

Students should be able to: HISTORY AND GEOGRAPHY

- Explain the meaning of and use correctly in speaking and writing time periods or dates in historical narratives. (*decades, century, 1600s, 1776*)
- Use visual sources (*historic paintings, photographs, illustrations*) to describe details. (*clothing, setting, action*)
- Observe and describe local or regional historic artifacts and locations and discuss how they are made, their function, construction, and significance.
- Use cardinal directions, map scales, legends, titles to locate places on contemporary maps of New England, Massachusetts and local community.

Students should be able to: CIVICS AND GOVERNMENT

- Give examples of why it is necessary for communities to have governments. (*governments provide order and protect rights*)
- Give examples of different ways people in a community can influence their local government. (*by voting, running for office, or participating in meetings*)
- Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.

Students should be able to: ECONOMICS

- Define what a tax is and give examples of different kinds of taxes. (*property taxes, sales, or income taxes*)
- Discuss examples of services supported by taxes. (*parks, schools, police, fire, etc.*)
- Discuss goods and services provided by local business.
- Define barter and trading.
- Give examples of bartering and trading. (*trading baseball cards with each other*)
- Explain how money makes it easier for people to get things they want.

Students should be able to: NEW ENGLAND AND MASSACHUSETTS

- Identify (on a map of the United States) the location of the New England states. (*Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, and Maine*)
- Locate major cities and towns on a map of Massachusetts.
- Identify (on a map of Massachusetts) the locations of Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.
- Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.
- 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, including:
 - the purpose of the Mayflower Compact and its principles of self-government.
 - challenges in settling in America.
 - events leading to the first Thanksgiving.
- Explain how the Puritans and Pilgrims differed, and identify early Massachusetts leaders (*John Winthrop*); describe daily life, education, and work of the Puritans in the Massachusetts Bay Colony.

- Explain important political, economic, and military developments leading to and during the American Revolution, including:
 - the growth of towns and cities in Massachusetts before the Revolution.
 - the Boston Tea Party.
 - the beginning of the Revolution at Lexington and Concord.
 - the Battle of Bunker Hill.
 - revolutionary leaders. (*John Adams, Samuel Adams, John Hancock, and Paul Revere*)
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.
- Summarize the person's life and achievements, after reading a biography of a person from Massachusetts in one of the following categories:
 - Science and technology. (*Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse*)
 - Arts. (*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*)
 - Business. (*William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang*)
 - Education, journalism, and health. (*Clara Barton, Horace Mann, William Monroe Trotter*)
 - Political leadership. (*John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere*)
- Identify (on a map of Massachusetts) the location of Carver and its local geographic features and landmarks.
- Identify Carver's buildings, monuments, or sites in the area and explain their purpose and significance.
- Identify when Carver was founded, and describe the different groups of people who have settled in the community since its founding.
- 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.
- 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.

Students should be able to:

ANCIENT CHINA

- Locate, on a map of Asia, the major physical features of China (*rivers, provinces, plateaus, deserts, steppes and mountains*) and describe how these features influenced the growth of Chinese Civilization.
- Describe the ideographic writing system and how it differs from an alphabetic writing system.
- Identify and describe major technologies and inventions of the early Chinese. (*paper, printing, the compass and gunpowder as well as bronze casting and silk making*)
- Identify Confucius and describe his teachings regarding conduct, government and the five relationships he prioritized among the people.
- Describe the role of the First Emperor (*C'hin Shi Huang Di*) in regards to the unification and growth of China.
- Identify the growth in the Han Dynasty of the Silk Road as a major trade route which allowed the Asian and Mediterranean people to share and adapt to their own needs, goods, ideas, religion, and cultures.