
Students should be able to: HISTORY AND GEOGRAPHY

- Use maps and globe skills to determine longitude and latitude.
- Interpret a variety of maps (*political, physical, climate, population*) using title, legend, scale, and compass rose.
- Describe the function and significance of selected national historic sites.
- Learn and use geographic vocabulary.

Students should be able to: CIVICS AND GOVERNMENT

- Give examples of the major rights that immigrants have acquired as citizens of the United States. (*right to vote, freedom of religion, speech, assembly and petition*)
- Give examples of the different ways immigrants can become citizens of the United States.

Students should be able to: ECONOMICS

- Define and give examples of natural resources in the United States.
- Give examples of limited and unlimited resources, wants vs. needs, and decision-making in regards to the above.
- Explain the concepts of supply and demand and their effects on the economy of a region.

Students should be able to: NORTH AMERICA

- Identify (on a world map) the continent of North America, the country boundaries of Canada, Mexico and the United States, the Atlantic and Pacific Ocean, Puerto Rico, Alaska and Hawaii.
- Identify (on a US map) the states, state capitals, and major cities in each region.
- Describe the climate, physical features, natural resources, and unique aspects in each US region.
- Identify unique features of the United States. (*Grand Canyon, Mount Rushmore, Redwood Forest, Yellowstone National Park, and Yosemite National Park*)
- Identify major monuments and historical sites found in Washington, D.C.
- Describe the diversity among the American people by identifying the contributions of:
 - At least 3 indigenous people in different areas of the country. (*Navajo, Seminoles, Sioux, the Hawaiians, and the Inuits*)
 - Major immigrant groups found in Massachusetts

Students should be able to: CANADA

- Identify (on a map of North America) the location of Canada, its provinces, and major cities.
- Describe the climate, physical features, and natural resources of Canada, and explain the relationship to settlement, trade, and the economy.
- Describe the major ethnic and religious groups, and languages of Canada.
- Identify when Canada became an independent nation.
- Identify the location of at least two Indian tribes in Canada and also the Inuit nation; describe the major social features of each group.

Students should be able to

MEXICO

-
- Locate (on a map of North America) Mexico and its major cities.
 - Describe the climate, physical features, and natural resources for Mexico, and explain the relationship to settlement, trade, and the economy.
 - Describe the major ethnic groups, religious groups, and languages of Mexico.
 - Identify when Mexico became an independent nation.