

## **PreK-Kindergarten**

Students will be able to:

- Recognize that each person is a special individual and there are similarities and differences among them.
  - Identify themselves as members of different groups (family, classroom, community).
  - Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays.
  - Identify traditional patriotic symbols, pledges and songs.
- 1. *Develop a respect for people, discuss events and recognize symbols.* (PreK-K. 1, PreK-K 5, PreK-K 7)**
- Explain why rules are important.
  - Give examples of authority figures in the home, school and community.
  - Recognize that individuals within a community must follow rules, accept responsibilities, share ideas, cooperate, negotiate to problem solve and make decisions.
- 2. *Explain and practice the responsibilities, privileges and rights of a United States citizen.* (PreK-K. 6)**
- Identify occupations within the community.
  - Identify the basic needs of people (shelter, food and clothing).
  - Identify the economic concept of the difference between needs and wants.
  - Identify the economic concept of exchange of money for goods and services.
  - Identify the economic concept of saving for the future.
  - Recognize that some goods and services are provided by the government (schools, parks, police and fire department).
- 3. *Identify different kinds of jobs, explain why people work, and give examples of things people do with the money they earn.* (PreK-K. 8, PreK-K 9, PreK-K 10)**
- Identify land masses versus bodies of water using a globe or map.
  - Demonstrate knowledge of left/right, up/down, near/far and above/under using locations on a map or picture.
  - Name their street address as well as city, state, country.
- 4. *Identify and use a map and/or globe to describe location and features of places.* (PreK-K. 3, PreK-K.4)**

### **PreK-Kindergarten (Continued)**

- Collect data and sequence time, places, people and events as they relate to the student's own life.
  - Discuss and list routines and events in their lives in chronological order using vocabulary related to time (tomorrow, yesterday, long ago, past, last year....).
  - Identify characteristics of communities, families and family life.
- 5. *Use chronology to sequence and organize events and people in history.* (PreK-K. 2)**

## **Grade 1**

Students will be able to:

- Identify the American flag, bald eagle, White House, and the Statue of Liberty.
  - Show and establish a growing respect for differences among people such as gender, physical characteristics and challenges, backgrounds, family structure, ethnic heritage, including customs.
  - Describe qualities or distinctive traits of famous Americans after reading or listening to folktales, legends, or stories.
  - Categorize themselves as members of different groups and articulate similarities and differences between themselves and others.
  - Recognize examples of honesty, caring and trustworthiness in the home and at school.
  - Participate in developing classroom rules and identifying consequences for breaking rules.
- 1. *Identify and explain the meaning of symbols, ideas and concepts of the United States and describe the roles of significant people. (1.2, 1.3)***
- Name individuals including the president who have made significant contributions to United States History, past and present.
  - Recognize the need for authority figures.
  - Explain the difference between rules and laws, establish criteria for determining if a rule or law is fair and identify the consequences for breaking rules.
- 2. *Identify the basic principles of the United States government. (1.2, 1.3)***
- - Choose from among needs and wants and predict the consequences of those choices.
  - Demonstrate the exchange of goods and services.
  - Compare and contrast occupations in the community.
  - Recognize that people share the same basic needs.
- 3. *Compare and contrast various economic systems. (1.2, 1.3)***
- Construct a simple map of a familiar area (such as the school, playground, neighborhood) incorporating cardinal directions and map symbols.
  - Recognize and identify the United States and Massachusetts on a map or globe.
  - Identify major geographic features (continents, rivers, lakes, mountains, oceans).
- 4. *Use maps and globes to locate places and derive information about directions and land forms. (1.1)***

## **Grade 1 (Continued)**

- Identify characteristics of the past and contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.
- Explain reasons for celebrating the events or people commemorated in national and Massachusetts holidays (Labor Day, Columbus Day, Veteran's Day, Thanksgiving, Civil Rights Day, President's Day, Patriots Day, Memorial Day, Flag Day, Independence Day).
- Develop a sense of empathy for others by investigating cultural differences through celebrations, holidays and family traditions.

**5. *Explain historical relationships using chronology to sequence and organize events and people in history. (1.4, 1.5)***

## Grade 2

Students will be able to:

- Compare and contrast rules and laws.
  - Recognize the need for authority figures and identify the characteristics of responsible leaders.
  - Explain how and why laws/rules can provide order and predictability.
  - Compare the need for rules in school and the need for law in the community.
- 1. *Identify and analyze the purposes and basic principles of the United States government.* (H, G)**
- List examples of producers/consumers and buyers/sellers using the school and community as examples.
  - Explain bartering as an alternative method of securing goods/services and needs/wants and compare to the present ways of acquiring goods and services.
  - Make economic choices and predict the consequences of those choices.
  - Identify how people in different cultures have the same needs, but meet their needs in different ways.
- 2. *Compare and contrast various economic systems and analyze their impact on individual citizens.* (E)**
- Locate the 7 continents, 5 oceans, major rivers and mountain ranges on a map or globe.
  - Locate boundaries of the United States, Canada, and Mexico.
  - Identify other countries in North America and understand the difference between a continent and a country.
  - Classify the United States as a country in the continent of North America.
  - Demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.
  - Examine a variety of maps and globes to identify and describe major geographic features.
- 3. *Interpret and use maps and globes and other geographic tools to locate and derive information about major landforms and directions.* (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)**
- Demonstrate an understanding of what a historical timeline is.
  - Construct and analyze timelines of students' lives.
  - Create timelines that use words related to time and causation correctly: (now, in the past, in the future, because).
  - Investigate the country where their ancestors came from and give examples of the customs and traditions of that country.
  - Gather information using family artifacts and photos to compare and contrast different life styles.
  - Explore the history of the community by identifying significant sites and people.

## **Grade 2 (Continued)**

- Compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs
  - Read children's books about many cultures and compare the variety of traditions, languages, structures of families and community life
- 4. *Examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history. (2.8, 2.9, 2.10)***

### Grade 3

Students will be able to:

- Explain, in basic terms, the role of the mayor and city council; and identify the building in which the mayor works.
- Explain how and why citizens contribute their time to the community.

**1. Describe the roles of significant individuals in government. (3.9)**

- Recognize the Declaration of Independence, the Constitution and the Bill of Rights as key American documents.
- Define in simple terms, the concepts of freedom and justice, and give examples (historical and contemporary).

**2. Explain and analyze the origins and meaning of the principles and democratic values expressed in the foundational documents of the United States. (3.5, 3.6, 3.10)**

- Locate the Northeast region, name the states that make up New England and identify physical characteristics of the region including coastline, harbors, bays, mountains, rivers and natural resources.
- Investigate who the Pilgrims were, where they came from, the reasons that they left England, how they traveled to the New World, and the dangers involved in the voyage.
- Find Lawrence on a map of Massachusetts and describe how the city has changed over time using past and present photographs; including the different groups of people who have lived here.

**3. Interpret, use and construct maps, globes and other geographic tools to locate and derive information about directions, people, places and environments. (3.1, 3.8, 3.11, 3.12)**

- Explain why the Pilgrims decided to settle in Plimouth (Plymouth) and the difficulties they faced.
- Describe the early history of Massachusetts including the Wampanoag, Pilgrims and Puritans; explain how early settlers adapted to the environment.
- Compare/contrast Puritans and Pilgrims.
- Describe family, community and daily life in Colonial Massachusetts.
- Recognize the Mayflower Compact as an important document and explain, in simple terms, why it is important.
- Discuss the role that Massachusetts played in the American Revolution, including the actions of important individuals (Paul Revere, John Hancock, Sam Adams, Crispus Attucks, women and other minorities).
- Read biographies of famous people from Massachusetts.

**4. Examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history. (3.2, 3.3, 3.4, 3.7)**

### **Grade 3 (Continued)**

- Define and give examples of taxes
  - List examples of tax-supported facilities and services such as public schools, recreational services, libraries, police and fire departments.
  - Define and give examples of bartering between Native Americans and early settlers in Massachusetts.
- 5. *Explain the economic principles and processes needed to be effective citizens and consumers. (3.13, 3.14)***

## Grade 4

Students will be able to:

- Examine the different ways immigrants can become citizens of the United States.
- Determine and discuss the major rights immigrants acquire as citizens of the United States.

**1. Describe the rights and individual responsibilities of citizenship. (C)**

- 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).

**2. Explain the significance and importance of maintaining historical sites. (4.13)**

- Define and give examples of limited and unlimited natural resources in the United States and discuss the effects of scarcity of resources on the community.
- Outline how the interaction of buyers and sellers influences the prices of goods and services in the markets.

**3. Understand basic economic concepts and their individual impact on the economy. (E)**

- Interpret information utilizing a map's title, legend, scale, compass rose, and symbols.
- Determine absolute locations (latitude and longitude) of places studied.
- Locate North America on a world map; locate the United States, its boundaries (including Alaska and Hawaii) and regions; including Puerto Rico.
- Distinguish the state, capital and major cities in each region.
- Identify and describe the major geographical features of the United States.

**4. Interpret, utilize and construct maps and globes and their geographic tools to locate and derive information about directions, people, places and environments. (4.8, 4.9, 4.10, 4.11, 4.12)**

- Investigate five European countries that influenced different regions of the present United States.
- Identify the distinctive contribution to American culture made by: indigenous peoples, African Americans, major European immigrants, Spanish speaking and Asian immigrants.
- Identify major immigrant groups who live in Massachusetts and where they live in large numbers.

**5. Describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions. (4.14, 4.15, 4.16)**

#### **Grade 4 (Continued)**

- Locate Canada and Mexico on a North America map and identify its provinces/states and major cities.
  - Describe the climate, major physical characteristics and natural resources of Canada and Mexico.
  - Describe the major ethnic and religious groups of Canada and Mexico.
  - Explain how and when Canadian and Mexican independence was achieved.
- 6. Analyze the geographic, political, economic and religious structure of Canada and Mexico. (4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26)**

## Grade 5

Students will be able to:

- Locate geographical areas of pre-Columbian Civilizations in Central and South America: Maya, Inca, and Aztec.
- Explain political and social structures, religious practices, and economic and cultural abilities of Maya, Inca and Aztec Civilizations.
- Explain reasons for decline of Maya, Inca, and Aztec Civilizations.

### **1. Describe the pre-Columbian Civilizations in Central and South America. (5.2, 5.4)**

- Explain and trace the routes of the Vikings across the Atlantic.
- Explain why Europeans began to explore during the 15<sup>th</sup> century.
- Identify at least four 15<sup>th</sup> century explorers and trace their routes.

### **2. Trace and describe European Exploration of the Americas to 1648. (5.1, 5.3)**

- Discuss goals and extent of Dutch settlements in New York; French settlements in Canada; Spanish settlements in Florida, Southwest, and California.
- Explain the early relationship of the English settlers to the indigenous groups of North America.
- Explain how conflicts between English settlers and Native Americans might have been avoided.
- Describe what is known about the failed settlement of Roanoke.
- Compare and contrast key challenges and successes of the settlements at Jamestown and Plymouth.

### **3. Compare and contrast the different types of European colonies established in America. (5.5, 5.6)**

- Identify the major leaders and groups responsible for the founding of the original thirteen colonies.
- Explain how the development of colonial governments led to the Revolution.
- Investigate maritime trade/commerce and its importance in the economic development of the colonies.

### **4. List the 13 colonies and discuss regional differences. (5.7, 5.10, 5.11)**

- Explain the harsh conditions of the middle passage.
- Define indentured servitude and slavery.
- Compare and contrast the life of freed Africans' in the North and their enslaved counterparts in the South.

### **5. Trace the origin and progression of slavery in North America. (5.12)**

## Grade 5 (Continued)

- Discuss the French and Indian War; the Sugar Act, Stamp Act, Townsend Acts, Tea Act, and Intolerable Acts and explain how the colonies responded.
- Describe the preparedness of Great Britain and the American colonies for war.
- Explain the significance of the Battle of Lexington and Concord.

**6. Describe British rule in the colonies and how it ended. (5.15, 5.17)**

- Identify the major battles and key turning points of the Revolution.
- Investigate the life and achievements of leaders during the Revolution and early years of the United States.

**7. Students will locate and describe the main victories and setbacks of the Revolution. (5.14)**

- Identify the main author of the Declaration of Independence and prominent Patriots and their contributions.
- Compare and contrast key arguments made by Patriots and Loyalists for and against independence.

**8. Discuss key ideas contained within the Declaration of Independence. (5.16, 5.18)**

- Discuss and explain the purpose, participants and outcomes of the Constitution.
- Describe how the Massachusetts Constitution is the model for the U.S. Constitution.
- List the reasons for the adoption of the Articles of Confederation.
- Identify the major leaders and issues at the Constitutional Convention.
- Define and discuss the Great Compromise.
- Explain the causes and importance of Shay's Rebellion.

**9. Define the purpose, content, origination and the process leading to the development of the Constitution. (5.19, 5.20, 5.21, 5.22)**

- Explain the basic political principles of American democracy.
- Discuss the responsibilities of government at the federal, state and local levels.
- List the three branches of the United States Government.
- Explain why the Bill of Rights is included in the Constitution.

**10. Describe the structure of the government of the United States. (5.8, 5.9, 5.23, 5.24, 5.25, 5.26, 5.28)**

- Explain how Americans were expected to participate in, monitor, or change their government and site examples of how this is done today.
- Define: citizen, suffrage, rights, representation.

**11. Explain how citizenship includes responsibilities as well as rights. (5.27)**

## **Grade 5 (Continued)**

- Describe the:
  - Louisiana Purchase of 1803.
  - Expedition of Lewis and Clark from 1803-1806.
  - Significance and consequences of the abolition of slavery.
  - Causes of the War of 1812.
  - Importance of the China trade and whaling industry to 19<sup>th</sup> century New England.
  - Reasons pioneers moved west from the beginning of the 19<sup>th</sup> century.
  - Key issues that contributed to the onset of the Civil War.

***12. Explain the major events that led to the growth of the Republic of United States to 1820. (5.29, 5.30, 5.31, 5.32, 5.33, 5.34, 5.35)***

## Grade 6

Students will be able to:

- Explain how the rotation of the earth affects seasons, climate, and the cycle of night and day.
- Use a map and/or globe to understand the effects of longitude and latitude.
- Explain the connection between latitude, elevation, climate and land use.
- Explain the parts of a map and distinguish types of maps.
- Explain how and why to use topographic, landform, political, population and climate maps.
- Examine how physical environment affects the economy of the region.
- Explain the difference between absolute and relative location.

**1. Interpret information from maps, globes and atlases. (G)**

- Discuss population distribution, population density, and population growth.
- Explain the migration of people and urbanization.
- Discuss institutions, language, and culture.
- Analyze how religion is basic to every culture.

**2. Use demographic terms correctly. (G)**

- Use terms: landform, plateau, hill, plain, mountain, weathering, and erosion as they relate to the earth's physical processes.
- Use terms related to natural resources: raw materials, recyclable resources, renewable resources, nonrenewable resources, fossil fuels.
- Explain the difference between climate and weather.
- Explain urbanization.

**3. Use geographic terms correctly. (G)**

- Explain and give examples of traditional, market, command and mixed economic systems.
- Explain the basic economic questions of what to produce, how to produce, and for whom to produce.

**4. Explain and describe different economic systems. (E)**

- Locate the regions, countries, major cities, and major landforms of Africa.
- Explain how landforms, climate and natural resources of Africa influenced settlement and the economies of African regions.
- Identify when modern African countries became independent nations and explain how independence was achieved.
- Explain the cultural differences of different ethnic groups in Africa.
- Locate the regions, countries, major cities, and major landforms in Asia.
- Using a population map, identify heavily populated regions of Asia and explain why these areas are more populated than others.

## Grade 6 (Continued)

- Using a climate map, identify weather conditions for different regions in Asia.
  - Explain how and why Southeast Asia moved from colonial rule to independence.
  - Explain how landforms, climate and natural resources influenced the settlement and economy of regions of Asia.
  - On a map, identify cities along the Silk Road and understand how the Silk Road affected the economy of China.
  - Locate countries and major cities in the various regions of Australia and the major Pacific Islands and Oceania.
  - Explain the differences between the two major ethnic groups of Iraq, the Sunnis and Shiites.
  - Explain how political boundaries have intensified conflicts and challenges in the Middle East.
  - Explain the differences between the Jews and Palestinians.
  - Explain the events of the Arab-Israeli conflict.
  - Locate the regions, countries, major cities and major landforms of Europe.
  - Explain how landforms, climate and natural resources influenced the settlement and economy of Europe.
  - Locate the regions, countries, major cities and major landforms of South America
  - Explain how landforms, climate and natural resources have influenced settlement and the economies of South American regions.
  - Explain when, why and how Venezuela, Brazil, Chile, and Argentina became independent and how independence was achieved.
5. ***Explain how the five factors of geography (absolute and relative location, climate, major physical characteristics, major natural resources, population size) have influenced settlement and the economies of major countries in Africa, Asia, Europe, and South America. (G, H, E)***
- Locate the regions, countries, major cities and major landforms of China.
  - Explain how landforms, climate and natural resources influenced settlement and the economies of the Ancient Chinese civilization.
  - Describe the Chinese writing system and compare it to an alphabet writing system.
  - Identify Confucius and describe his written work.
  - Describe important technologies of China such as bronze casting, silk manufacture and gunpowder.
  - Investigate and describe how the First Emperor unified China and created building projects for irrigation, transportation and defense.
6. ***Analyze the geographic location and political and economic contributions of Ancient China, C. 3000-200 BC/BCE. (G, H, E)***
- Locate the regions, countries, major cities and major landforms of Central America and the Caribbean Islands as well as the Isthmus of Panama.

**Grade 6 (Continued)**

- Explain how landforms, climate and natural resources have influenced settlement and the economies of Central America and the Caribbean Islands.
- Identify the languages used in different countries in the Caribbean region today.
- Explain how and when independence was achieved in the Caribbean and Central America.

**7. *Analyze the geographic location and political and economic contributions of Central America and the Caribbean Islands. (G, H, E)***

## Grade 7

Students will be able to:

- Identify historical sites where evidence of human life has been discovered.
- Explain how agriculture and metallurgy effects settlement, population growth and civilization emergence.
- Describe the characteristics of a hunter-gatherer society.
- List the elements of a civilization.

**1. Explain how climate and environmental changes have allowed for the existence of human life. (7.1, 7.2, 7.3, 7.4, 7.5, 7.6)**

- On an ancient map, locate the Tigris and Euphrates Rivers and identify (by labeling) Sumer, Babylon, and Assyria.
- Explain the reason behind the term, “Fertile Crescent”.
- Locate England, the Middle East, the Indian sub-continent, Greece, Italy, Spain, Crete, Egypt, India, Pakistan and Turkey.

**2. Describe how location and geographical characteristics contributed to the advancement of the Early River Civilizations. (7.7, 7.18)**

- Define polytheism.
- Recognize the Phoenician civilization and describe its’ early writing system.
- Explain how irrigation, metalsmithing, slavery and inventions contributed to the growth of Mesopotamia.
- Describe why Hammurabi is considered an ancient historical figure and explain the Hammurbi Code.

**3. Describe the important achievements of the River Civilizations. (7.7, 7.8, 7.9, 7.10, 7.11)**

- On an ancient map, locate the Mediterranean and Red Seas, the Nile River, Nubia and Egypt.
- Detail the role of the pharaoh in Ancient Egypt and explain why Egyptians revered their leader as a god.
- Describe the agricultural system, the invention of the calendar, monumental architecture, hieroglyphic writing, and invention of papyrus.

**4. Summarize and discuss the hierarchy and achievements of the Ancient Egyptian Civilization. (7.12, 7.13, 7.14, 7.15, 7.16)**

- Define city-states.
- Explain the importance of Athenian’s government system and how it compares to our current governmental body.

## Grade 7 (Continued)

- Compare and contrast life in Athens and Sparta.
  - Recognize Alexander the Great as a major historical figure.
  - Explain the cause of the Persian Wars.
5. **Discuss the hierarchy and achievements of Ancient Greece.** (7.24, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 7.31, 7.32, 7.33, 7.34)
- Identify how Rome's location contributed to the shaping of Roman democratic society.
  - Identify the contributions to law, literature, poetry and technology to Rome's civilization.
  - Explain the role of Julius Caesar in Rome's transition to an Empire.
6. **Describe how location, citizenry and intellect led to Rome's advancement.** (7.35, 7.36, 7.37, 7.38, 7.39, 7.40, 7.41, 7.42)
- Discuss the Israelites religious beliefs and trace their migration from Mesopotamia.
  - Describe how King Saul, King David, and King Solomon unified the tribes of Israel.
  - Explain the dispersion of the Jews to other lands.
7. **Discuss the hierarchy and achievements of the Ancient Israelite Civilization.** (7.19, 7.20, 7.21, 7.22, 7.23)

## Grade 8

Students will be able to:

- Explain reasons for European exploration and expansion that led to trade.
  - Identify the location of the Maya, Aztec and Inca civilizations.
  - Describe the Pre-Columbian civilization – political, religious, economic, art, architecture and slavery.
  - Describe the effects of European colonialism of South America.
- 1. Explain how the European exploration and expansion of the Pre-Columbian Civilizations affected those regions politically, socially and economically.** (WHI.12, WHI.13, WHI.14)
- Describe the religions, family and economic practices of early Africans.
  - Describe the different ways Islam and Christianity influenced African culture.
  - Describe and identify African Empires and leaders.
- 2. Explain the origin of the African Empires and what influences affected them.** (WHI.15, WHI. 17, WHI.18, WHI.19)
- Describe Medieval Europe’s economic, social, political developments.
  - Describe the history of Medieval English Legal System and the rise of modern democratic institution.
  - Explain the growth of English and French nations.
  - Describe Muslim Wars prior to the crusades and the conflict between Islam and Christianity.
  - Explain what influences led to the development of Christianity during the Middle Ages
- 3. Explain the issues that led to the rise and achievements of the Byzantine Empire.** (WHI.6, WHI.7, WHI.8, WHI,9)
- Describe the significant aspects of Islamic beliefs.
  - Trace the course of Islam’s expansion to 1500 A.D.
  - Describe the political, economic and religious developments of Islam.
- 4. Explain the influences and achievements of the Islamic Civilization during the “Golden Age”.** (WHI. 1, WHI.2, WHI.3, WHI.4, WHI.5)
- Describe the origins and development of Renaissance.
  - Describe the origins of the Protestant Reformation.
  - Explain and describe how the Scientific Revolution and scientific method led to new theories from: Bacon, Copernicus, Descartes, Galileo, Kepler, Newton.
- 5. Describe the concepts of Enlightenment in European history.** (WHI.29, WHI.30, WHI.31, WHI.32, WHI.33, WHI.34, WHI.35, WHI.38)

## **Grade 8 (Continued)**

- Describe the economic and political principles of Hinduism.
  - Describe the development of the caste system of India.
  - Explain the influence of Islam and the rise and fall of Moghul Empire.
  - Identify artistic and intellectual achievements, including the development of a decimal system.
- 6. *Explain the origins and rise of the Indian and its' Hindu religion.*** (WHI.21, WHI.22, WHI.37)
- Summarize economic evolution of Shinto to Japanese Buddhism.
  - Describe the cultural and economic relationships among China, Korea, and Japan
  - Explain the influences and consequences of isolation.
  - Explain how Korea has been the battleground and cultural bridge between China and Japan.
- 7. *Summarize the major economic and religious beliefs of Korea, Japan and China.***  
(WHI.23, WHI.24, WHI.25, WHI.26, WHI.27, WHI.28)

## Grade 9

Students will be able to:

- Explain the political and economic factors that contributed to the American Revolution.
  - Discuss the historical and intellectual influences on the American Revolution and the formation and framework of the American government.
  - Explain the events and issues that led up to the adoption of the Articles of Confederation, the Declaration of Independence, the Massachusetts Constitution, the US Constitution, and the Bill of Rights.
- 1. Analyze and explain the political, economic and intellectual origins of the American Nation: the Revolution and the Constitution, 1763-1789.** (USI.1, USI.2, USI.3, USI.4, USI.5, USI.6, USI.7, USI.8, USI.9, USI.10)
    - Explain the similarities and differences between democracy, monarchy, oligarchy, theocracy, and autocracy and their purposes and functions.
    - Describe the characteristics of the United States democratic government.
    - Explain the roles and responsibilities of the federal, state and local governments.
    - Describe the major components of Massachusetts government including roles of state leaders and state boards.
    - Explain the rights and responsibilities of citizenship.
  - 2. Analyze and explain the formation and framework of the American Democracy.** (USI.11, USI.12, USI.13, USI.14, USI.15, USI.16, USI.17, USI.18, USI.19, USI.20, USI.21)
    - Summarize the major policies and political developments that took place during the presidencies of Washington, Adams and Jefferson.
    - Analyze the suffrage movement in America.
    - Describe the Jackson administration of 1828 in relation to important policies and issues.
    - Trace the importance of the doctrine of Judicial Review as manifested in Marbury vs. Madison.
    - Describe the causes and consequences of America's westward expansion.
  - 3. Analyze, explain and describe political democratization and westward expansion of 1790-1860.** (USI.22, USI.23, USI.24, USI.25, USI.26)
    - Describe the Transportation Revolution of the 19<sup>th</sup> century.
    - Explain the impact of the textile industry in New England's Industrial Revolution.
    - Trace slavery and its rapid growth in the south after 1800.
  - 4. Analyze and explain the economic growth in the north and south, 1800-1860.** (USI.27, USI.28, USI.29)

## **Grade 9 (Continued)**

- Summarize the growth of the American education system after Horace Mann.
  - Describe the formation of the abolitionist movement.
  - Describe the religious trends and suffrage movement of antebellum America.
  - Analyze the emergence of the Transcendentalist movement.
- 5. Describe the social, political and religious changes of 1800-1860.** (USI.30, USI.31, USI.32, USI.33, USI.34)
- Describe the different economies and cultures of the North and South.
  - Explain the critical developments leading to the Civil War.
  - Identify the Confederate and Union States.
  - Analyze Lincoln's presidency and the Emancipation Proclamation.
  - Explain the roles and policies of the Civil War leaders.
  - Summarize the effects of the Civil War.
  - Explain the policies and consequences of Reconstruction.
- 6. Analyze the Civil War and Reconstruction.** (USI.35, USI.36, USI.37, USI.38, USI.40, USI.41, USI.42)

## Grade 10

Students will be able to:

- Explain the causes and consequences of the Industrial Revolution.
  - Describe the causes of immigration of Europe, China, Korea and Japan in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
  - Analyze the causes of the westward expansion after the Civil War.
  - Explain the formation of Unions during the Industrial Era.
  - Analyze the causes and course of America's role in world affairs.
  - Explain the significance of Wilson's wartime diplomacy.
- 1. Analyze and explain the Emerging Role of Industrial America, 1870-1920. (USII.1, USII.2, USII.3, USII.4, USII.5, USII.6, USII.7)**
- Analyze the origins of Progressiveness and its leaders.
  - Analyze post-civil war struggles of African Americans' and women's civil rights.
  - Describe the difference between traditionalism and modernity after WWII.
  - Describe the causes and consequences of global depression after 1930.
  - Analyze policies, people and institutions after the New Deal.
  - Explain how the Great Depression and New Deal affected society.
- 2. Describe the Age of Reform from 1940-1940. (USII.8, USII.9, USII.10, USII.11, USII.12, USII.13)**
- Explain the strength of American isolation after WWII.
  - Analyze and explain the German aggression.
  - Describe reasons for dropping the A Bomb.
  - Explain the domestic events during WWII.
- 3. Describe and issues and events of WWII. (USII.14, USII.15, USII.16, USII.17)**
- Explain factors leading to the cold war.
  - Analyze the sources and location of the Cold War.
  - Explain causes, course and consequences of the Vietnam War.
  - Analyze the events and issues leading to the end of the Cold War.
- 4. Explain the reasons why the Cold War, 1945-1989, took place. (USII.18, USII.19, USII.20, USII.21)**
- Explain the causes and consequences of the trends of the domestic Cold War.
  - Describe the policies of Truman and Eisenhower.
  - Analyze the roots of McCarthyism.
  - Describe the origins, events, and accomplishments of the Civil Rights Movement.
  - Explain the Women's Rights Movement of 1967.
  - Analyze policies of Kennedy, Johnson, and Nixon.
- 5. Describe economic growth, optimism, anticommunism and reform of the Cold War, 1945-1980. (US.II.22, USII.23, USII.24, USII.25, USII.26, USII.27, USII.28)**

**Grade 10 (Continued)**

- Analyze presidencies of Reagan and Clinton.
  - Describe the economic trends of the late 20<sup>th</sup> century.
  - Explain the importance of the 2000 and 2004 elections.
  - Analyze the importance of recent diplomatic events.
- 6. *Describe issues and events of Contemporary America from 1980-Present.* (USH.29, USII.30, USII.31, USII.32, USII.33)**

## Grade 11

Students will be able to:

- Describe significant aspects of Islamic beliefs.
  - Describe the major political, economic and religious developments in Islamic history.
  - Describe Islam’s “Golden Age”.
- 1. Summarize the emergence and expansion of Islam to 1500. (WHI.1, WHI.2, WHI.3, WHI.4, WHI.5)**
    - List the major economic, social and political developments of medieval Europe.
    - Describe the medieval, legal and constitutional history and its influence on modern legal institutions and procedures.
  - 2. Analyze the medieval period in Europe to 1500. (WHI.6, WHI.7, WHI.8)**
    - Explain the religious and political conflicts between Islam and Christianity.
    - Describe the rise of the Ottoman Empire during the 14<sup>th</sup> and 15<sup>th</sup> centuries.
    - Describe the decline of the Muslim rule after 1492.
  - 3. Analyze the conflicts between Islam and Christianity to 1500. (WHI.9, WHI.10, WHI.11)**
    - Identify the three major Pre-Columbian civilizations.
    - Identify major economic, political and social effects during South America’s colonial period.
  - 4. Describe European Western Expansion and the Civilizations of Central and South America. (WHI.12, WHI.13, WHI.14)**
    - Describe the indigenous religious practices observed by Early Africans.
    - Describe ways Islam and Christianity influenced African cultures.
    - Describe important aspects of African empires.
    - Describe the Trans-African slave trade from 8<sup>th</sup> to 16<sup>th</sup> centuries.
  - 5. Trace African History to 1800. (WHI.15, WHI.16, WHI.17, WHI.18, WHI.19, WHI.20)**
    - Describe important economic, political and religious developments in Indian History to 1800.
    - Describe British influence in India.
  - 6. Trace Indian History to 1800. (WHI.21, WHI.22)**

## Grade 11 (Continued)

- Describe the growth of the Chinese economy to 1800.
  - Explain Japan's cultural and economic relationship to China and Korea.
  - Explain Korea's role between China and Japan.
7. *Analyze the history of China, Japan and Korea to 1800.* (WHI.23, WHI.24, WHI.25, WHI.26, WHI.27, WHI.28)
- Explain the role of religion in the wars of the 15<sup>th</sup> and 16<sup>th</sup> centuries.
8. *Analyze the Renaissance and Reformation in Europe.* (WHI.29, WHI.30, WHI.31, WHI.32)
- Explain how Enlightenment contributed to the growth of democratic principles of government.
9. *Analyze the Scientific Revolution and the Enlightenment in Europe.* (WHI.33, WHI.34, WHI.35)
- Describe the expansion of the Ottoman Empire in the 15<sup>th</sup> and 16<sup>th</sup> centuries.
  - Describe the expansion of Islam into India from the 13<sup>th</sup> to the 17<sup>th</sup> century.
10. *Analyze the growth and decline of Islamic Empires.* (WHI.36, WHI.37, WHI.38)
- Describe the political power in Europe from 1500-1800.
  - Explain England's main exception to absolutism in royal power in Europe.
  - Describe the major events in the French Revolution.
  - Summarize the major efforts of the French Revolution.
11. *Identify the causes for the growth of the Nation State in Europe.* (WHII.1, WHII.2, WHII.3, WHII.4)
- Identify the causes of the Industrial Revolution.
  - Explain the social and economic impact of the Industrial Revolution.
  - Describe the rise of unions and socialism.
  - Describe the significance of the antislavery sentiment in Britain.
  - Explain the importance of the reform movements in Europe.
  - Summarize the causes, course and consequences of the unification of Italy and Germany.
  - Describe the causes of the 19<sup>th</sup> century European imperialism.
12. *Explain the Industrial Revolution and the social and political change in Europe 1800-1914.* (WHII.5, WHII.6, WHII.7, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11)

## Grade 11 (Continued)

- Identify the major developments in Indian, Chinese, Japanese, African and Latin American history during the 19<sup>th</sup> and 20<sup>th</sup> centuries.

**13. Explain the causes and effects of the Asian, African and Latin American History during the 19<sup>th</sup> and 20<sup>th</sup> centuries. (WHII.12, WHII.13, WHII.14, WHII.15, WHII.16)**

- Summarize the major events and consequences of World War I.
- Identify the major developments in the Middle East and Central America before World War I.
- Analyze how governments responded to the Great Depression.
- Summarize the consequences of Soviet communism to 1945.
- Summarize the key battles and events of World War II.
- Identify the goals and leadership of Winston Churchill, Franklin D. Roosevelt and Joseph Stalin.
- Describe the course and consequences of the Holocaust.
- Explain the reason for the dropping of the atom bomb in Japan.
- Explain the consequences of World War II.

**14. Explain the causes and effects of the Great Wars of 1914-1945. (WHII.17, WHII.18, WHII.19, WHII.20, WHII.21, WHII.22, WHII.23, WHII.24, WHII.25, WHII.26, WHII.27, WHII.28, WHII.29)**

- Explain the factors and key events of the Cold War.
- Describe the Chinese Civil War and its political and economic upheavals.
- Describe the factors contributing to the post World War II growth.
- Describe how scientific advances influenced historical events.
- Describe the development and goals of the leaders of Cuba, Congo, Vietnam, Egypt, India and Argentina.
- Explain the establishment of Israel in 1948.

**15. Summarize major events and developments of the Cold War of 1945-1989. (WHII.30, WHII.31, WHII.32, WHII.33, WHII.34, WHII.35, WHII.36, WHII.37, WHII.38, WHII.39)**

- Explain the causes for the decline of the Soviet Union 1989-2001.
- Explain the roles of various Soviet Leaders 1989-2001.
- Identify the consequences of the Soviet Union's break up.
- Identify the ethnic and religious conflicts in Ireland, Balkans, Sudan, Rwanda, Sri Lanka, Kashmir.
- Summarize the reasons for the fall of apartheid of South Africa.

**Grade 11 (Continued)**

- Explain the effects of the spread of AIDS.
- Explain the computer revolution and its effect on civilization.
- Describe America's response to the September 11, 2001 terrorist attack.

**16. *Identify the major events of the contemporary World 1989-Present.*** (WHII.40, WHII.41, WHII.42, WHII.43, WHII.44, WHII.45, WHII.46, WHII.47, WHII.48)

## **Grade 12**

### *Electives*

Essential Learning Outcomes and Benchmarks are specific to each available elective.