:SPS1:6:1.9 Determine which observations will be helpful to a given investigation.</p> <p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p> <p>S:SPS1:6:5.1 Determine if the results of an experiment support or fail to support the scientific idea tested.</p> <p>S:SPS1:6:5.2 Explain how a hypothesis is a direct extension of a scientific idea and therefore makes that idea “testable.”</p>	<p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p> <p>S:SPS4:8:3.1 Execute steps of scientific inquiry to engage in the problem-solving and decision making processes.</p> <p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific questions under investigation, based on the data collected.</p> <p>S:SPS1:8:5.1 Determine if the results of an experiment support or refute the scientific idea tested.</p> <p>S:SPS1:8:5.2 Evaluate whether the information and data collected allows an evaluation of the scientific idea under investigation.</p>

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<p>IT'S IN THE GARBAGE</p>	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>5. Evaluating Scientific Explanations</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>4. Problem Identification, Formulation, and Solution</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>6. Interpersonal and Collaborative Skills</p> <p>SOCIAL STUDIES HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p> <p>S:SPS1:6:5.2 Explain how a hypothesis is a direct extension of a scientific idea and therefore makes that idea "testable"</p> <p>SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific questions under investigation, based on the data collected.</p> <p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p> <p>S:SPS4:8:6.1 Work in diverse pairs/teams to answer questions, solve problems and make decisions.</p>

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	<p>SOCIAL STUDIES WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time</p> <p>SOCIAL STUDIES WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p> <p>SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p>	

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<p>THE PROCESS OF ARCHAEOLOGY</p>	<p>MATH: Data, Statistics, and Probability</p>	<p>M:DSP:4:3 Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.</p> <p>M:DSP:5:3 Organizes and displays data using tables, line plots, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.</p> <p>M:DSP:6:3 Organizes and displays data using tables, line graphs, or stem-and-leaf plots to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems</p> <p>M:DSP:4:4 Uses counting techniques to solve problems in context involving combinations or simple permutations (e.g., Given a map - Determine the number of paths from point A to point B.) using a variety of strategies (e.g., organized lists, tables, tree diagrams, or others).</p>	<p>M:DSP:7:3 Organizes and displays data using tables, line graphs, scatter plots, and circle graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.</p>
<p>GRIDDING A SITE</p>			

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	<p>MATH: Problem Solving, Reasoning, and Proof</p>	<ul style="list-style-type: none"> · Recognize equivalent representations of concepts and procedures and translate among them as appropriate (for example, understand how the addition of whole numbers, fractions, and decimals are related). M:CCR:5:3 Students will recognize, explore, and develop mathematical connections and be able to: <ul style="list-style-type: none"> · See mathematics as an integrated whole. · Recognize relationships among different topics in mathematics. · Recognize and use mathematics in other curriculum areas and in their daily lives. · Link concepts and procedures. · Use mathematical skills, concepts, and applications in other disciplines (e.g., graphs in social studies, patterns in art, or music and geometry in technology education). M:PRP:5:2 Students will use mathematical reasoning and proof and be able to: <ul style="list-style-type: none"> · Draw conclusions and solve problems using elementary deductive reasoning and reasoning by analogy. · Make and defend conjectures and generalizations. · Use models, known facts, properties, and relationships to explain thinking and to justify answers and solution processes. 	<ul style="list-style-type: none"> · Convert between representations (e.g., a table of values, an equation, and a graph may all be representations of the same function). M:CCR:8:3 Students will recognize, explore, and develop mathematical connections and be able to: <ul style="list-style-type: none"> · Connect new mathematical ideas to those already studied and build upon them. · Understand that many real-world applications require an understanding of mathematical concepts (e.g., personal finance, running a business, building a house, following a recipe, or sending a rocket to the moon). · Explain in oral and written form the relationships among various mathematical concepts (e.g., the relationship between exponentiation and multiplication). M:PRPL:8:1 Students will use problem-solving strategies to investigation and understand increasingly complex mathematical content and be able to: <ul style="list-style-type: none"> · Use problem-solving strategies appropriately and effectively for a given situation. · Determine, collect and organize the relevant information needed to solve real-world problems. · Apply integrated problem-solving strategies to solve problems in the physical, natural and social sciences, and in pure mathematics.

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	<p>PHYSICAL SCIENCE-</p> <p>The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (along or in combination with other sciences) to identify, understand and solve local and global issues.</p> <p>2. Tools</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making observations and asking questions</p>	<ul style="list-style-type: none"> · Recognize the pervasive use and power of reasoning as a part of mathematics. <p>S:SPS1:6:1.1 Make observations and record measurements using a variety of tools and instruments.</p>	<ul style="list-style-type: none"> · Use technology when appropriate to solve problems. · Reflect on solutions and the problem-solving process for a given situation and refine strategies as needed. <p>M:PRP:8:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> · Draw logical conclusions and make generalizations using deductive and inductive reasoning. · Formulate, test, and justify mathematical conjectures and arguments. · Construct and determine the validity of a mathematical argument or a solution. · Apply mathematical reasoning skills in other disciplines. <p>S:PS4:8:2.1 Demonstrate appropriate use of tools, such as rulers, calculators, balances, and graduated cylinders to measure and calculate volume and mass.</p> <p>S:SPS1:8:1.1 Use appropriate tools to accurately collect and record both qualitative and quantitative data gathered through observations (e.g., temperature probes, electronic balances, spring scales, microscopes, stop watches).</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>2. Designing Scientific Investigations</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>3. Conducting Scientific Investigations</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p>	<p>S:SPS1:6:1.4 Use appropriate units and precision of metric measurement when recording data</p> <p>S:SPS1:6:1.5 Use a classification key, such as a dichotomous key, to identify and distinguish among members of a group or set.</p> <p>S:SPS1:6:2.2. Identify and utilize appropriate tools/technology for collecting data in designing investigations.</p> <p>S:SPS2:6:4.1 Understand that things change in steady, repetitive, or irregular ways, or sometimes in more than one way at the same time; often the best way to tell which kinds of change are happening is to make a table or graph of measurements.</p> <p>S:SPS1:6:4:2 Make and record observations using a predetermined format.</p>	<p>S:SPS4:8:3.1 Execute steps of scientific inquiry to engage in the problem-solving and decision making processes</p> <p>S:SPS1:8:3.2 Use appropriate tools to gather data as part of an investigation (e.g., ruler, meter stick, thermometer, spring scale, graduated cylinder, calipers, balance, probes, microscopes)</p> <p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p>

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	<p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 3. Critical Thinking and Systems Thinking</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 4. Problem Identification, Formulation, and Solution</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 8. Accountability and Adaptability</p> <p>SOCIAL STUDIES GE:1: The World in Spatial Terms</p>	<p>S:SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p> <p>S:SPS1:6:3.2 Use appropriate tools to collect and record data.</p> <p>S:SPS1:6:4.1 Use appropriate tools to organize, represent, analyze and explain data</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p> <p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p>	<p>S:SPS4:8:4.2 Use evidence collected from observations or toher sources and use them to create models and explanations.</p> <p>S:SPS4:8:8.1 Develop and execute a plan to collect and record accurate and complete data from various sources to solve a problem or answer a question; and gather and critically analyze data from a variety of sources</p>

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<p>STRATIGRAPHY AND CROSS- DATING</p>	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making Observations and Asking Questions</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>4. Problem Identification, Formulation, and Solution</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SOCIAL STUDIES HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>S:SPS1:6:1.3 Identify and investigate similarities and differences among observations and sets of observations.</p> <p>S:SPS1:6:1.8 Ask questions about relationships between and among observations.</p> <p>S:SPS1:6:1.9 Determine which observations will be helpful to a given investigation.</p> <p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among variables.</p> <p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p> <p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS <i>(Grades 4-6)</i>	EXPECTATIONS <i>(Grades 7-8)</i>
ARTIFACT CLASSIFICATION	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making Observations and Asking Questions</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>3. Critical Thinking and Systems Thinking</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>6. Interpersonal and Collaborative Skills</p> <p>SOCIAL STUDIES HI:4: Economic Systems & Technology Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>S:SPS1:6:1.8 Ask questions about relationships between and among observations.</p> <p>SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.4 Construct and use a dichotomous key to classify a given set of objects or organisms.</p> <p>S:SPS1:8:1.5 Evaluate methods of classification for a specific purpose.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among variables.</p> <p>S:SPS4:8:3.1 Execute steps of scientific inquiry to engage in the problem-solving and decision making processes.</p> <p>S:SPS4:8:6.1 Work in diverse pairs/teams to answer questions, solve problems and make decisions.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES</p> <p>WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p>	
<p>ARCHAEOLOGY AND TREE-RING DATING</p>	<p>MATH: Data, Statistics, and Probability</p> <p>MATH: Communication, Connections, and Representations</p>	<p>M:DSP:4:4: Uses counting techniques to solve problems in context involving combinations or simple permutations (e.g., Given a map - Determine the number of paths from point A to point B.) using a variety of strategies (e.g., organized lists, tables, tree diagrams, or others).</p> <p>M:CCR:5:3 Students will recognize, explore, and develop mathematical connections and be able to:</p> <ul style="list-style-type: none"> · See mathematics as an integrated whole. · Recognize relationships among different topics in mathematics. · Recognize and use mathematics in other curriculum areas and in their daily lives. · Link concepts and procedures. · Use mathematical skills, concepts, and applications in other disciplines (e.g., graphs in social studies, patterns in art, or music and geometry in technology education). 	<p>M:CCR:8:1 Students will communicate their understanding of mathematics and be able to:</p> <ul style="list-style-type: none"> · Articulate ideas clearly and logically in both written and oral form. · Present, share, explain and justify thinking with others and build upon the ideas of others to solve problems. · Use mathematical symbols and notation. · Formulate questions, conjectures, definitions, and generalizations about data, information, and problem situations. <p>M:CCR:8:3 Students will recognize, explore, and develop mathematical connections and be able to:</p> <ul style="list-style-type: none"> · Connect new mathematical ideas to those already studied and build upon them.

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>MATH: Problem Solving, Reasoning, and Proof</p>	<p>M:PRP:5:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> · Draw conclusions and solve problems using elementary deductive reasoning and reasoning by analogy. · Make and defend conjectures and generalizations. · Use models, known facts, properties, and relationships to explain thinking and to justify answers and solution processes. · Recognize the pervasive use and power of reasoning as a part of mathematics. 	<ul style="list-style-type: none"> · Understand that many real-world applications require an understanding of mathematical concepts (e.g., personal finance, running a business, building a house, following a recipe, or sending a rocket to the moon). · Explain in oral and written form the relationships among various mathematical concepts (e.g., the relationship between exponentiation and multiplication). <p>M:PRPL8:1 Students will use problem-solving strategies to investigation and understand increasingly complex mathematical content and be able to:</p> <ul style="list-style-type: none"> · Use problem-solving strategies appropriately and effectively for a given situation. · Determine, collect and organize the relevant information needed to solve real-world problems. · Apply integrated problem-solving strategies to solve problems in the physical, natural and social sciences, and in pure mathematics. · Use technology when appropriate to solve problems. · Reflect on solutions and the problem-solving process for a given situation and refine strategies as needed. <p>M:PRP:8:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> · Draw logical conclusions and make generalizations using deductive and inductive reasoning. · Formulate, test, and justify mathematical conjectures and arguments. · Construct and determine the validity of a mathematical argument or a solution.

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>LIFE SCIENCE - All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species)</p> <p>1. Classification</p> <p>LIFE SCIENCE- Groups of organisms show evidence of change over time (e.g., evolution, natural selection, structures, behaviors, and biochemistry).</p> <p>1. Change</p> <p>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.</p> <p>2. Tools</p>	<p>S.LS1:6:1.1 Identify ways in which living things can be grouped and organized, such as taxonomic groups of plants, animals and fungi.</p> <p>S.LS3:6:1.2 Explain how changes in environmental conditions can affect the survival of individual organisms and the entire species.</p> <p>S:LS5:6:2.1 Demonstrate the appropriate use of tools, such as thermometers, probes, microscopes and computers to gather, analyze and interpret data in the life sciences.</p>	<p>· Apply mathematical reasoning skills in other disciplines.</p> <p>S:LS1:8:1.1 Recognize that similarities among organisms are found in anatomical features and patterns of development; and explain how these can be used to infer the degree of relatedness among organisms.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>PHYSICAL SCIENCE- The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (along or in combination with other sciences) to identify, understand and solve local and global issues.</p> <p>2. Tools</p> <p>SCIENCE PROCESS SKILLS 1. Making observations and asking questions</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>2. Designing Scientific Investigations</p>	<p>S:PS4:8:2.1 Demonstrate the appropriate use of tools, such as rulers, calculators, balances, and graduated cylinders to measure and calculate volume and mass.</p> <p>S:SPS1:6:1.1 Make observations and record measurements using a variety of tools and instruments.</p> <p>S:SPS1:6:1.3 Identify and investigate similarities and differences among observations and sets of observations.</p> <p>S:SPS1:6:1.4 Use appropriate units and precision of metric measurement when recording data.</p> <p>S:SPS1:6:2.2. Identify and utilize appropriate tools/technology for collecting data in designing investigations.</p>	<p>S:SPS1:8:1.1 Use appropriate tools to accurately collect and record both qualitative and quantitative data gathered through observations (e.g., temperature probes, electronic balances, spring scales, microscopes, stop watches).</p> <p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>3. Conducting Scientific Investigations</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS 4. Patterns of Change</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>8. Accountability and Adaptability</p>	<p>S:SPS1:6:3.2 Use appropriate tools to collect and record data.</p> <p>S:SPS1:6:4.1 Use appropriate tools to organize, represent, analyze and explain data.</p>	<p>S:SPS1:8:3.2 Use appropriate tools to gather data as part of an investigation (e.g., ruler, meter stick, thermometer, spring scale, graduated cylinder, calipers, balance, probes, microscopes)</p> <p>S:SPS2:8:4.5 Realize that cycles, such as the seasons or body temperature, can be described by their cycle length or frequency, what their highest and lowest values are, and when those values occur; different cycles range from many thousand years down to less than a billionth of a second.</p> <p>S:SPS4::8:8.1 Develop and execute a plan to collect and record accurate and complete data from various sources to solve a problem or answer a question; and gather and critically analyze data from a variety of sources</p>

<i>CONTENT/ ACTIVITY</i>	<i>STANDARDS</i>	<i>EXPECTATIONS (Grades 4-6)</i>	<i>EXPECTATIONS (Grades 7-8)</i>
	<p>MATH: Problem Solving, Reasoning, and Proof</p>	<ul style="list-style-type: none"> · Recognize and use mathematics in other curriculum areas and in their daily lives. · Link concepts and procedures. · Use mathematical skills, concepts, and applications in other disciplines (e.g., graphs in social studies, patterns in art, or music and geometry in technology education). <p>M:PRP:5:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> · Draw conclusions and solve problems using elementary deductive reasoning and reasoning by analogy. · Make and defend conjectures and generalizations. · Use models, known facts, properties, and relationships to explain thinking and to justify answers and solution processes. · Recognize the pervasive use and power of reasoning as a part of mathematics. 	<ul style="list-style-type: none"> · Explain in oral and written form the relationships among various mathematical concepts (e.g., the relationship between exponentiation and multiplication). <p>M:PRPL8:1 Students will use problem-solving strategies to investigation and understand increasingly complex mathematical content and be able to:</p> <ul style="list-style-type: none"> · Use problem-solving strategies appropriately and effectively for a given situation. · Determine, collect and organize the relevant information needed to solve real-world problems. · Apply integrated problem-solving strategies to solve problems in the physical, natural and social sciences, and in pure mathematics. · Use technology when appropriate to solve problems.

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>LIFE SCIENCE- All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species)</p> <p>1. Classification</p> <p>LIFE SCIENCE- Groups of organisms show evidence of change over time (e.g., evolution, natural selection, structures, behaviors, and biochemistry).</p> <p>2. Change</p>	<p>S.LS1:6:1.1 Identify ways in which living things can be grouped and organized, such as taxonomic groups of plants, animals and fungi.</p> <p>S:LS3:6:2.1 Describe the fundamental concepts related to biological evolution, such as biological adaptations and the diversity of species.</p>	<ul style="list-style-type: none"> · Reflect on solutions and the problem-solving process for a given situation and refine strategies as needed. <p>M:PRP:8:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> · Draw logical conclusions and make generalizations using deductive and inductive reasoning. · Formulate, test, and justify mathematical conjectures and arguments. · Construct and determine the validity of a mathematical argument or a solution. · Apply mathematical reasoning skills in other disciplines. <p>S:LS1:8:1.1 Recognize that similarities among organisms are found in anatomical features and patterns of development; and explain how these can be used to infer the degree of relatedness among organisms.</p> <p>S:LS3:8:2.3 Use a model, classification system, or dichotomous key to illustrate, compare, or interpret possible relationships among groups of organisms (e.g., internal and external structures, anatomical features).</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making observations and asking questions</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>3. Critical Thinking and Systems Thinking</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>4. Problem Identification, Formulation, and Solution</p>	<p>S:SPS1:6:1.3 Identify and investigate similarities and differences among observations and sets of observations.</p> <p>S:SPS1:6:1.8 Ask questions about relationships between and among observations.</p> <p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p>	<p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p> <p>SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p> <p>S:SPS4:8:3.1 Execute steps of scientific inquiry to engage in the problem-solving and decision making processes.</p> <p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p>

<i>CONTENT/ ACTIVITY</i>	<i>STANDARDS</i>	<i>EXPECTATIONS (Grades 4-6)</i>	<i>EXPECTATIONS (Grades 7-8)</i>
	<p>SCIENCE PROCESS SKILLS</p> <p>4. Patterns of Change</p>	<p>S:SPS2:6:4.1 Understand that things change in steady, repetitive, or irregular ways, or sometimes in more than one way at the same time; often the best way to tell which kinds of change are happening is to make a table or graph of measurements.</p>	
<p>MEASURING POTS</p>	<p>MATH: Geometry and Measurement</p>	<p>M:G&M:6:6 Demonstrates conceptual understanding of perimeter of polygons, the area of quadrilaterals or triangles, and the volume of rectangular prisms by using models, formulas, or by solving problems; and demonstrates understanding of the relationships of circle measures (radius to diameter and diameter to circumference) by solving related problems. Expresses all measures using appropriate units.</p> <p>M:G&M:6:7 Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.</p>	

<i>CONTENT/ ACTIVITY</i>	<i>STANDARDS</i>	<i>EXPECTATIONS (Grades 4-6)</i>	<i>EXPECTATIONS (Grades 7-8)</i>
	<p>MATH: Number and Operations</p>	<p>M:N&O:4:1 Demonstrates conceptual understanding of rational numbers with respect to: Whole numbers from 0 to 999,999 through equivalency, composition, decomposition, or place value using models, explanations, or other representations; and positive fractional numbers (benchmark fractions: $\frac{a}{2}$, $\frac{a}{3}$, $\frac{a}{4}$, $\frac{a}{5}$, $\frac{a}{6}$, $\frac{a}{8}$, or $\frac{a}{10}$, where a is a whole number greater than 0 and less than or equal to the denominator) as a part to whole relationship in area, set, or linear models where the number of parts in the whole are equal to, and a multiple or factor of the denominator; and decimals as hundredths within the context of money, or tenths within the context of metric measurements (e.g., 2.3 cm) using models, explanations, or other representations.</p> <p>M:N&O:4:1 Demonstrates conceptual understanding of rational numbers with respect to:</p> <p>Whole numbers from 0 to 999,999 through equivalency, composition, decomposition, or place value using models, explanations, or other representations; and positive fractional numbers (proper, mixed number, and improper) (Halves, fourths, eighths, thirds, sixths, twelfths, fifths, or powers of ten (10, 100, 1000)), decimals (to thousandths), or benchmark percents (10%, 25%, 50%, 75% or 100%) as a part to whole relationship in area, set, or linear models using models, explanations, or other representations.</p> <p>M:N&O:6:3 Demonstrates conceptual understanding of mathematical operations by adding and subtracting positive fractions and integers; and multiplying and dividing fractions and decimals.</p>	<p>M:N&O:7:4 Accurately solves problems involving the addition or subtraction of integers, raising numbers to whole number powers, and determining square roots of perfect square numbers and non-perfect square numbers.</p> <p>M: N&O:7:1 Demonstrates conceptual understanding of rational numbers with respect to square roots of perfect squares, rates, and proportional reasoning.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>LIFE SCIENCE 1- All Living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making observations and asking questions</p>	<p>S.LS1:6:1.1 Identify ways in which living things can be grouped and organized, such as taxonomic groups of plants, animals and fungi.</p> <p>S:SPS1:6:1.1 Make observations and record measurements using a variety of tools and instruments.</p> <p>S:SPS1:6:1.4 Use appropriate units and precision of metric measurement when recording data.</p>	<ul style="list-style-type: none"> · Reflect on solutions and the problem-solving process for a given situation and refine strategies as needed. <p>M:PRP:8:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> · Draw logical conclusions and make generalizations using deductive and inductive reasoning. · Formulate, test, and justify mathematical conjectures and arguments. · Construct and determine the validity of a mathematical argument or a solution. · Apply mathematical reasoning skills in other disciplines. <p>S:SPS1:8:1.1 Use appropriate tools to accurately collect and record both qualitative and quantitative data gathered through observations (e.g., temperature probes, electronic balances, spring scales, microscopes, stop watches).</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>2. Designing Scientific Investigations</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>3. Conducting Scientific Investigations</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>3. Critical Thinking and Systems Thinking</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p>	<p>S:SPS1:6:2.2. Identify and utilize appropriate tools/technology for collecting data in designing investigations.</p> <p>S:SPS1:6:3.2 Use appropriate tools to collect and record data.</p> <p>S:SPS1:6:4.1 Use appropriate tools to organize, represent, analyze and explain data.</p> <p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p>	<p>S:SPS1:8:3.2 Use appropriate tools to gather data as part of an investigation (e.g., ruler, meter stick, thermometer, spring scale, graduated cylinder, calipers, balance, probes, microscopes)</p> <p>S:SPS4:8:3.1 Execute steps of scientific inquiry to engage in the problem-solving and decision making processes.</p> <p>S:SPS1:8:4.1 Formulate a scientific question about phenomena, a problem, or an issue and using a broad range of tools and techniques; and plan and conduct an inquiry to address the question.</p> <p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>8. Accountability and Adaptability</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>4. Problem Identification, Formulation, and Solution</p> <p>PHYSICAL SCIENCE- The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (along or in combination with other sciences) to identify, understand and solve local and global issues.</p> <p>2. Tools</p> <p>SOCIAL STUDIES WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	<p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p>	<p>S:SPS4:8:8.1 Develop and execute a plan to collect and record accurate and complete data from various sources to solve a problem or answer a question; and gather and critically analyze data from a variety of sources.</p> <p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p> <p>S:PS4:8:2.1 Demonstrate appropriate use of tools, such as rulers, calculators, balances, and graduated cylinders to measure and calculate volume and mass.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
<p>ARCHAEOLOGY AND ETHNOGRAPHIC ANALOGY</p>	<p>LIFE SCIENCE- Humans are similar to other species in many ways, and yet are unique among Earth's life forms.</p> <p>1. Behavior</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>4. Problem Identification, Formulation, and Solution</p>	<p>S:LS4:6:1.1 Recognize that learning requires more than just storage and retrieval of information and that prior knowledge needs to be tapped in order to make sense out of new experiences or information.</p> <p>S:LS4:6:1.2 Explain that people can learn about others from direct experience, from the media, and from listening to others talk about their life and work.</p> <p>S:LS4:6:1.3 Provide examples of how humans make judgements about new situations based on memories of past experiences.</p> <p>S:SPS1:6:4.2 Make and record observations using a predetermined format.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p>	<p>S:SPS1:8:4.3 Draw appropriate conclusions regarding the scientific question under investigation, based on the data collected.</p> <p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES</p> <p>HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>	<p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>	
<p>EXPERIMENTAL ARCHAEOLOGY: MAKING CORDAGE</p>	<p>VISUAL ARTS 1</p> <p>Apply appropriate media, techniques, and processes</p> <p>MATH: Geometry and Measurement</p>	<ul style="list-style-type: none"> · Differentiate between materials, techniques, and processes of making art; · Describe how different techniques, media, and processes produce different effects and responses; · Use various materials, techniques, and processes to communicate and express ideas, experiences, and stories; · Use art materials and tools in a safe and responsible manner; communicate and express ideas symbolically <p>M:G&M:4:7 Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.</p> <p>M:G&M:5:7 Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.</p> <p>M:G&M:6:7 Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.</p>	<ul style="list-style-type: none"> · Select media and analyze how it effectively communicates and expresses ideas; · Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas; · Express and communicate ideas symbolically and realistically; · Use increasingly complex art materials and tools in a safe and responsible manner.

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>MATH: Number and Operations</p> <p>MATH: Communication, Connections, and Representations</p> <p>MATH: Problem Solving, Reasoning, and Proof</p>	<p>M:N&O:6:4 Accurately solves problems involving single or multiple operations on fractions (proper, improper, and mixed), or decimals; and addition or subtraction of integers; percent of a whole; or problems involving greatest common factor or least common multiple.</p> <p>M:CCR:5:3 Students will recognize, explore, and develop mathematical connections and be able to:</p> <ul style="list-style-type: none">· See mathematics as an integrated whole.· Recognize relationships among different topics in mathematics.· Recognize and use mathematics in other curriculum areas and in their daily lives.· Link concepts and procedures.· Use mathematical skills, concepts, and applications in other disciplines (e.g., graphs in social studies, patterns in art, or music and geometry in technology education). <p>M:PRP:5:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none">· Draw conclusions and solve problems using elementary deductive reasoning and reasoning by analogy.· Make and defend conjectures and generalizations.	<p>M:CCR:8:3 Students will recognize, explore, and develop mathematical connections and be able to:</p> <ul style="list-style-type: none">· Connect new mathematical ideas to those already studied and build upon them.· Understand that many real-world applications require an understanding of mathematical concepts (e.g., personal finance, running a business, building a house, following a recipe, or sending a rocket to the moon).· Explain in oral and written form the relationships among various mathematical concepts (e.g., the relationship between exponentiation and multiplication). <p>M:PRPL8:1 Students will use problem-solving strategies to investigation and understand increasingly complex mathematical content and be able to:</p> <ul style="list-style-type: none">· Use problem-solving strategies appropriately and effectively for a given situation.· Determine, collect and organize the relevant information needed to solve real-world problems.

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 4. Problem Identification, Formulation, and Solution</p>	<ul style="list-style-type: none"> · Use models, known facts, properties, and relationships to explain thinking and to justify answers and solution processes. · Recognize the pervasive use and power of reasoning as a part of mathematics. 	<ul style="list-style-type: none"> · Apply integrated problem-solving strategies to solve problems in the physical, natural and social sciences, and in pure mathematics. · Use technology when appropriate to solve problems. · Reflect on solutions and the problem-solving process for a given situation and refine strategies as needed. <p>M:PRP:8:2 Students will use mathematical reasoning and proof and be able to:</p> <ul style="list-style-type: none"> · Draw logical conclusions and make generalizations using deductive and inductive reasoning. · Formulate, test, and justify mathematical conjectures and arguments. · Construct and determine the validity of a mathematical argument or a solution. · Apply mathematical reasoning skills in other disciplines. <p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
<p align="center">ISSUES IN ARCHAEOLOGY</p>			
<p>ARCHAEOLOGY AS A CAREER</p>	<p>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.</p> <p>4. Career Technical Education Connections</p> <p>EARTH SCIENCE- The growth of scientific knowledge in Earth 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.</p> <p>4. Career Technical Education Connections</p> <p>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.</p> <p>4. Career Technical Education Connections</p>	<p>S.LS5:6:4.1 Understand that some form of science is used in most jobs/careers and that some jobs/careers specifically require knowledge of Life science.</p> <p>S.ESS4:6:4.1 Understand that some form of science is used in most jobs/careers and that some jobs/careers specifically require knowledge of Earth science.</p> <p>S.PS4:6:4.1 Understand that some form of science is used in most jobs/careers and that some jobs/careers specifically require knowledge of physical science.</p>	<p>S.LS5:8:4.1 Understand that some scientific jobs/careers involve the application of life science content knowledge and experience in specific ways that meet the goals of the job.</p> <p>S.ESS4:8:4.1 Understand that some scientific jobs/careers involve the application of Earth Space science content knowledge and experience in specific ways that meet the goals of the job.</p> <p>S.PS4:8:4.1 Understand that some scientific jobs/careers involve the application of physical science content knowledge and experience in specific ways that meet the goals of the job.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
ROCK ART ONE: AN INTRODUCTION	<p>VISUAL ARTS 2</p> <p>Identify and apply the elements of visual art and principle of design</p> <p>VISUAL ARTS 4</p> <p>Analyze the visual arts in relation to history and culture</p> <p>VISUAL ARTS 5</p> <p>Analyze, interpret and evaluate their own and others' artwork</p>	<ul style="list-style-type: none"> · Recognize the visual elements including color, shape, form, space, line, value , and texture · Describe the principles of design including balance, unity and rhythm; · Describe how different expressive features, and ways of organizing them cause different responses; · Know that the visual arts have both a history and a specific relationship to various cultures; · Identify specific works of art in particular cultures, times and places; · Describe how history, culture, and visual arts influence each other; · Identify a variety of art objects, artists, and resources specific to New Hampshire; · Create a work of art that reflects an understanding of how history or culture can influence visual art. · Identify various purposes for creating works of art; · Describe how people's experiences influence the development of specific art works; · Understand that people may respond in different and equally valid ways to specific art works; identify possible improvements in the process of creating their own work. 	<ul style="list-style-type: none"> · Recognize and reflect on the effects of arranging visual characteristics in works of art; · Describe and analyze visual characteristics of works of art using visual arts terminology; · Compare the characteristics of works of art representing various cultures, historical periods and artists; · Describe and place a variety of art objects by style and artist, and by historical and cultural contexts; · Describe how a given work of art can be interpreted differently in various cultures and time; · Analyze, describe, and demonstrate how factors of time and place influence visual characteristics where such works may be viewed; · Compare multiple purposes for creating works of art; · Analyze the meanings of contemporary and historic artworks; · Evaluate the quality and effectiveness of their own and other's work by using specific criteria · Compare a variety of individual responses to, and interpretation of, specific works of art; · describe their own artistic growth over time in relation to specific criteria.

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS</p> <p>Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making observations and asking questions</p> <p>SCIENCE PROCESS SKILLS</p> <p>Science Skills for Information, Communication and Media Literacy</p> <p>4. Problem Identification, Formulation, and Solution</p> <p>SOCIAL STUDIES</p> <p>HI:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>	<p>S:SPS1:6:1.0 Distinguish between those questions that can be answered by science and those that cannot</p> <p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>S:SPS4:8:4.2 Use evidence collected from observations or other sources and use them to create models and explanations.</p> <p>SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
ROCK ART TWO: CREATING YOUR OWN	<p>VISUAL ARTS 1</p> <p>Apply appropriate media, techniques, and processes</p> <p>VISUAL ARTS 2</p> <p>Identify and apply the elements of visual art and principle of design</p> <p>VISUAL ARTS 3</p> <p>Select and apply a range of subject matter, symbols and ideas</p> <p>VISUAL ARTS 4</p> <p>Analyze the visual arts in relation to history and culture</p>	<ul style="list-style-type: none"> · Differentiate between materials, techniques, and processes of making art; · Describe how different techniques, media, and processes produce different effects and responses; · Use various materials, techniques, and processes to communicate and express ideas, experiences, and stories; · Use art materials and tools in a safe and responsible manner; communicate and express ideas symbolically · Recognize the visual elements including color, shape, form, space, line, value , and texture · Describe the principles of design including balance, unity and rhythm; · Describe how different expressive features, and ways of organizing them cause different responses; · Create works of art that use the elements of art and principles of design to communicate and express ideas. · Explore and understand prospective content for works of art; · Create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning. · Know that the visual arts have both a history and a specific relationship to various cultures; · Identify specific works of art in particular cultures, times and places; 	<ul style="list-style-type: none"> · Select media and analyze how it effectively communicates and expresses ideas; · Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas; · Express and communicate ideas symbolically and realistically; · Use increasingly complex art materials and tools in a safe and responsible manner. · Recognize and reflect on the effects of arranging visual characteristics in works of art; · Select and use the elements of art and principles of design to improve communication and expression of ideas; · Describe and analyze visual characteristics of works of art using visual arts terminology. · Use subjects, themes, and symbols that communicate and express intended meaning in their artwork; · Consider and compare the sources for subject matter, symbols, and ideas in their own and others' work. · Compare the characteristics of works of art representing various cultures, historical periods and artists; · Describe and place a variety of art objects by style and artist, and by historical and cultural contexts;

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>VISUAL ARTS 5</p> <p>Analyze, interpret and evaluate their own and others' artwork</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>9. Social Responsibility</p> <p>SOCIAL STUDIES</p> <p>WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	<ul style="list-style-type: none"> · Describe how history, culture, and visual arts influence each other; · Identify a variety of art objects, artists, and resources specific to New Hampshire; · Create a work of art that reflects an understanding of how history or culture can influence visual art. · Identify various purposes for creating works of art; · Describe how people's experiences influence the development of specific art works; · Understand that people may respond in different and equally valid ways to specific art works; · identify possible improvements in the process of creating their own work. 	<ul style="list-style-type: none"> · Describe how a given work of art can be interpreted differently in various cultures and time; · Analyze, describe, and demonstrate how factors of time and place influence visual characteristics where such works may be viewed; · Create a work of art that reflects historical and/or cultural context. · Compare multiple purposes for creating works of art; · Analyze the meanings of contemporary and historic artworks; · Evaluate the quality and effectiveness of their own and other's work by using specific criteria · Compare a variety of individual responses to, and interpretation of, specific works of art; · describe their own artistic growth over time in relation to specific criteria. <p>S:SPS4:8:9.2 Participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p> <p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

<i>CONTENT/ ACTIVITY</i>	<i>STANDARDS</i>	<i>EXPECTATIONS (Grades 4-6)</i>	<i>EXPECTATIONS (Grades 7-8)</i>
<p>ROCK ART THREE: PROTECTING OUR PAST</p>	<p>VISUAL ARTS 1</p> <p>Apply appropriate media, techniques, and processes</p> <p> </p> <p>VISUAL ARTS 2</p> <p>Identify and apply the elements of visual art and principle of design</p> <p> </p> <p>VISUAL ARTS 3</p> <p>Select and apply a range of subject matter, symbols and ideas</p> <p> </p> <p>VISUAL ARTS 4</p> <p>Analyze the visual arts in relation to history and culture</p>	<ul style="list-style-type: none"> · Differentiate between materials, techniques, and processes of making art; · Describe how different techniques, media, and processes produce different effects and responses; · Use various materials, techniques, and processes to communicate and express ideas, experiences, and stories; · Use art materials and tools in a safe and responsible manner; communicate and express ideas symbolically · Recognize the visual elements including color, shape, form, space, line, value , and texture · Describe the principles of design including balance, unity and rhythm; · Describe how different expressive features, and ways of organizing them cause different responses; · Create works of art that use the elements of art and principles of design to communicate and express ideas. · Explore and understand prospective content for works of art; · Create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning. · Know that the visual arts have both a history and a specific relationship to various cultures; · Identify specific works of art in particular cultures, times and places; 	<ul style="list-style-type: none"> · Select media and analyze how it effectively communicates and expresses ideas; · Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas; · Express and communicate ideas symbolically and realistically; · Use increasingly complex art materials and tools in a safe and responsible manner. · Recognize and reflect on the effects of arranging visual characteristics in works of art; · Select and use the elements of art and principles of design to improve communication and expression of ideas; · Describe and analyze visual characteristics of works of art using visual arts terminology. · Use subjects, themes, and symbols that communicate and express intended meaning in their artwork; · Consider and compare the sources for subject matter, symbols, and ideas in their own and others' work. · Compare the characteristics of works of art representing various cultures, historical periods and artists; · Describe and place a variety of art objects by style and artist, and by historical and cultural contexts;

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>VISUAL ARTS 5</p> <p>Analyze, interpret and evaluate their own and others' artwork</p> <p>SCIENCE PROCESS SKILLS</p> <p>Science Skills for Information, Communication and Media Literacy</p> <p>9. Social Responsibility</p> <p>SOCIAL STUDIES</p> <p>CV: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.</p>	<ul style="list-style-type: none"> · Describe how history, culture, and visual arts influence each other; · Identify a variety of art objects, artists, and resources specific to New Hampshire; · Create a work of art that reflects an understanding of how history or culture can influence visual art. · Identify various purposes for creating works of art; · Describe how people's experiences influence the development of specific art works; · Understand that people may respond in different and equally valid ways to specific art works; · identify possible improvements in the process of creating their own work. <p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>	<ul style="list-style-type: none"> · Describe how a given work of art can be interpreted differently in various cultures and time; · Analyze, describe, and demonstrate how factors of time and place influence visual characteristics where such works may be viewed; · Create a work of art that reflects historical and/or cultural context. · Compare multiple purposes for creating works of art; · Analyze the meanings of contemporary and historic artworks; · Evaluate the quality and effectiveness of their own and other's work by using specific criteria · Compare a variety of individual responses to, and interpretation of, specific works of art; · describe their own artistic growth over time in relation to specific criteria. <p>S:SPS4:8:9.2 Participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES</p> <p>CV: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.</p> <p>SOCIAL STUDIES</p> <p>CV: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.</p>	<p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>	<p>SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
ROCK ART FOUR: CREATIVE EXPRESSION	<p>VISUAL ARTS 1</p> <p>Apply appropriate media, techniques, and processes</p> <p> </p> <p>VISUAL ARTS 2</p> <p>Identify and apply the elements of visual art and principle of design</p> <p> </p> <p>VISUAL ARTS 3</p> <p>Select and apply a range of subject matter, symbols and ideas</p> <p> </p> <p>VISUAL ARTS 4</p> <p>Analyze the visual arts in relation to history and culture</p>	<ul style="list-style-type: none"> · Differentiate between materials, techniques, and processes of making art; · Describe how different techniques, media, and processes produce different effects and responses; · Use various materials, techniques, and processes to communicate and express ideas, experiences, and stories; · Use art materials and tools in a safe and responsible manner; communicate and express ideas symbolically · Recognize the visual elements including color, shape, form, space, line, value, and texture · Describe the principles of design including balance, unity and rhythm; · Describe how different expressive features, and ways of organizing them cause different responses; · Create works of art that use the elements of art and principles of design to communicate and express ideas. · Explore and understand prospective content for works of art; · Create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning. · Know that the visual arts have both a history and a specific relationship to various cultures; · Identify specific works of art in particular cultures, times and places; 	<ul style="list-style-type: none"> · Select media and analyze how it effectively communicates and expresses ideas; · Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas; · Express and communicate ideas symbolically and realistically; · Use increasingly complex art materials and tools in a safe and responsible manner. · Recognize and reflect on the effects of arranging visual characteristics in works of art; · Select and use the elements of art and principles of design to improve communication and expression of ideas; · describe and analyze visual characteristics of works of art using visual arts terminology. · Use subjects, themes, and symbols that communicate and express intended meaning in their artwork; · Consider and compare the sources for subject matter, symbols, and ideas in their own and others' work. · Compare the characteristics of works of art representing various cultures, historical periods and artists; · Describe and place a variety of art objects by style and artist, and by historical and cultural contexts;

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>VISUAL ARTS 5</p> <p>Analyze, interpret and evaluate their own and others' artwork</p>	<ul style="list-style-type: none"> · Describe how history, culture, and visual arts influence each other; · Identify a variety of art objects, artists, and resources specific to New Hampshire; · Create a work of art that reflects an understanding of how history or culture can influence visual art. · Identify various purposes for creating works of art; · Describe how people's experiences influence the development of specific art works; · Understand that people may respond in different and equally valid ways to specific art works; · identify possible improvements in the process of creating their own work. 	<ul style="list-style-type: none"> · Describe how a given work of art can be interpreted differently in various cultures and time; · Analyze, describe, and demonstrate how factors of time and place influence visual characteristics where such works may be viewed; · Create a work of art that reflects historical and/or cultural context. · Compare multiple purposes for creating works of art; · Analyze the meanings of contemporary and historic artworks; · Evaluate the quality and effectiveness of their own and other's work by using specific criteria · Compare a variety of individual responses to, and interpretation of, specific works of art; · describe their own artistic growth over time in relation to specific criteria.
<p>ARTIFACT ETHICS</p>	<p>SCIENCE PROCESS SKILLS Unifying Concepts of Science 1. Nature of Science</p> <p>SCIENCE PROCESS SKILLS 2. Common environmental issues, natural resources management and conservation</p>	<p>S:SPS3:6:2.5 Investigate environmental and resource management issues at scales that range from local to national to global.</p>	<p>S:SPS2:8:1.6 Give examples of how science can sometimes be used to inform ethical decisions by identifying the likely consequences of particular actions but cannot be used to establish that some action is either moral or immoral.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 9. Social Responsibility</p> <p>SOCIAL STUDIES CV: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.</p> <p>SOCIAL STUDIES CV: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.</p>	<p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p>	<p>S:SPS4:8:9.2 Participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p> <p>SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
<p>THE ROAD SHOWDOWN</p>	<p>SCIENCE PROCESS SKILLS Unifying Concepts of Science 1. Nature of Science</p> <p>SCIENCE PROCESS SKILLS 2. Common environmental issues, natural resources management and conservation</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 6. Interpersonal and Collaborative Skills</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 9. Social Responsibility</p> <p>SOCIAL STUDIES CV: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.</p>	<p>S:SPS3:6:2.5 Investigate environmental and resource management issues at scales that range from local to national to global.</p> <p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>	<p>S:SPS2:8:1.6 Give examples of how science can sometimes be used to inform ethical decisions by identifying the likely consequences of particular actions but cannot be used to establish that some action is either moral or immoral.</p> <p>S:SPS4:8:6.1 Work in diverse pairs/ teams to answer questions, solve problems and make decisions.</p> <p>S:SPS4:8:9.2 Participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p> <p>SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES</p> <p>GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	<p>SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>	
GRAVE ROBBERS	<p>SCIENCE PROCESS SKILLS</p> <p>Science Skills for Information, Communication and Media Literacy</p> <p>9. Social Responsibility</p> <p>SOCIAL STUDIES</p> <p>CV: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.</p>	<p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>	<p>S:SPS4:8:9.2 Participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
A JOURNEY BACK IN TIME	<p>VISUAL ARTS 1</p> <p>Apply appropriate media, techniques, and processes</p> <p>VISUAL ARTS 2</p> <p>Identify and apply the elements of visual art and principle of design</p> <p>VISUAL ARTS 3</p> <p>Select and apply a range of subject matter, symbols and ideas</p> <p>SCIENCE PROCESS SKILLS</p> <p>Science Skills for Information, Communication and Media Literacy</p> <p>9. Social Responsibility</p>	<ul style="list-style-type: none"> · Differentiate between materials, techniques, and processes of making art; · Describe how different techniques, media, and processes produce different effects and responses; · Use various materials, techniques, and processes to communicate and express ideas, experiences, and stories; · Use art materials and tools in a safe and responsible manner; communicate and express ideas symbolically. · Recognize the visual elements including color, shape, form, space, line, value, and texture · Describe the principles of design including balance, unity and rhythm; · Describe how different expressive features, and ways of organizing them cause different responses; · Create works of art that use the elements of art and principles of design to communicate and express ideas. · Explore and understand prospective content for works of art; · Create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning. 	<ul style="list-style-type: none"> · Select media and analyze how it effectively communicates and expresses ideas; · Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas; · Express and communicate ideas symbolically and realistically; · Use increasingly complex art materials and tools in a safe and responsible manner. · Recognize and reflect on the effects of arranging visual characteristics in works of art; · describe and analyze visual characteristics of works of art using visual arts terminology. · Select and use the elements of art and principles of design to improve communication and expression of ideas; · Use subjects, themes, and symbols that communicate and express intended meaning in their artwork; · Consider and compare the sources for subject matter, symbols, and ideas in their own and others' work. S:SPS4:8:9.2 Participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
ARCHAEOLOGY - A CONSERVATION ISSUE	<p>SCIENCE PROCESS SKILLS Unifying Concepts of Science 1. Nature of Science</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>SCIENCE PROCESS SKILLS 2. Common environmental issues, natural resources management and conservation</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy 6. Interpersonal and Collaborative Skills</p> <p>SOCIAL STUDIES CV: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.</p> <p>HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>	<p>S:SPS3:6:2.5 Investigate environmental and resource management issues at scales that range from local to national to global.</p> <p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>	<p>S:SPS2:8:1.6 Give examples of how science can sometimes be used to inform ethical decisions by identifying the likely consequences of particular actions but cannot be used to establish that some action is either moral or immoral.</p> <p>S:SPS4:8:6.1 Work in diverse pairs/ teams to answer questions, solve problems and make decisions.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
STATE PLACE NAMES	<p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>1. Making observations and asking questions</p> <p>SCIENCE PROCESS SKILLS Scientific Inquiry and Critical Thinking Skills</p> <p>4. Representing and Understanding Results of Investigations</p> <p>SCIENCE PROCESS SKILLS Science Skills for Information, Communication and Media Literacy</p> <p>6. Interpersonal and Collaborative Skills</p> <p>SOCIAL STUDIES GE: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.</p>	<p>S:SPS1:6:1.3 Identify and investigate similarities and differences among observations and sets of observations.</p> <p>S:SPS1:6:1.8 Ask questions about relationships between and among observations.</p> <p>S:SPS1:6:4.4 Identify patterns and relationships in data and formulate basic explanations.</p> <p>S:SPS1:6:4.5 Draw appropriate conclusions based on data collected.</p> <p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p>	<p>S:SPS1:8:1.3 Investigate similarities and differences noted when making observations.</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p> <p>S:SPS4:8:6.1 Work in diverse pairs/ teams to answer questions, solve problems and make decisions.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES</p> <p>HI:5: Social/Cultural Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices.</p>	<p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>	
<p>TAKE ACTION - SAVE THE PAST</p>	<p>SCIENCE PROCESS SKILLS</p> <p>2. Common environmental issues, natural resources management and conservation</p> <p>SCIENCE PROCESS SKILLS</p> <p>Science Skills for Information, Communication and Media Literacy</p> <p>6. Interpersonal and Collaborative Skills</p> <p>SCIENCE PROCESS SKILLS</p> <p>Science Skills for Information, Communication and Media Literacy</p> <p>9. Social Responsibility</p>	<p>S:SPS3:6:2.5 Investigate environmental and resource management issues at scales that range from local to national to global.</p>	<p>S:SPS4:8:6.1 Work in diverse pairs/teams to answer questions, solve problems and make decisions.</p> <p>S:SPS4:8:9.2 Participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p>

CONTENT/ ACTIVITY	STANDARDS	EXPECTATIONS (Grades 4-6)	EXPECTATIONS (Grades 7-8)
	<p>SOCIAL STUDIES CV: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.</p> <p>SOCIAL STUDIES CV: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.</p>	<p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p> <p>SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p> <p>SS:CV:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p>	<p>SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)</p> <p>SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p>