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Introduction*

Our cultural heritage as Americans is as diverse as we are, with multiple sources of vitality and pride. But our political heritage is one – the vision of a common life in liberty, justice, and equality as expressed in the Declaration of Independence and the Constitution two centuries ago.

To protect that vision, Thomas Jefferson prescribed a general education not just for the few, but for all citizens, “to enable every man to judge for himself what will secure or endanger his freedom.” A generation later, Alexis de Tocqueville reminded us that our first duty was to “educate democracy.” He believed that all politics were but the playing out of the “notions and sentiments dominant in a people.” These, he said, are the “real causes of all the rest.” Ideas, good and bad, have their consequences in every sphere of a nation’s life.

Our call for schools to purposely impart to their students the learning necessary for an informed, reasoned allegiance to the ideals of a free society rests on three convictions:

First, that democracy is the worthiest form of human governance ever conceived.

Second, that we cannot take democracy’s survival or its spread or its perfection in practice for granted. Indeed, we believe that the great central drama of modern history has been and continues to be the struggle to establish, preserve, and extend democracy at home and abroad. We know that very much still needs doing to achieve justice and civility in our own society. Abroad, we note that only one-third of the world’s people live under conditions that can be described as free.

Third, we are convinced that democracy’s survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites us as Americans. It also depends on a deep loyalty to the political institutions our founders put together to fulfill that vision.

Liberal and humane values are neither revealed truths nor natural habits. There is no evidence that we are born with them. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint and self-respect—all these must be taught and learned and practiced. They cannot be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

While the realities of our own society are daily evident, many students remain ignorant of other, quite different, worlds. How can they be expected to value or defend freedom unless they have a clear grasp of the alternatives against which to measure it? The systematic presentation of reality abroad must be an integral part of the curriculum. What are the political systems in competition with our own, and what is life like for the people who live under them? If students know only half the world, they will not know nearly enough.

We do not propose a “right” position on, say, the type of homeland security we should have or on whether college admission quotas should be supported. Good democrats can and do differ on these matters. On these and a host of other policy issues, there is no one “truth.” Our task is more limited, and yet in its way much greater: to teach our children to cherish freedom and to accept responsibility for preserving and extending it, confident that they will find their own best ways of doing so, on the basis of free, uncoerced thoughts.

* Excerpted and adapted from *Education for Democracy: A Statement of Principles*. Publication of the Education for Democracy Project, a joint project of the American Federation of Teachers, the Education Excellence Network, and Freedom House (Washington, D.C.: American Federation of Teachers, 1987).

The kind of critical thinking we wish to encourage must rest on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good and ill, are not at all obsolete. Instead, the quicker the pace of change, the more critical it will be for us to remember them and understand them well. We insist that without this knowledge, citizens remain helpless to make the wise judgments hoped for by Jefferson.

First, citizens must know the fundamental ideas central to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures. Not only the words – ever only the words – but the sources, the meanings, and the implications of the Declaration of Independence, the Constitution, the Federalist papers, the Bill of Rights.

Second, citizens must know how democratic ideas have been turned into institutions and practices, the history of the origins and growth and adventures of democratic societies on earth, past and present. How have these societies fared? Who has defended them and why? Who has sought their undoing and why? What economic, social, cultural, religious, and military conditions have helped to shape democratic practice? What conditions have made it difficult, sometimes even impossible, for such societies to take root? Again, it is indispensable to know the facts of modern history, dating back at least to the English Revolution, and forward to our own century's total wars; to the failure of the nascent liberal regimes of Russia, Italy, Germany, Spain, and Japan; to the totalitarianisms, oppressions, and mass exterminations of our time. How has it all happened?

Third, citizens in our society need to understand the current condition of the world and how it got that way, and be prepared to act upon the challenges to democracy in our own day. What are the roots of our current dangers, and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own societies, as well as the societies of our friends and our adversaries, and of those who live amid poverty and violence, with little freedom and little hope.

This is no small order. It requires systematic study of American government and society, of comparative ideologies and political, economic, and social systems; of the religious beliefs that have shaped our values and those that have shaped others; and of physical and human geography. How can we avoid making all of this unto nothing more than just another, and perhaps longer, parade of facts, smothering the desire to learn?

We believe that the answer is to focus upon the fateful drama of the historical struggle for democracy. The fate of real men and women, here and abroad, who have worked to bring democratic ideas to life deserves our whole attention and that of our students. It is a suspenseful, often tragic, drama that continues today, often amid poverty and social turmoil. Advocates of democracy remain, as before, prey to extremists of Left and Right, who are well-armed with force and simple answers. The ongoing, worldwide struggle for a free center of "broad, sunlit uplands," in Churchill's phrase, is the best hope of the earth, and we would make it the heart of a reordered curriculum for history and social science.

Rationale

In accordance with the principles and assumptions set forth in the introduction, this History and Social Science Curriculum Framework presents the academic content, concepts, and skills in history, geography, economics, and civics and government that are essential to the study of democracy, and to the development of educated and responsible citizens. This document also seeks to address key provisions in the Massachusetts Education Reform Act of 1993 that call for all students to learn about the “major principles of the Declaration of Independence, the United States Constitution, and the Federalist Papers;” to understand and “respect...the contributions made by diverse cultural, ethnic, and racial groups to the life of the commonwealth;” and to undergo competency testing in history in grade 10.¹ To meet these provisions, this document provides teachers and curriculum coordinators with a summary of what history and social science content should be taught from grade to grade, prekindergarten through high school. It draws on the comments and suggestions of teachers and administrators throughout the state, educators at Massachusetts museums and historical societies, college and university professors, and public officials, as well as on the work of those who created the original 1997 document. It makes every effort to strike useful balances between U.S. history and world history, and between and among the many disciplines of the social sciences.

To enable our high schools to prepare their students for a competency determination in U.S. history and government based on tenth grade standards, this document provides a two-year set of continuous standards addressing the Constitutional period to the present on which to base a statewide end-of-course assessment at the end of either grade 10 or grade 11. In doing so, the document also makes it possible to present world history in narrative format, also divided into two-year set of standards.

Finally, to give schools flexibility in addressing both sets of secondary level U.S. history and world history standards, the current statewide assessment in grade 8 is being moved to grade 7.

The Organization of the Learning Standards, Concepts, and Skills

The learning standards, concepts, and skills in the History and Social Science Curriculum Framework are organized into grade level sets for preK-K and grades 1 through 7. Starting in grade 8 and continuing through high school, this framework presents learning standards, concepts, and skills for world history and United States history as well as for two senior electives, one in economics and one in civics and government. Page 53 contains a list of possible sequences that high schools may choose for grades 8 through 12, with the option of administering an end-of-course assessment in U.S. history in either grade 10 or 11, or in both grades for different groups of students. These pathways give high school faculty many ways to distribute the study of world history. One pathway suggests study of world history in grade 8, 9 or 11, and in 12 or as part of post-World War II U.S. history, but other pathways are conceivable. The primary responsibility of the schools is to make sure that all students are given sufficient opportunity between grade 8 and grade 11 to study the secondary level standards for U.S. history so that they are prepared for the competency determination.

The learning standards, concepts, and skills describe what students should know and be able to do as a result of their studies in history and social science. The learning standards describe the knowledge of history, geography, economics, and civics that students are expected to acquire at a particular grade level. Examples of such knowledge are the location of the New England states, the meaning of the Declaration of Independence, the economic factors that drove exploration in the 15th century, and the causes of World War II. The concepts and skills sections are designed to enhance understanding and use of the specific

content in the learning standards. Mastery of the concepts and skills will be assessed in the context of the knowledge specified in the learning standards, not independently.

The learning standards in both U.S. and world history are generally grouped in ways that reflect accepted periodization by historians. The standards in themselves are not intended to be the curriculum, nor do they indicate the whole curriculum. As the title of the document indicates, they provide the framework for the classroom curriculum. In order to write a set of learning standards that can be reasonably taught and learned with some depth within the time available, we have been selective about topics for a basic core of chronologically-organized history and social science knowledge. However, teachers are encouraged to elaborate on what is included here, to add topics that they feel are important, and to organize material thematically. They are also encouraged to inform and enliven classroom study by considering current events and issues that have a significant relationship to important historical themes or events under study.

To create a coherent focus in PreK-5, this document emphasizes U.S. history and geography, from an understanding of neighborhood and community to a study of colonial America and the early republic. It also provides, for districts that choose Pathway 1, for four consecutive years of study (grades 6-9) of world history and geography from ancient societies to the present day. Grades 10-11 then return to U.S. history from the 1770s to the present day.

Key concepts and skills are reinforced in subsequent grades, after they are introduced. To address teacher comment on the need to avoid repetition, the standards from grade 4 on generally present new material each year. Teachers are free to review material presented in earlier grades before introducing new topics. Themes, such as those presented on pages 8-10, will provide conceptual continuity over multiple grades.

In this curriculum framework, the four disciplines of history, geography, economics, and civics and government are integrated in the learning standards, they are not presented in four separate strands. This organization supports the teaching of a coherent historical narrative. A coding system has been used throughout to indicate disciplinary content stressed in a standard: (H) history, (G) geography, (E) economics, and (C) civics and government.

Overview of Scope and Sequence

PreK-K

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. The purpose of the preK-K curriculum is to begin the development of their civic identity.

Grade 1

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. The grade 1 curriculum continues to strengthen children's identity as American citizens.

Grade 2

Second graders learn world and United States history, geography, economics, and government by studying more about who Americans are and where they came from. They explore their own family's history and learn about distinctive achievements, customs, events, places, or landmarks from long ago and from around the world. The chief purpose of the grade 2 curriculum is to help students understand that

American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin. American students come from all countries and continents in the world. A history and social science curriculum should help students acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.

Grade 3

Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history.

Grade 4

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 taught in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

Grade 5

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 13 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 6*

Sixth graders systematically study the world outside of the United States and North America by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7.

Assessment Plans

Massachusetts Comprehensive Assessment System (MCAS) tests in history and social science will be administered in grades 5 and 7. At the high school level, students will take an end-of-course assessment addressing the standards, concepts, and skills for U.S. History I and II at the end of either grade 10 or 11, depending on when they complete the coursework for both courses. The commissioner will recommend to the Board of Education the appointment of a committee of nationally recognized historians, political scientists, and economists who will work with a yearly rotating group of Massachusetts high school

* Some districts may wish to teach the grade 6 standards, skills, and concepts in grade 7, and the grade 7 standards, skills, and concepts in grade 6. The planned MCAS at the end of grade 7 will accommodate this change.

teachers to select the essay questions and primary source documents to be used on the high school test, and to review all test items before the final draft of each test is prepared by the contractor each year.

The table below summarizes the content of each of the tests. The Department of Education recommends local assessment of the standards, concepts, and skills in grades 1, 2, and 3. District administrators and school committees are free to institute additional local assessments and course requirements that go beyond those required at the state level.

MCAS History and Social Science Test Content

Tested Grade	Basis	Coverage
Grade 5	History, geography, economics, and civics standards, concepts, and skills for grades 4 and 5	U.S. history and geography, early settlements through the War of 1812

Pre-Kindergarten and Kindergarten Living, Learning, and 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. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. 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.

Pre-Kindergarten to Kindergarten Concepts and Skills
<p>With guidance from the teacher, students should be able to:</p> <p>History and Geography</p> <ol style="list-style-type: none"> 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) 3. Use correctly the word <i>because</i> in the context of stories or personal experiences. (H) 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) <p>Civics and Government</p> <ol style="list-style-type: none"> 6. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, and rules</i>. (C) <p>Economics</p> <ol style="list-style-type: none"> 7. Use words relating to work, such as <i>jobs, money, buying, and selling</i>. (E) 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)

Pre-Kindergarten to Kindergarten Learning Standards
<p>With guidance from the teacher, students should be able to:</p> <p>PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)</p> <ol style="list-style-type: none"> a. Columbus Day b. Independence Day c. Martin Luther King, Jr. Day d. Presidents’ Day e. Thanksgiving

PreK-K.2 Put events in their own and their families' lives in temporal order. (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)

PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (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)

PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)

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)

PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)

PreK-K.10 Give examples of the things that people buy with the money they earn. (E)

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 1 Concepts and Skills
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p> <p><u>History and Geography</u></p> <ol style="list-style-type: none">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)2. Place events in students' own lives in chronological order. (H)3. Read dates on a calendar and associate them with days of the week. (H)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) <p><u>Civics and Government</u></p> <ol style="list-style-type: none">8. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability</i>. (C) <p><u>Economics</u></p> <ol style="list-style-type: none">9. Give examples of products (goods) that people buy and use. (E)10. Give examples of services that people do for each other. (E)11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money). (E)

Grade 1 Learning Standards

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)

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)

- A. the American flag
- B. the bald eagle
- C. the White House
- D. the Statue of Liberty

1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as *America the Beautiful*, *My Country*, *'tis of Thee, God Bless America*, and *The Star Spangled Banner* 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)

1.6 Give reasons for noting the days that mark the changes in seasons. (G)

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)

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)

Teachers are free to choose whatever biographies they wish.

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)

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 2 Concepts and Skills
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p> <p><u>History and Geography</u></p> <ol style="list-style-type: none"> 1. Use a calendar to identify days, weeks, months, years, and seasons. (H) 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) 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) <p><u>Civics and Government</u></p> <ol style="list-style-type: none"> 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) <p><u>Economics</u></p> <ol style="list-style-type: none"> 8. Give examples of people in the school and community who are both 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)

Grade 2 Learning Standards
<p>Building on knowledge from previous years, students should be able to:</p>

- 2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)
- 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. (G)
- 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)
- 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)
- 2.9 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)
- 2.10 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)

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 Pilgrims. 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 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

1. Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing. (H)
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)
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 18th, 19th, or early 20th century. (H, G)

Civics and Government

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)

Economics

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)
9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)
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)

Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.

Grade 3 Learning Standards

Building on knowledge from previous years, students should be able to:

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)

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)

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

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)

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

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)

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)

- A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
- 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)
- C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
- D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)

- E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

Cities and Towns of Massachusetts

3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

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)

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)

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)

3.13 Give examples of goods and services provided by their local businesses and industries. (E)

3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)

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.

Note: The grade 5 MCAS will cover only the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.

Grade 4 Concepts and Skills
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p> <p><u>History and Geography</u></p> <ol style="list-style-type: none"> 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) 3. Observe and describe national historic sites and describe their function and significance. (H, C) <p><u>Civics and Government</u></p> <ol style="list-style-type: none"> 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) 5. Give examples of the different ways immigrants can become citizens of the United States. (C) <p><u>Economics</u></p> <ol style="list-style-type: none"> 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) 8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

Grade 4 Learning Standards
<p>Building on knowledge from previous years, students should be able to:</p>

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)

Grade 4 Learning Standards

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.)

Building on knowledge from previous years, students should be able to:

Regions of the United States

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)

4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the 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)

4.10 Identify the states, state capitals, and major cities in each region. (G)

4.11 Describe the climate, major physical features, and major natural resources in each region. (G)

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)

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)

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)

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

- A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).
- 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.
- 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).
- 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)

4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)

Canada

4.17 On a map of North America, locate Canada, its provinces, and major cities. (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)

4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)

4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)

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)

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)

4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)

4.25 Identify the language, major religion, and peoples of Mexico. (H)

4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)

Optional 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 cities 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

* Districts, schools, and teachers may address these standards in grade 4 or grade 6.

and explain how independence was achieved. (H, G)

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.

The grade 5 MCAS will cover the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.

Grade 5 Concepts and Skills
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p> <p><u>History and Geography</u></p> <ol style="list-style-type: none"> 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) 4. Use maps and globes to identify absolute locations (latitude and longitude). (G) 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><u>Civics and Government</u></p> <ol style="list-style-type: none"> 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)

Economics

11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)

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)

Grade 5 Learning Standards

Building on knowledge from previous years, students should be able to:

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)

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 15th 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 16th 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)

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)

5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)

- 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

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)

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)

- 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

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

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)

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)

- A. the fishing and shipbuilding industries
- B. trans-Atlantic trade
- C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

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)

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)

5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)

- A. legislative bodies
- B. town meetings
- C. charters on individual freedom and rights

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)

- 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)

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

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)

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)

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

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)

5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)

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)

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

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)

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

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)

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)

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)

5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

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)

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

5.33 Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China. (H)

5.34 Explain the reasons that pioneer moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H, G, C, E)

- A. wagon train journeys on the Oregon and Santa Fe Trails
- B. their settlements in the western territories

5.35 Identify the key issues that contributed to the onset of the Civil War. (H, E)

- A. the debate over slavery and westward expansion
- B. diverging economic interests

Grade 6: World Geography

Sixth graders study the world outside of the United States and North America. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7.

In grade 6, students address standards that emphasize physical and political geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Location refers both to absolute location indicated by longitude and latitude and to relative location, indicated by direction, distance, or travel time. The concept of place refers to the physical and man-made characteristics of a place such as a town or city. Human interaction with the environment encompasses the many ways in which people have adapted to their surroundings or altered them for economic reasons. The movement of people, goods, and ideas is the fourth concept. The fifth, region, refers to ways of categorizing areas of the earth, such as by climate or religion. (For related curriculum content, please see the Earth and Space Science Learning Standards for Grades 6-8 in the 2001 Massachusetts Science and Technology/Engineering Curriculum Framework.)

Grade 6 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization*. (G)
3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)
4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)
5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)
6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)

7. Use the following demographic terms correctly: *ethnic group*, *religious group*, and *linguistic group*. (G)

Civics and Government

8. Define what a nation is and give examples of the different ways nations are formed. (C)

9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)

Economics

10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)

11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)

12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.

13. Identify the key elements of a market economy. (E)

In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.

14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)

15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)

Grade 6 Learning Standards

Africa

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Morocco, Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe

A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)

A.2 Use a map key to locate countries and major cities in Africa. (G, E)

A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources

E. population size

A.4 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)

Optional Topics for Study

- Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Africa. (G, H, E)
- Describe major ethnic and religious groups in various countries in Africa. (G, H, E)
- Explain how drought and desertification affect parts of Africa. (G, E)
- Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)
- Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19th century by European nations and the legacy of their rule. (G, H, C, E)

- Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)

Western Asia (the Middle East)

Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)

WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)

WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)

Optional Topics for Study

- Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Western Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)
- Compare the form and structure of government for Turkey, Saudi Arabia, Jordan, Iraq, Iran, and Israel. (C)
- Identify the methods used to compensate for the scarcity of water in some areas. (E)
- Identify where the Kurds live and what their political aspirations are. (H)
- Discuss the reasons for and the effects of the United Nations' attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine; the flight of about 650,000 Arabs from Israel during its War of Independence in 1948; and the flight of more than 800,000 Jews in Arab countries to Israel after 1948. (H, G)

Central and South Asia

Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)

CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)

CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)

Optional Topics for Study

- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Moslems. (H, G, C)
- Identify the historical factors that created a stable democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, C)+
- Explain why the Indian government seeks to control population growth and the methods it uses to control population growth. (H, G)
- Describe the political, cultural, and religious differences between the countries in South Asia and the Central Asian Republics. (H, C)
- Describe the general level of education in selected countries in Central and South Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Central and South Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in Central and South Asia. (G, H, E)
- Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent. (H, G)

Southeast Asia and Oceania

Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Taiwan, Thailand, Vietnam

SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)

SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)

SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)

Optional Topics for Study

- Describe the general level of education in selected countries in Southeast Asia and Oceania and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Southeast Asia and Oceania. (G, H, E)
- Describe major ethnic and religious groups in various countries in Southeast Asia and Oceania. (G, H, E)
- Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g., South Korea, Japan, Taiwan, Hong Kong, and Singapore). (G, E)
- Identify the refugees who left Southeast Asia over the past several decades, the countries they came from, and why they are refugees. (G, H)
- Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). (G, H)
- Explain how Australia's and New Zealand's population size and location affect their capacity to engage in international trade. (G, E)

North and East Asia

China, Japan, Mongolia, North Korea, Russia, South Korea

NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)

NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)

NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

NEA.4 Identify when North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)

Optional Topics for Study

- Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in East Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)
- Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)
- Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H)
- Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)
- Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)
- Describe and explain the status of Taiwan. (H, G)
- Identify the number of time zones the Asiatic part of Russia spans; identify the routes used by Russian explorers, traders, and religious dissidents to cross into what is now Alaska. (H, G)

Europe

Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City, Yugoslavia

E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.

E.2 Use a map key to locate countries and major cities in Europe. (G)

E.3 Explain how the following five factors have influenced settlement and the economies of major European countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

Optional Topics for Study

- Describe the general level of education in selected countries in Europe and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Europe. (G, H, E)
- Describe major ethnic and religious groups in various countries in Europe. (G, H, E)
- Explain why Europe has a highly developed network of highways, waterways, railroads, and airline linkages. (G, H, E)
- Describe the purposes and achievements of the European Union. (H, E)
- Identify the countries that were once part of the Soviet Union in the Baltic area, Central Asia, Southern Russia, and the Caucasus, and compare the population and size of the former Soviet Union with that of present day Russia. (H, G)
- Explain the sources and effects of the massive pollution of air, water, and land in the former satellite nations of Eastern Europe, in the countries once part of the Soviet Union, and in Russia. (H, G)

South America

Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K.), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)

SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)

SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G).

Optional Topics for Study

- Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in South America. (G, H, E)
- Describe major ethnic and religious groups in selected countries in South America. (G, H, E)
- Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)

¹ Massachusetts General Laws, Chapter 69, Section 1D.