

Social Studies and History
Curriculum Draft
2003-2004

PreK-2

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Social Science and History Units by Grade

Pre Kindergarten, Kindergarten Living, Learning, Working Together

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.

Grade 1

True Stories and Folk Tales from America and from Around the World

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about the achievements of different people in different times and places.

Grade 2

E Pluribus Unum: From Many, One

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

Grade 3

Massachusetts, Boston, and Dedham: Geography and History

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrim. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

Grade 4

North American Geography

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada.

Grade 5

United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

Pre Kindergarten - Kindergarten

Living, Learning, Working Together

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.

PreK-K Learning Standards With guidance from the teacher, students should be able to:	Related Concepts and Skills With guidance from the teacher, students should be able to:
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H) a. Columbus Day b. Independence Day c. Martin Luther King, Jr. Day d. Presidents' Day e. Thanksgiving	3. Use correctly the word <i>because</i> in the context of stories or personal experiences. (H) 6. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, and rules</i> . (C)
PreK-K.2 Put events in their own and their families' lives in temporal order. (H)	1. Identify sequential actions, such as <i>first, next, last</i> , in stories and use them to describe personal experiences. (H) 2. Use correctly words and phrases related to chronology and time (<i>now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs</i>). (H)
PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G)	4. Use correctly words and phrases that indicate location and direction, such as <i>up, down, near, far, left, right, straight, back, behind, and in front of</i> . (G) 5. Tell or show what a map is and what a globe is. (G)
PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)	4. Use correctly words and phrases that indicate location and direction, such as <i>up, down, near, far, left, right, straight, back, behind, and in front of</i> . (G) 5. Tell or show what a map is and what a globe is. (G)
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)	6. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, and rules</i> . (C)
PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)	6. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, and rules</i> .
PreK-K.7 Demonstrate understanding that there are important American symbols by identifying A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance. (C)	
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)	7. Use words relating to work, such as <i>jobs, money, buying, and selling</i> . (E)
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)	7, see above
PreK-K.10 Give examples of the things that people buy with the money they earn. (E)	7, see above 8. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)

(H) = History, (C) = Civics, (G) = Geography, (E) = Economics

Social Science and History – Grade 1

True Stories and Folk Tales from America and from Around the World

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. As students study concepts in geography, civics, economics, and history, they also learn about each other’s families and about the achievements of different people in different times and places.

Grade One Learning Standards	Grade One Related Concepts and Skills
Building on knowledge from previous years students should be able to:	Building on knowledge from previous years students should be able to:
United States Leaders, Symbols, Events, and Holidays	
1.1 On a map of the United States, locate Washington, D.C., and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (G)	4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G) 5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G) 6. Define and locate the North and South Poles and the equator. (G) 7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)
1.2 Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (H, C)	
1.3 Identify and explain the meaning of American national symbols. (H, C)	
1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as <i>America the Beautiful</i> , <i>My Country, 'tis of Thee</i> , <i>God Bless America</i> , and <i>The Star Spangled Banner</i> and explain the general meaning of the lyrics. (H, C)	
1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans’ Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents’ Day, Patriots’ Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)	1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (<i>now, in the past, in the future</i>) and recognize the existence of changing historical periods (<i>other times, other places</i>). (H)
1.6 Give reasons for noting the days that mark the changes in seasons. (G)	3. Read dates on a calendar and associate them with days of the week. (H)
Individuals, Families, and Communities Now and Long Ago	
1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medio Pollito), describe the main characters and their qualities. (H)	8. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability</i> . (C)
1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C) <i>Teachers are free to choose whatever biographies they wish..</i>	
1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)	2. Place events in students’ own lives in chronological order. (H)
	9. Give examples of products (goods) that people buy & use.
	10. Give examples of services that people do for each other.
	11. Give examples of the choices people have to make about the goods & services they buy and why they have to make choices. (E)
(H) = History, (C) = Civics, (G) = Geography, (E) = Economics	

Social Science and History - Grade 2
E Pluribus Unum: From Many, One

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

Grade Two Learning Standards	Grade Two Related Concepts and Skills
Building on knowledge from previous years students should be able to:	Building on knowledge from previous years students should be able to:
2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)	4. Describe how maps and globes depict geographical information in different ways. (G) 5. Read globes and maps and follow narrative accounts using them. (G, H)
2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)	
2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)	
2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)	
2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)	
2.6 Explain the difference between a continent and a country and give examples of each.	
2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)	5, see above
2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)	2. Use correctly words and phrases related to time (<i>now, in the past, in the future</i>), changing historical periods (<i>other times, other places</i>), and causation (<i>because, reasons</i>). (H) 3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)
2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)	2, 3, 5 see above
2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)	6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules). (C) 7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)
	1. Use a calendar to identify days, weeks, months, years, and seasons. (H)
	8. Give examples of people in the school and community who are producers and consumers. (E)
	9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)
(H) = History, (C) = Civics, (G) = Geography, (E) = Economics	

Social Science and History - Grade 3

Massachusetts and its Cities and Towns: Geography and History

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrim. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

Grade 3 Learning Standards	Related Concept/Skills
Building on knowledge from previous years, students should be able to:	Students should be able to apply concepts and skills learned in previous grades.
New England and Massachusetts	
3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)	4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G) 5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18 th , 19 th , or early 20 th century. (H, G)
3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)	3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H) 10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)
3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E) A. the purpose of the Mayflower Compact and its principles of self-government B. challenges in settling in America C. events leading to the first Thanksgiving	1. Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H) 6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C) 7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)
3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)	1.Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H) 3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H) 6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C) 7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)
3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C) a. the growth of towns and cities in Massachusetts before the Revolution b. the Boston Tea Party c. the beginning of the Revolution at Lexington and Concord d. the Battle of Bunker Hill e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere	1.Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H) 7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C) 8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)

<p>3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)</p>	<p>3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)</p>
<p>3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)</p> <p>A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)</p> <p>B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)</p> <p>C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang); education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)</p> <p>D. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)</p>	<p>1. Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H)</p> <p>2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)</p> <p>9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)</p>

<p style="text-align: center;">Grade 3 Learning Standards</p>	<p style="text-align: center;">Related Concept/Skills</p>
<p>Building on knowledge from previous years, students should be able to</p>	<p>Students should be able to apply concepts and skills learned in previous grades.</p>
<p>Cities and Towns of Massachusetts</p>	
<p>3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)</p>	<p>4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G) Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. (H, G)</p>
<p>3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)</p>	<p>1. Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H) 3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)</p>
<p>3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)</p>	
<p>3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)</p>	<p>1. Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H) 5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. (H, G)</p>
<p>3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)</p>	<p>2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H) 3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)</p>

Social Science and History – Grade 4

North American Geography with Optional Standards for One Early Civilization

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

Grade 4 Learning Standards Building on knowledge from previous years, students should be able to	Related Concept/Skills Students should be able to apply concepts and skills learned in previous grades.
<p>NORTH AMERICA Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)</p>	
REGIONS OF THE UNITED STATES	
<p>4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)</p>	<p>1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G) 2. Interpret a map using information from its title, compass rose, scale, and legend. (G)</p>
<p>4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)</p>	
<p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p>	
<p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p>	<p>1, 2, see above 6. Define and give examples of natural resources in the United States. (E) 7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)</p>
<p>4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)</p>	<p>1, 2, 6, 7. see above</p>
<p>4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)</p>	<p>3. Observe and describe national historic sites and describe their function and significance. (H, C)</p>

Grade 4 Learning Standards	Related Concept/Skills
Building on knowledge from previous years, students should be able to	Students should be able to apply concepts and skills learned in previous grades.
<p>4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)</p>	<p>4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)</p>
<p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <p>A. at least three indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).</p> <p>B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.</p> <p>C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).</p> <p>D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)</p>	<p>5. Give examples of the different ways immigrants can become citizens of the United States. (C)</p> <p>7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)</p> <p>8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)</p>
<p>4.16 Identify major immigrant groups that live in Massachusetts and where they now in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)</p>	

Grade 4 Learning Standards	Related Concept/Skills
Building on knowledge from previous years, students should be able to	Students should be able to apply concepts and skills learned in previous grades.
CANADA	
4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)	1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G) 2. Interpret a map using information from its title, compass rose, scale, and legend. (G)
4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)	6. Define and give examples of natural resources in Canada. *(E) 7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E) 8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)
4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)	4. Give examples of the major rights that immigrants have acquired as citizens of the Canada*(C)
4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)	5. Give examples of the different ways immigrants can become citizens Canada*. (C) 7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E) 8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)
4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)	1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G) 2. Interpret a map using information from its title, compass rose, scale, and legend. (G)
4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)	
MEXICO	
4.23 On a map of North America, locate Mexico and its major cities. (G)	1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G) 2. Interpret a map using information from its title, compass rose, scale, and legend. (G)
4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)	6. Define and give examples of natural resources in Mexico. *(E) 7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)
4.25 Identify the language, major religion, and peoples of Mexico. (H)	4. Give examples of the major rights that immigrants have acquired as citizens of the Mexico*(C)
4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)	4. Give examples of the major rights that immigrants have acquired as citizens of the Mexico*(C) 5. Give examples of the different ways immigrants can become citizens Mexico*. (C)

Optional Standards	
Grade 4 Learning Standards	Related Concept/Skills
Building on knowledge from previous years, students should be able to	Students should be able to apply concepts and skills learned in previous grades.
OPTIONAL STANDARDS FOR ANCIENT CHINA, C. 3000–200 BC/BCE	
4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)	
4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)	
4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)	
4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)	
4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)	
4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)	
4.7 After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (H, G)	
OPTIONAL LEARNING STANDARDS FOR CENTRAL AMERICA AND THE CARIBBEAN ISLANDS	
4.27 On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major of Central America and the Caribbean Islands. (G, E)	
4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)	
4.29 Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados, and Jamaica) (H)	
4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)	

16 The regional classification of American states used in this appendix is taken from Michael Berson, ed., *Harcourt Horizons: States and Regions* (New York, 2003).

REGIONS AND STATES OF THE UNITED STATES

New England

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

Middle Atlantic States

Delaware
New Jersey
New York
Pennsylvania

Atlantic Coast and Appalachian States

Kentucky
Maryland
North Carolina
Tennessee
Virginia
West Virginia

Southeast and Gulf States

Alabama
Florida
Georgia
Mississippi
South Carolina

South Central States

Arkansas
Louisiana
Oklahoma
Texas

Great Lakes States

Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin

Plains States

Iowa
Kansas
Missouri

Nebraska
North Dakota
South Dakota

Mountain States

Colorado
Idaho
Montana
Utah
Wyoming

Southwest Desert States

Arizona
Nevada
New Mexico

Pacific States

Alaska
California
Hawaii
Oregon
Washington

Social Science and History – Grade 5
United States History, Geography, Economics, and Government:
Early Exploration to Westward Movement

Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

Grade 5 Learning Standards	Related concepts/themes
Building on knowledge from previous years, students should be able to:	Students should be able to apply concepts and skills learned in previous grades.
Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700	
5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)	1. Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). (H) 2. Interpret timelines of events studied. (H) 5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G) 7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16 th and 17 th century maps of the world. (G, H, E)
5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)	
5.3 Explain why trade routes to Asia had been closed in the 15 th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E) A. Vasco Nuñez de Balboa B. John and Sebastian Cabot C. Jacques Cartier D. Samuel de Champlain E. Christopher Columbus F. Henry Hudson G. Ferdinand Magellan H. Juan Ponce de Leon I. Amerigo Vespucci	
5.4 Explain why the Aztec and Inca civilizations declined in the 16 th century. (H) A. the encounters between Cortez and Montezuma B. the encounters between Pizarro and the Incas C. the goals of the Spanish conquistadors D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere	
5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)	

<p>5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip’s Wars in New England). (H, G, E)</p>	<p>1. Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). (H) 2. Interpret timelines of events studied. (H) 3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C) 7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)</p>
<p>5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)</p> <ul style="list-style-type: none"> A. Lord Baltimore in Maryland B. William Penn in Pennsylvania C. John Smith in Virginia D. Roger Williams in Rhode Island E. John Winthrop in Massachusetts 	<p>1, 2, 3, see above 12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E) 13. Define profit and describe how profit is an incentive for entrepreneurs. (E)</p>
<p>5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. (H, C)</p>	<p>8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i>. (C) 9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C) 10. Explain the structure of the student’s city or town government. (C)</p>
<p>5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)</p> <ul style="list-style-type: none"> A. the relatively small number of colonists who came from other nations besides England B. long experience with self-government C. the high rates of literacy and education among the English colonial leaders D. England’s strong economic, intellectual, and military position 	<p>8, see above</p>

The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775

<p>5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)</p>	<p>5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G) 6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E) 7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)</p>
<p>5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed. (H, E)</p> <ul style="list-style-type: none"> A. the fishing and shipbuilding , industries B. trans-Atlantic trade C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston 	<p>12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E) 13. Define profit and describe how profit is an incentive for entrepreneurs. (E) 14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)</p>
<p>5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)</p>	<p>12, 13, see above</p>
<p>5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)</p>	
<p>5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)</p> <ul style="list-style-type: none"> A. legislative bodies B. town meetings C. charters on individual freedom and rights 	<p>8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i>. (C) 9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C) 10. Explain the structure of the student’s city or town government. (C)</p>
<p>5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)</p> <ul style="list-style-type: none"> A. Sugar Act (1764) B. Stamp Act (1765) C. Townsend Duties (1767) D. Tea Act (1773) and the Intolerable Acts (1774) E. the slogan, “no taxation without representation” F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773) 	<p>8, 9, 10, 12, 13, 14, see above</p>

The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789

<p>5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)</p>	<p>8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i>. (C) 9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C) 10. Explain the structure of the student’s city or town government. (C)</p>
<p>5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H) A. Lexington and Concord (1775) B. Bunker Hill (1775) C. Saratoga (1777) D. Valley Forge (1777-1778) E. Yorktown (1781)</p>	<p>1. Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). (H) 2. Interpret timelines of events studied. (H) 3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C) 6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)</p>
<p>5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C) A. John Adams B. Benjamin Franklin C. King George III D. Alexander Hamilton E. Thomas Jefferson F. James Madison G. George Washington</p>	<p>8, 9, 10, see above 12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)</p>
<p>5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)</p>	<p>8, 9, 10, see above</p>
<p>5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)</p>	<p>8, 9, 10, see above</p>
<p>5.21 Describe Shays’s Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)</p>	<p>8, 9, 12, see above 13. Define profit and describe how profit is an incentive for entrepreneurs. (E)</p>
<p>5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C) A. distribution of political power B. rights of individuals C. rights of states D. the Great Compromise E. slavery</p>	<p>8, 9, see above</p>

The Principles and Institutions of American Constitutional Government	
5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)	8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i> . (C)
5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C) A. individual rights and responsibilities B. equality C. the rule of law D. limited government E. representative democracy	9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C) 10. Explain the structure of the student's city or town government. (C)
5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)	
5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)	8, 9, see above
5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)	8, 9, 10, see above

The Growth of the Republic	
5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H,C)	2. Interpret timelines of events studied. (H) 8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i> . (C) 9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C) 10. Explain the structure of the student’s city or town government. (C)
5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)	2. Interpret timelines of events studied. (H) 12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E) 13. Define profit and describe how profit is an incentive for entrepreneurs. (E)
5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)	2, 13, see above
5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)	2, 12, 13, see above
5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H) A. British restrictions on trade and impressment B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans	2. Interpret timelines of events studied. (H) 3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C) 14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)
5.33 Explain the importance of the China trade and the whaling industry to 19 th century New England, and give examples of imports from China. (H)	2. Interpret timelines of events studied. (H) 12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)
5.34 Explain the reasons that pioneer moved west from the beginning to the middle of the 19 th century, and describe their lives on the frontier. (H, G, C, E)	13. Define profit and describe how profit is an incentive for entrepreneurs. (E) 14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)
	11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)