Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES PreK-K

LIVING, LEARNING, AND WORKING TOGETHER

OVERVIEW

To create a coherent focus in PreK-5, the Massachusetts History and Social Science Curriculum Framework emphasizes U.S. history and geography, from an understanding of neighborhood and community to a study of colonial America and the early republic.

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.

CONCEPTS & SKILLS

With guidance from the teacher, students should be able to:

History and Geography

1. Identify sequential actions, such as *first, next, last,* in stories and use them to describe personal experiences. (H)
2. Use correctly words and phrases related to chronology and time *(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).* (H)
3. Use correctly the word *because* in the context of stories or personal experiences. (H)
4. Use correctly words and phrases that indicate location and direction, such as up, *down, near, far, left, right, straight, back, behind,* and *in front* of (G)
5. Tell or show what a map is and what a globe is. (G)

Civics and Government

6. Give examples that show the meaning of the following concepts: *authority, fairness, justice, responsibility,* and *rules. (C)*

Economics

7. Use words relating to work, such as *jobs, money, buying,* and *selling.* (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)

REPORT CARD EXPECTATIONS

- Demonstrates an understanding of community jobs.
- Demonstrates an understanding of national holidays.
- Recognizes important American symbols (American flag, patriotic songs, Pledge of Allegiance, Presidents).
- Demonstrates an understanding of location (up, down, near, far, behind, in front of).

STATE ASSESSMENT PLANS

At the elementary level, the MCAS test in history and social science will be administered in Grade 5. The basis for the test will be the history, geography, economics, and civics standards and the concepts and skills for grades 4 and 5. The test will cover U.S. history and geography from the time of the early settlements through the War of 1812.

LEARNING STANDARDS

DOE Standard Number	With guidance from the teacher, students should be able to:
PreK-K.1	Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H) a. Columbus Day b. Independence Day c. Martin Luther King, Jr. Day d. Presidents' Day e. Thanksgiving
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)

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES GRADE 1

TRUE STORIES AND FOLK TALES FROM AMERICA AND FROM AROUND THE WORLD

OVERVIEW

To create a coherent focus in PreK-5, the Massachusetts History and Social Science Curriculum Framework emphasizes U.S. history and geography, from an understanding of neighborhood and community to a study of colonial America and the early republic.

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. In addition to the state standards, the district has identified other standards that are part of the grade 1 curriculum, including standards in globe and map skills, understanding neighborhoods, understanding families, and citizenship.

CONCEPTS & SKILLS

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time *(now, in the past, in the future)* and recognize the existence of changing historical periods *(Other times, other places)*. (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)

Civics and Government

8. Give examples that show the meaning of the following words: *politeness, achievement, courage, honesty,* and *reliability*. (C)

Economics

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)

STATE ASSESSMENT PLANS

At the elementary level, the MCAS test in history and social science will be administered in Grade 5. The basis for the test will be the history, geography, economics, and civics standards and the concepts and skills for grades 4 and 5. The test will cover U.S. history and geography from the time of the early settlements through the War of 1812.

REPORT CARD EXPECTATIONS

- Understands how families are similar and different.
- Understands the key elements of a neighborhood.
- Understands map and globe features.
- Shows an awareness of American culture (people, symbols, holidays).
- Participates in class discussions.
- Puts forth best efforts.

LEARNING STANDARDS

STRAND: UNITED STATES LEADERS, SYMBOLS, EVENTS, AND HOLIDAYS	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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)
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 Medioa 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)

DISTRICT STANDARDS	
District Standard Number	**Building on knowledge from previous years, students should be able to:**
D1.1	Globe & Map Skills 1. Begin to learn map-reading vocabulary. 2. Continue to learn global features (hemispheres, rivers, mountains). 3. Follow stories on globe and maps.
D1.2	Understanding Neighborhoods 1. Understand what makes up a neighborhood. 2. Understand the roles, rules, and responsibilities of people in a neighborhood.
D1.3	Understanding Families 1. Understand how families are similar and different. 2. Understand the relationship between the family and other groups of people. 3. Understand the roles, rules, and responsibilities of the family. 4. Understand the history of their families: be able to learn and tell the history of their mother and father, brothers and sisters, and any other important members of their families.
D1.4	Citizenship 1. Understand what makes a good citizen. 2. Understand the roles, rules, and responsibilities of the members of the school community. 3. Experience historical poetry, songs, and portions of documents and speeches.

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES GRADE 2

E PLURIBUS UMUM: FROM MANY, ONE

OVERVIEW

To create a coherent focus in PreK-5, the Massachusetts History and Social Science Curriculum Framework emphasizes U.S. history and geography, from an understanding of neighborhood and community to a study of colonial America and the early republic.

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. In addition to the state standards, the district has identified other standards that are part of the grade 2 curriculum. These standards relate to learning about Native Americans.

CONCEPTS & SKILLS

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

1. Use a calendar to identify days, weeks, months, years, and seasons. (H)
2. Use correctly words and phrases related to time *(now, in the past, in the future),* changing historical periods *(other times, other places),* and causation *(because, reasons).* (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)

Civics and Government

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)

Economics

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)

REPORT CARD EXPECTATIONS

- Demonstrates an understanding of the contributions of Native Americans to our nation's history.
- Demonstrates skill in locating the U.S., Canada, Mexico, continents, oceans, and major rivers on a world map.
- Shows an awareness of family culture and ethnicity.
- Demonstrates skills in using the calendar, maps, globes and historical time lines.
- Is able to explain the qualities of good citizenship and give examples of people who exemplify good citizenship.
- Participates meaningfully in class discussions.
- Puts forth best effort.

STATE ASSESSMENT PLANS

At the elementary level, the MCAS test in history and social science will be administered in Grade 5. The basis for the test will be the history, geography, economics, and civics standards and the concepts and skills for grades 4 and 5. The test will cover U.S. history and geography from the time of the early settlements through the War of 1812.

LEARNING STANDARDS

STATE STANDARDS	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
2.1	On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)
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 and then the 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)

3.2	Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G) (Moved from grade 3 curriculum)

DISTRICT STANDARDS	
District Standard Number	**Building on knowledge from previous years, students should be able to:**

D2.1	Native Americans 4. Give examples of how Native Americans learned to utilize and adapt to the natural resources. 5. Give examples of how Native Americans work together for the benefit of their community. 6. Give examples of how Native American communities were different from communities of today.

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES GRADE 3

MASSACHUSETTS AND ITS CITIES AND TOWNS:

GEOGRAPHY AND HISTORY

OVERVIEW

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.

CONCEPTS & 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.

REPORT CARD EXPECTATIONS

- Demonstrates an understanding of the city of Beverly and its history.
- Demonstrates an understanding of Massachusetts and its history.
- Demonstrates an understanding of map and globe features.
- Participates in class discussions.
- Puts forth best effort.

LEARNING STANDARDS

STRAND: NEW ENGLAND AND MASSACHUSETTS	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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) (Moved to grade 2 curriculum)
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)

LEARNING STANDARDS

STRAND: CITIES AND TOWNS OF MASSACHUSETTS	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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)

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES GRADE 4

NORTH AMERICAN GEOGRAPHY
WITH OPTIONAL STANDARDS FOR ONE EARLY CIVILIZATION

OVERVIEW

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.

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.IQ, United States, Virgin Islands (U.S.)

CONCEPTS & SKILLS

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

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)

Civics and Government

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)

Economics

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)

REPORT CARD EXPECTATIONS

- Demonstrates an understanding of the geography and people of North America.
- Participates in class discussions.
- Puts forth best effort.

LEARNING STANDARDS

STRAND: OPTIONAL STANDARDS FOR ANCIENT CHINA c. 3000-200 BC/BCE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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)

LEARNING STANDARDS

STRAND: REGIONS OF THE UNITED STATES	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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 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. at least three 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)

LEARNING STANDARDS

STRAND: CANADA	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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 modem 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)

STRAND: MEXICO	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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)

LEARNING STANDARDS

STRAND: OPTIONAL LEARNING STANDARDS FOR CENTRAL AMERICA AND THE CARIBBEAN ISLANDS Districts, schools, and teachers may address these standards in grade 4 or grade 6.	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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 and explain how independence was achieved. (H, G)

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES GRADE 5

U.S. HISTORY, GEOGRAPHY, ECONOMICS, AND GOVERNMENT: EARLY EXPLORATION TO WESTWARD MOVEMENT

OVERVIEW

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.

CONCEPTS & SKILLS

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

1. Identify different ways of dating historical narratives *(17th century, seventeenth century, 1600s, colonial period).* (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 modem 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)

Civics and Government

8. Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county*, and *municipal.* (C)

9. Give examples of the responsibilities and powers associated with major federal and state officials (e.g., 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)

REPORT CARD EXPECTATIONS

- Demonstrates an understanding of historical cause and effect.
- Writes clearly to demonstrate an understanding of the concepts (History, Geography, Civics and Government, Economics).
- Demonstrates an ability to interpret visual information (graphs, maps, and charts).
- Demonstrates an ability to conduct report research both orally and in writing.
- Participates in class discussions.
- Puts forth best effort.

LEARNING STANDARDS

STRAND: PRE-COLUMIBIAN CIVILIZATIONS OF THE NEW WORLD AND EUROPEAN EXPLORATION, COLONIZATION, AND SETTLEMENT TO 1700	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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 Nufiez 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

LEARNING STANDARDS

STRAND: THE POLITICAL, INTELLECTUAL, AND ECONOMIC GROWTH OF THE COLONIES, 1700-1775	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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 historical 3ocieties 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)

LEARNING STANDARDS

STRAND: THE REVOLUTION AND THE FORMATION OF A FEDERAL GOVERNMENT UNDER THE CONSTITUTION, 1775-1789	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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

LEARNING STANDARDS

STRAND: THE PRINCIPLES AND INSTITUTIONS OF AMERICAN CONSTITUTIONAL GOVERNMENT	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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)

LEARNING STANDARDS

STRAND: THE FIRST FOUR PRESIDENCIES AND THE GROWTH OF THE REPUBLIC UNITED STATES TO 1820	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
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 pioneers 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

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES GRADE 7
(We have an option to cover in grade 6 or 7)

WORLD GEOGRAPHY

OVERVIEW

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.)

CONCEPTS & 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 pre-kindergarten 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 data). (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)

LEARNING STANDARDS

STRAND: AFRICA Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, C6te 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	
DOE Standard Number	**Students should be able to:**
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 the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)
A.5	Identify when modem African countries became independent nations and explain how independence was achieved. (H, G)

STRAND: AFRICA OPTIONAL TOPICS FOR STUDY	
	Students should be able to:

a. Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)
b. Describe the political and social status of women in selected countries in Africa. (G, H, E)
c. Describe major ethnic and religious groups in various countries in Africa. (G, H, E)
d. Explain how drought and desertification affect parts of Africa. (G, E)
e. Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)
f. 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)
g. Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)

LEARNING STANDARDS

STRAND: WESTERN ASIA (THE MIDDLE EAST) Annenia, 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	
DOE Standard Number	**Students should be able to:**
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	Locate and describe the various ethnic and religious groups of the Middle East. (G, H, C, E)
WA.5	Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)

STRAND: WESTERN ASIA (THE MIDDLE EAST) OPTIONAL TOPICS FOR STUDY	
	Students should be able to:

a. Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)
b. Describe the political and social status of women in selected countries in Western Asia. (G, H, E)
c. Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)
d. Compare the form and structure of government for Turkey, Saudi Arabia, Jordan, Iraq, Iran, and Israel. (C)
e. Identify the methods used to compensate for the scarcity of water in some areas. (E)
f. Identify where the Kurds live and what their political aspirations are. (H)
g. 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. (11, G)

LEARNING STANDARDS

STRAND: CENTRAL AND SOUTH ASIA Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan	
DOE Standard Number	**Students should be able to:**
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)

STRAND: CENTRAL AND SOUTH ASIA OPTIONAL TOPICS FOR STUDY	
	Students should be able to:

a. 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, Q
b. 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.
c. Explain why the Indian government seeks to control population growth and the methods it uses to control population growth. (H, G)
d. Describe the political, cultural, and religious differences between the countries in South Asia and the Central Asian Republics.
e. Describe the general level of education in selected countries in Central and South Asia and its relationship to the economy. (G, H, E)
f. Describe the political and social status of women in selected countries in Central and South Asia. (G, H, E)
g. Describe major ethnic and religious groups in various countries in Central and South Asia. (G, H, E)
h. Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent. (H, G)

LEARNING STANDARDS

STRAND: 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	
DOE Standard Number	**Students should be able to:**
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)

STRAND: SOUTHEAST ASIA AND OCEANIA OPTIONAL TOPICS FOR STUDY	
	Students should be able to:

a. Describe the general level of education in selected countries in Southeast Asia and Oceania and its relationship to the economy. (G, H, E)
b. Describe the political and social status of women in selected countries in Southeast Asia and Oceania. (G, H, E)
c. Describe major ethnic and religious groups in various countries in Southeast Asia and Oceania. (G, H, E)
d. 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)
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)
f. Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). (G, H)
g. Explain how Australia's and New Zealand's population size and location affect their capacity to engage in international trade. (G, E)

LEARNING STANDARDS

STRAND: NORTH AND EAST ASIA China, Japan, Mongolia, North Korea, Russia, South Korea	
DOE Standard Number	**Students should be able to:**
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 (Yantgtze) 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 Taiwan, North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)

STRAND: NORTH AND EAST ASIA OPTIONAL TOPICS FOR STUDY	
	Students should be able to:

a. Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E)
b. Describe the political and social status of women in selected countries in East Asia. (G, H, E)
c. Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)
d. Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)
e. Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H)
f. Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)
g. Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)
h. Describe and explain the status of Taiwan. (H, G)
i. 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)

LEARNING STANDARDS

STRAND: 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	
DOE Standard Number	**Students should be able to:**
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

STRAND: EUROPE OPTIONAL TOPICS FOR STUDY	
	Students should be able to:

a. Describe the general level of education in selected countries in Europe and its relationship to the economy. (G, H, E)
b. Describe the political and social status of women in selected countries in Europe. (G, H, E)
c. Describe major ethnic and religious groups in various countries in Europe. (G, H, E)
d. Explain why Europe has a highly developed network of highways, waterways, railroads, and airline linkages. (G, H, E)
e. Describe the purposes and achievements of the European Union. (H, E)
f. 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)
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)

LEARNING STANDARDS

STRAND: SOUTH AMERICA Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela	
DOE Standard Number	**Students should be able to:**
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 Hom, 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).

STRAND: SOUTH AMERICA	
OPTIONAL TOPICS FOR STUDY	
	Students should be able to:

a. Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E)
b. Describe the political and social status of women in selected countries in South America. (G, H, E)
c. Describe major ethnic and religious groups in selected countries in South America. (G, H, E)
d. 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)

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES GRADE 6
(*We have an option to cover in grades 6 or 7)*

ANCIENT AND CLASSICAL CIVILIZATIONS IN THE MEDITERRANEAN TO THE FALL OF THE ROMAN EMPIRE: IDEAS THAT SHAPED HISTORY

OVERVIEW

Seventh graders study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning.

Note: The grade 7 MCAS will cover the world geography, history, economics, and civics standards, concepts, and skills of grades 6 and 7

CONCEPTS & SKILLS

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

1. Compare information shown on modem and historical maps of the same region. (G)

2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives *(decade, age, era, century, millennium, AD/CE, BC/BCE,* c., and *circa).* Identify in BC/BCE dates the higher number as indicating the older year *(that is, 3000 BC/BCE is earlier than 2000 BC/BCE)* (H)

3. Construct and interpret timelines of events and civilizations studied. (H)

4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)

5. Identify multiple causes and effects when explaining historical events. (H)

6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

Civics and Government

7. Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law,* and *military. (C)*

Economics

8. Define and apply economic concepts learned in pre-kindergarten through grade 6: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings,* entrepreneur, prices, *markets, scarcity, trade, barter, money, medium of exchange, supply,* and *demand.* (E)

LEARNING STANDARDS

STRAND: HUMAN ORIGINS IN AFRICA THROUGH THE NEOLITHIC AGE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.1	Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H
7.2	Identify sites in Africa where archaeologists have found evidence of the origins of modem human beings and describe what the archaeologists found. (G, H)
7.3	Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)
7.4	Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)
7.5	Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H
7.6	Identify the characteristics of civilizations. (H, G, E) a. the presence of geographic boundaries and political institutions b. an economy that produces food surpluses c. a concentration of population in distinct areas or cities d. the existence of social classes e. developed systems of religion, learning, art, and architecture f. a system of record keeping

STRAND: MESOPOTAMIA: SITE OF SEVERAL ANCIENT RIVER CIVILIZATIONS, c. 3500-1200 BC/BCE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.7	On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called "the Fertile Crescent." On a modem map of western Asia, identify the modem countries in the region (Iraq, Iran, and Turkey). (H, G, E)

7.8	Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)
7.9	Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)
7.10	Describe the important achievements of Mesopotamian civilization. (H, C, E) a. its system of writing (and its importance in record keeping and tax collection) b. monumental architecture (the ziggurat) c. art (large relief sculpture, mosaics, and cylinder seals)
7.11	Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (H, C, E)

LEARNING STANDARDS

STRAND: EGYPT: AN ANCIENT RIVER CIVILIZATION c. 3000-1200 BC/BCE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.12	On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modem countries of Egypt and Sudan. (G)
7.13	Describe the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of ancient Egypt. (11, G)
7.14	Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)
7.15	Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)
7.16	Summarize important achievements of Egyptian civilization. (H) a. the agricultural system b. the invention of a calendar c. monumental architecture and art such as the Pyramids and Sphinx at Giza d. hieroglyphic writing e. the invention of papyrus

STRAND: PHOENICIA, c. 1000-300 BC/BCE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.17	On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modem map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)

7.18	Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)

LEARNING STANDARDS

STRAND: THE ROOTS OF WESTERN CIVILIZATION: ANCIENT ISRAEL, c. 2000 BC/BCE-70 AD/CE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.19	On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modem map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G
7.20	Identify the ancient Israelites, or Hebrews, trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)

STRAND: THE ROOTS OF WESTERN CIVILIZATION: ANCIENT ISRAEL, c. 2000 BC/BCE-70 AD/CE (continued)	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.21	Describe the monotheistic religion of the Israelites. (H) a. the belief that there is one God b. the Ten Commandments c. the emphasis on individual worth and personal responsibility d. the belief that all people must adhere to the same moral obligations, whether ruler or ruled e. the Hebrew Bible (Old Testament) as part of the history of early Israel.
7.22	Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)
7.23	Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)

LEARNING STANDARDS

STRAND: THE ROOTS OF WESTERN CIVILIZATION: ANCIENT GREECE, c. 800-300 BC/BCE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.24	On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan Peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)
7.25	Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)
7.26	Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C) a. the "polis" or city-state b. civic participation and voting rights c. legislative bodies d. constitution writing e. rule of law
7.27	Compare and contrast life in Athens and Sparta. (H)
7.28	Describe the status of women and the functions of slaves in ancient Athens. (H)
7.29	Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)
7.30	Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)
7.31	Describe the rise of Alexander the Great and the spread of Greek culture. (H)
7.32	Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)
7.33	Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)
7.34	Describe the purposes and functions of development of Greek institutions such as the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H) a. Thales (science) b. Pythagoras and Euclid (mathematics) c. Hippocrates (medicine) d. Socrates, Plato, and Aristotle (philosophy) e. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) f. the Parthenon, the Acropolis, and the Temple of Apollo (architecture) g. the development of the first complete alphabet with symbols for consonants and vowels

LEARNING STANDARDS

STRAND: THE ROOTS OF WESTERN CIVILIZATION: ANCIENT ROME, c. 500 BC/BCE-500 AD/CE	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
7.35	On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)
7.36	Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)
7.37	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H) a. Romulus and Remus b. Hannibal and the Carthaginian Wars c. Cicero d. Julius Caesar and Augustus e. Hadrian
7.38	Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)
7.39	Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E) a. military organization, tactics, and conquests; and decentralized administration b. the purpose and functions of taxes c. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes d. the benefits of a Pax Romana
7.40	Describe the characteristics of slavery under the Romans. (H))
7.41	Describe the origins of Christianity and its central features. (H) a. monotheism b. the belief in Jesus as the Messiah and God's son who redeemed humans from sin c. the concept of salvation d. belief in the Old and New Testament e. the lives and teachings of Jesus and Saint Paul f. the relationship of early Christians to officials of the Roman Empire
7.42	Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)
7.43	Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)
7.44	Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES
(This is currently covered in Grade 10)
U.S. HISTORY I
THE REVOLUTION THROUGH RECONSTRUCTION
1763-1877

OVERVIEW

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political ~parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

The reading of primary source documents is a key feature of the two-year set of U.S. history standards. Below the appropriate standards are listed selected primary source documents with which students should become familiar. Students should read an excerpt or the whole text when appropriate. Those documents listed as *"seminal primary documents to read"* are required and may be included in the history and social science MCAS. Those documents listed as *"seminal primary documents to consider"* are only suggested.

In addition to the seven broad historical themes articulated in the introductory pages of this document, teachers of U.S. history might also consider the two following themes that are specific to U.S. history. These are suggestions only, and we encourage history and social science teachers to develop other themes that might help students gain a deeper understanding of U.S. history in high school.

The origins and impact of sectionalism on American life and politics. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the origins, development, and importance of sectionalism in American history. The standards address the political and economic differences between the North and the South, the Civil War and its aftermath, and the continued importance of sectionalism through the 20th century.

The rise and continuing international influence of the United States. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the rise and growing role of the United States in world affairs to the present day. The standards address the reasons for and the consequences of America's rise to hemispheric influence in the 19th century, and America's rise to global influence in the 20th century.

CONCEPTS & SKILLS

Students should be able to:

History and Geography

1. Apply the skills of pre-kindergarten through grade seven.

2. Identify multiple ways to express time relationships and dates (for example, 1066 *AD is the same as* 1066 CE, *and both refer to a date in the eleventh or 11th century, which is the same as the* 1000s). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)

3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)

4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)

5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (11, C, E)

6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)

7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)

9. Distinguish intended from unintended consequences. (H, E, C)

10. 10.Distinguish historical fact from opinion. (H, E, C)

11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)

Civics and Government

12. Define and use correctly the following words and terms: *Magna Carta, parliament, habeas corpus, monarchy,* and *absolutism. (C)*

Economics

General Economic Skills

13. Define and use correctly *mercantilism, feudalism, economic growth,* and *entrepreneur.* (E)

14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)

15. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)

16. Define and use correctly *gross domestic product, economic growth, recession, depression, unemployment, inflation,* and *deflation.* (E)

17. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)

18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)

19. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)

20. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)

21. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)

22. Define and distinguish between *absolute* and *comparative advantage,* and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)

23. Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)

24. Differentiate between fiscal and monetary policy. (E)

U.S. Economic Skills

25. Explain the basic economic functions of the government in the economy of the United States.(E)

26. Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)

27. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)

28. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)

LEARNING STANDARDS

STRAND: THE POLITICAL AND INTELLECTUAL ORIGINS OF THE AMERICAN NATION: THE REVOLUTION AND THE CONSTITUTION, 1763-1789	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.1	Explain the political and economic factors that contributed to the American Revolution. (H, C) a. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775 b. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution
USI.2	Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C) a. the legacy of ancient Greece and Rome b. the political theories of such European philosophers as Locke and Montesquieu *Seminal Primary Documents to Read:* Mayflower Compact (1620) *Seminal Primary Documents to Consider:* Massachusetts Body of Liberties (1641) and John Locke's Treatises of Civil Government (1690)
USI.3	Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C) *Seminal Primary Documents to Read:* the Declaration of Independence (1776) *Seminal Primary Documents to Consider.* the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)
USI.4	Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)
USI.5	Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H) a. the Boston Massacre b. the Boston Tea Party c. the Battles of Lexington and Concord and Bunker Hill d. Sam Adams, John Adams, and John Hancock *Seminal Primary Documents to Consider:* the Massachusetts Constitution (1780)

USI.6	Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's Rebellion) leading to the Constitutional Convention. (H, C) *Seminal Primary Documents to Read:* the Northwest Ordinance (1787)

LEARNING STANDARDS

STRAND: THE POLITICAL AND INTELLECTUAL ORIGINS OF THE AMERICAN NATION: THE REVOLUTION AND THE CONSTITUTION, 1763-1789 (continued)	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.7	Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached. (H, C) *Major Debates* a. the distribution of political power b. the rights of individuals c. the rights of states d. Slavery *Founders* a. Benjamin Franklin b. Alexander Hamilton c. James Madison d. George Washington *Seminal Primary Documents to Read:* the U.S. Constitution
USI.8	Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C) *Seminal Primary Documents to Read:* Federalist Paper number 10 *Seminal Primary Documents to Consider:* Federalist Papers numbers 1, 9, 39, 51, and 78
USI.9	Explain the reasons for the passage of the Bill of Rights. (H, C) a. the influence of the British concept of limited government b. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes *Seminal Primary Documents to Read:* the Bill of Rights (1791) *Seminal Primary Documents to Consider:* Magna Carta (1215) and the English Bill of Rights (1689)
USI.10	On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)

LEARNING STANDARDS

STRAND: THE FORMATION AND FRAMEWORK OF AMERICAN DEMOCRACY	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.11	Describe the purpose and functions of government. (H, C)
USI.12	Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)
USI.13	Explain why the United States government is classified as a democratic government. (H, C)
USI.14	Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)
USI.15	Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)
USI.16	Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)
USI.17	Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)
USI.18	Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)
USI.19	Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)
USI.20	Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)
USI.21	Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)

LEARNING STANDARDS

STRAND: POLITICAL DEMOCRATIZATION, WESTWARD EXPANSION, AND DIPLOMATIC DEVELOPMENTS, 1790-1860	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.22	Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809). (H, C) a. the origins of the Federalist and Democratic-Republican parties in the 1790s b. the conflicting ideas of Thomas Jefferson and Alexander Hamilton c. the Alien and Sedition Acts d. the Louisiana Purchase *Seminal Primary Documents to Consider:* Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801)
USI.23	Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H) *Seminal Primary Documents to Consider:* Alexis de Tocqueville, *Democracy in America, Volume* 1 (1835) and *Volume* 11 (1839)
USI.24	Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H) a. the spoils system b. Jackson's veto of the National Bank c. Jackson's policy of Indian Removal
USI.25	Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803). (H, C)
USI.26	Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G) a. the War of 1812 b. the purchase of Florida in 1819 c. the 1823 Monroe Doctrine d. the Cherokees' Trail of Tears e. the annexation of Texas in 1845 f. the concept of Manifest Destiny and its relationship to westward expansion g. the acquisition of the Oregon Territory in 1846 h. the territorial acquisitions resulting from the Mexican War i. the search for gold in California j. the Gadsden Purchase of 1854

LEARNING STANDARDS

STRAND: ECONOMIC GROWTH IN THE NORTH AND SOUTH, 1800-1860	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.27	Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)
USI.28	Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E) a. the technological improvements and inventions that contributed to industrial growth b. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s c. the rise of a business class of merchants and manufacturers d. the roles of women in New England textile factories
USI.29	Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H) *Seminal Primary Documents to Read:* Frederick Douglass's Independence Day speech at Rochester, New York (1852)

LEARNING STANDARDS

STRAND: SOCIAL, POLITICAL, AND RELIGIOUS CHANGE, 1800-1860	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.30	Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)
USI.31	Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H) a. Frederick Douglass b. William Lloyd Garrison c. Sojourner Truth d. Harriet Tubman e. Theodore Weld
USI.32	Describe important religious trends that shaped antebellum America. (H) a. the increase in the number of Protestant denominations b. the Second Great Awakening c. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration

USI.33	Analyze the goals and effect of the antebellum women's suffrage movement. (H) a. the 1848 Seneca Falls convention b. Susan B. Anthony c. Margaret Fuller d. Lucretia Mott e. Elizabeth Cady Stanton *Seminal Primary Documents to Read:* the Seneca Falls Declaration of Sentiments and Resolutions (1848)
USI.34	Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. (H)

LEARNING STANDARDS

STRAND: THE CIVIL WAR AND RECONSTRUCTION, 1860-1877	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.35	Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)
USI.36	Summarize the critical developments leading to the Civil War. (H) a. the Missouri Compromise (1820) b. the South Carolina Nullification Crisis (1832-1833) c. the Wilmot Proviso (1846) d. the Compromise of 1850 e. the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1851-1852) f. the Kansas-Nebraska Act (1854) g. the Dred Scott Supreme Court case (1857) h. the Lincoln-Douglas debates (1858) i. John Brown's raid on Harper's Ferry (1859) j. the election of Abraham Lincoln (1860)
USI.37	On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)
USI.38	Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C) *Seminal Primary Documents to Read:* Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865) *Seminal Primary Documents to Consider:* Lincoln's "House Divided" speech (1858)
USI.39	Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H) *Leaders* a. Jefferson Davis b. Ulysses S. Grant c. Robert E. Lee *Battles* a. the Massachusetts 54th Regiment and the Battle at Fort Wagner b. Antietam c. Vicksburg d. Gettysburg

USI.40	Provide examples of the various effects of the Civil War. (H, E) a. Physical and economic destruction b. the increased role of the federal government c. the greatest loss of life on a per capita basis of any U.S. war before or since

LEARNING STANDARDS

STRAND: THE CIVIL WAR AND RECONSTRUCTION, 1860-1877 (continued)	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USI.41	Explain the policies and consequences of Reconstruction. (H, C) a. Presidential and Congressional Reconstruction b. the impeachment of President Johnson c. the 13th, 14th, and 15th Amendments d. the opposition of Southern whites to Reconstruction e. the accomplishments and failures of Radical Reconstruction f. the presidential election of 1876 and the end of Reconstruction g. the rise of Jim Crow laws h. the Supreme Court case, *Plessy v. Ferguson* (1896)

PRIMARY DOCUMENTS FOR U.S. HISTORY

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5. John Locke's Treatises of Civil Government (1690)
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11. The Northwest Ordinance (1787)*
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13. Selected Federalist Papers, such as numbers 1, 9, 10*, 39, 51, and 78 (1787-1788)
14. The Bill of Rights (1791)*
15. George Washington's farewell address (1796)
16. Thomas Jefferson's first inaugural address (1801)
17. Alexis de Tocqueville in *Democracy in America, Volume I* (1835) and *Volume II* (1839)
18. The Seneca Falls Declaration of Sentiments and Resolutions (1848)*
19. Frederick Douglass's Independence Day speech at Rochester, New York (1852)*
20. Abraham Lincoln's "House Divided" speech (1858)
21. Abraham Lincoln's Gettysburg Address (1863)* and Second Inaugural Address (1865)*
22. Emma Lazarus, 'The New Colossus" (1883)*
23. Booker T. Washington, The Atlanta Exposition Address (1895)
24. The Niagara Movement Declaration of Principles (1905)
25. Theodore Roosevelt's "The New Nationalism" speech (1910)*
26. Woodrow Wilson's "Peace Without Victory" speech (1917)*
27. Younghill Kang, *East Goes West* (1937)
28. Franklin Roosevelt's "Four Freedoms" speech (1941)*
29. Justice Robert M. Jackson's opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943)
30. Learned Hand, "The Spirit of Liberty" (1944)
31. The Truman Doctrine (1947)*
32. George Kennan, "The Sources of Soviet Conduct" (1947)*
33. John F. Kennedy's Inaugural Address (1961)*
34. Reverend Martin Luther King's *Letter from Birmingham City Jail* (1963)*and "I Have A Dream" speech (1963)*
35. Lyndon Johnson's speech to Congress on voting rights (March 15, 1965)*
36. Ronald Reagan's speech at Moscow State University (1988)

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES

U.S. HISTORY II
RECONSTRUCTION TO THE PRESENT
1877-2001

Beverly Public Schools Curriculum
HISTORY & SOCIAL SCIENCES

U.S. HISTORY II
RECONSTRUCTION TO THE PRESENT
1877- Present

OVERVIEW

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.

The reading of primary source documents is a key feature of the two-year set of U.S. history standards. Below the appropriate standards are listed selected primary source documents with which students should become familiar. Students should read an excerpt or the whole text when appropriate. Those documents listed as *"seminal primary documents to read"* are required and may be included in the history and social science MCAS. Those documents listed as *"seminal primary documents to consider"* are only suggested.

In addition to the seven broad historical themes articulated in the introductory pages of this document, teachers of U.S. history might also consider the two following themes that are specific to U.S. history. These are suggestions only, and we encourage history and social science teachers to develop other themes that might help students gain a deeper understanding of U.S. history in high school.

The origins and impact of sectionalism on American life and politics. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the origins, development, and importance of sectionalism in American history. The standards address the political and economic differences between the North and the South, the Civil War and its aftermath, and the continued importance of sectionalism through the 20th century.

The rise and continuing international influence of the United States. The U.S. history standards in grade 5 and the standards for U.S. history I and II address the rise and growing role of the United States in world affairs to the present day. The standards address the reasons for and the consequences of America's rise to hemispheric influence in the 19th century, and America's rise to global influence in the 20th century.

CONCEPTS & SKILLS

Students should be able to:

History and Geography

29. Apply the skills of pre-kindergarten through grade seven.

30. Identify multiple ways to express time relationships and dates (for example, 1066 *AD is the same as* 1066 CE, *and both refer to a date in the eleventh or 11th century, which is the same as the* 1000s). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)

31. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)

32. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)

33. Explain how a cause and effect relationship is different from a sequence or correlation of events. (11, C, E)

34. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)

35. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

36. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)

37. Distinguish intended from unintended consequences. (H, E, C)

38. 10.Distinguish historical fact from opinion. (H, E, C)

39. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)

Civics and Government

40. Define and use correctly the following words and terms: *Magna Carta, parliament, habeas corpus, monarchy,* and *absolutism. (C)*

Economics

General Economic Skills

41. Define and use correctly *mercantilism, feudalism, economic growth,* and *entrepreneur.* (E)

42. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)

43. Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)

44. Define and use correctly *gross domestic product, economic growth, recession, depression, unemployment, inflation,* and *deflation.* (E)

45. Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)

46. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)

47. Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)

48. Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)

49. Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)

50. Define and distinguish between *absolute* and *comparative advantage,* and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)

51. Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)

52. Differentiate between fiscal and monetary policy. (E)

U.S. Economic Skills

53. Explain the basic economic functions of the government in the economy of the United States.(E)

54. Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)

55. Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)

56. Analyze how federal tax and spending policies affect the national budget and the national debt. (E)

LEARNING STANDARDS

STRAND: INDUSTRIAL AMERICA AND ITS EMERGING ROLE IN INTERNATIONAL AFFAIRS, 1870-1920	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.1	Explain the various causes of the Industrial Revolution. (H, E) c. the economic impetus provided by the Civil War d. important technological and scientific advances e. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P, Morgan, John D. Rockefeller, and Cornelius Vanderbilt
USII.2	Explain the important consequences of the Industrial Revolution. (H, E) a. the growth of big business b. environmental impact c. the expansion of cities
USII.3	Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H) *Seminal Primary Documents to Read:* Emma Lazarus, "The New Colossus" (1883) *Seminal Primary Documents to Consider:* Younghill Kang, *East Goes West* (1937)
USII.4	Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)
USI.5	Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E) a. the Knights of Labor b. the American Federation of Labor headed by Samuel Gompers c. the Populist Party d. the Socialist Party headed by Eugene Debs

USII.6	Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E) a. the influence of the ideas associated with Social Darwinism b. the purchase of Alaska from Russia c. America's growing influence in Hawaii leading to annexation d. the Spanish-American War e. U.S. expansion into Asia under the Open Door policy f. President Roosevelt's Corollary to the Monroe Doctrine g. America's role in the building of the Panama Canal h. President Taft's Dollar Diplomacy i. President Wilson's intervention in Mexico j. American entry into World War I
USII.7	Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H) *Seminal Primary Documents to Read:* President Woodrow Wilson, "Peace Without Victory," speech (1917)

LEARNING STANDARDS

STRAND: THE AGE OF REFORM: PROGRESSIVISM AND THE NEW DEAL, 1900-1940	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.8	Analyze the origins of Progressivism andimportant Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E) ***People*** a. Jane Addams b. William Jennings Bryan c. John Dewey d. Robert La Follette e. President Theodore Roosevelt f. Upton Sinclair g. President William H. Taft h. Ida Tarbell i. President Woodrow Wilson **Policies** a. bans against child labor b. the initiative referendum and its recall c. the Sherman Anti-Trust Act (1890) d. the Pure Food and Drug Act (1906) e. the Meat Packing Act (1906) f. the Federal Reserve Act (1913) g. the Clayton Anti-Trust Act (1914) h. the ratification of the Nineteenth Amendment in 1920 *Seminal Primary Documents to Read:* President Theodore Roosevelt, 'The New Nationalism," speech (1910).

USII.9	Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H) a. Carrie Chapman Catt b. W.E.B. Du Bois c. Marcus Garvey d. the National Association for the Advancement of Colored People (NAACP) e. Alice Paul f. Booker T. Washington *Seminal Primary Documents to Consider*: Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)
USII.10	Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H) a. the Boston police strike in 1919 b. the Red Scare and Sacco and Vanzetti c. racial and ethnic tensions d. the Scopes Trial and the debate over Darwin's On the Origins of Species e. Prohibition

LEARNING STANDARDS

STRAND: THE AGE OF REFORM: PROGRESSIVISM AND THE NEW DEAL, 1900-1940 (continued)	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.11	Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E) a. restrictive monetary policies b. unemployment c. support for political and economic reform d. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

USI.12	Analyze the important polices, institutions, and personalities of the New Deal era. (H) **People** a. President Herbert Hoover b. President Franklin D. Roosevelt c. Eleanor Roosevelt d. Huey Long e. Charles Coughlin **Policies** a. the establishment of the Federal Deposit Insurance Corporation b. the Securities and Exchange Commission c. the Tennessee Valley Authority d. the Social Security Act e. the National Labor Relations Act f. the Works Progress Administration g. the Fair Labor Standards Act **Institutions** a. the American Federation of Labor b. the Congress of Industrial Organizations c. the American Communist Party
USII.13	Explain how the Great Depression and the New Deal affected American society. (H) a. the increased importance of the federal government in establishing economic and social policies b. the emergence of a "New Deal coalition" consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics

LEARNING STANDARDS

STRAND: WORLD WAR II, 1939-1945	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.14	Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)
USI.15	Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H, G) a. Fascism in Germany and Italy b. German rearmament and militarization of the Rhineland c. Germany's seizure of Austria and Czechoslovakia and Germany's invasion of Poland d. Japan's invasion of China and the Rape of Nanking e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences *Seminal Primary Documents to Read:* President Franklin Roosevelt, "Four Freedoms," speech (1941) *Seminal Primary Documents to Consider:* Justice Robert M. Jackson's opinion for the Supreme Court in West Virginia State Board of Education v. Barnette (1943) and Learned Hand's *The Spirit of Liberty* (1944)
USII.16	Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

USII.17	Explain important domestic events that took place during the war. (H, E) a. how war-inspired economic growth ended the Great Depression b. Philip Randolph and the efforts to eliminate employment discrimination c. the entry of large numbers of women into the workforce d. the internment of West Coast Japanese-Americans in the U.S. and Canada

LEARNING STANDARDS

STRAND: THE COLD WAR ABROAD, 1945-1989	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.18	Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H) a. the differences between the Soviet and American political and economic systems b. Soviet aggression in Eastern Europe c. the Truman Doctrine, the Marshall Plan, and NATO *Seminal Primary Documents to Read:* The Truman Doctrine (1947), and George Kennan, "The Sources of Soviet Conduct" (1947)
USI.19	Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (11, G) a. the Korean War b. Germany c. China d. the Middle East e. the arms race f. Latin America g. Africa h. the Vietnam War
USII.20	Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)
USII.21	Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E) *Seminal Primary Documents to Read:* President John F. Kennedy, Inaugural Address (1961) *Seminal Primary Documents to Consider:* President Ronald Reagan, Speech at Moscow State University (1988)

LEARNING STANDARDS

STRAND: COLD WAR AMERICA AT HOME: ECONOMIC GROWTH AND OPTIMISM, ANTICOMMUNISM, AND REFORM, 1945-1980	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.22	Analyze the causes and consequences of important domestic Cold War trends. (H, E) a. economic growth and declining poverty b. the baby boom c. the growth of suburbs and home-ownership d. the increase in education levels e. the development of mass media and consumerism
USI.23	Analyze the following domestic policies of Presidents Truman and Eisenhower. (H) a. Truman's Fair Deal b. the Taft-Hartley Act (1947) c. Eisenhower's response to the Soviet's launching of Sputnik d. Eisenhower's civil rights record
USII.24	Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H) **People** a. Whittaker Chambers b. Alger Hiss c. J. Edgar Hoover d. Senator Joseph McCarthy e. Julius and Ethel Rosenberg **Institutions** a. the American Communist Party (including its close relationship to the Soviet Union) b. the Federal Bureau of Investigation (FBI) c. the House Committee on Un-American Activities (HUAC)

USII.25	Analyze the origins, goals, and key events of the Civil Rights movement. (H) **People** a. Robert Kennedy b. Martin Luther King, Jr. c. Thurgood Marshall d. Rosa Parks e. Malcolm X **Institution** a. the National Association for the Advancement of Colored People (NAACP) *Events* a. *Brown v. Board of Education (1954)* b. the *1955-1956* Montgomery Bus Boycott c. the *1957-1958* Little Rock School Crisis d. the sit-ins and freedom rides of the early *1960s* e. the *1963 civil* rights protest in Birmingham f. the *1963* March on Washington g. the *1965 civil* rights protest in Selma h. the *1968* assassination of Martin Luther King, Jr. *Seminal Primary Documents to Read:* Reverend Martin Luther King's, "I Have A Dream" speech and his *Letter from Birmingham City Jail (1963),* President Lyndon Johnson, speech to Congress on voting rights (March *15, 1965)*

LEARNING STANDARDS

STRAND: COLD WAR AMERICA AT HOME: ECONOMIC GROWTH AND OPTIMISM, ANTICOMMUNISM, AND REFORM, 1945-1980 (continued)	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.26	Describe the accomplishments of the civil rights movement. (H, E) a. the *1964 Civil* Rights Act and the *1965* Voting Rights Act b. the growth of the African American middle class, increased political power, and declining rates of African American poverty
USII.27	Analyze the causes and course of the women's rights movement in the *1960s* and *1970s.* (H) a. Betty Friedan and Gloria Steinem b. the birth control pill c. the increasing number of working women d. the formation of the National Organization of Women in 1967 e. the debate over the Equal Rights Amendment f. the 1973 Supreme Court case, *Roe v. Wade*

USII.28	Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H) a. the space exploration program b. the assassination of President Kennedy c. Johnson's Great Society programs d. Nixon's appeal to "the silent majority" e. the anti-war and counter-cultural movements f. the creation of the Environmental Protection Agency (EPA) in 1970 g. the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon)*

LEARNING STANDARDS

STRAND: CONTEMPORARY AMERICA, 1980-2001	
DOE Standard Number	**Building on knowledge from previous years, students should be able to:**
USII.29	Analyze the presidency of Ronald Reagan. (H, E) a. tax rate cuts b. anticommunist foreign and defense policies c. Supreme Court appointments d. the revitalization of the conservative movement during Reagan's tenure as President e. the replacement of striking air traffic controllers with non-union personnel
USI.30	Describe some of the major economic and social trends of the late 20th century. (H, E) a. the computer and technological revolution of the 1980s and 1990s b. scientific and medical discoveries c. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal) d. the weakening of the nuclear family and the rise in divorce rates
USII.31	Analyze the important domestic policies and events of the Clinton presidency. (H, E) a. the passage of the North American Free Trade Agreement (NAFTA) in 1993 b. President Clinton's welfare reform legislation and expansion of the earned income tax credit c. the first balanced budget in more than 25 years d. the election in 1994 of the first Republican majority in both the House and Senate in 40 years e. tax credits for higher education f. the causes and consequences of the impeachment of President Clinton in 1998
USII.32	Explain the importance of the 2000 presidential election. (H, C) a. the Supreme Court case, *Bush v. Gore* b. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts
USII.33	Analyze the course and consequences of America's recent diplomatic initiatives. (H, C) a. the invasion of Panama and the Persian Gulf War b. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo c. the attempts to negotiate a settlement to the Israeli-Palestinian conflict d. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

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