

Students will be able to:

HISTORY AND GEOGRAPHY

- Interpret timelines of events.
- Use lines of latitude and longitude to identify absolute locations on maps and globes.
- Identify the locations of the North and South Poles, the equator, the prime meridian, and the Northern, Southern, Eastern and Western Hemispheres.
- Interpret political and topographical maps and maps that show population, income, or climate change.
- Compare modern world maps with those that pre-date the Age of Exploration.
- Identify several ways of dating historical narratives. (*17th century, seventeenth century, 1600s, colonial period*)
- Identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.
- Locate and identify key physical features on a map. (*mountains, rivers, and oceans*)

Students will be able to:

CIVICS AND GOVERNMENT

- Define and use words related to government. (*citizen, suffrage, rights, representation, federal, state, county, and municipal*)
- Give examples of the responsibilities and powers associated with major federal and state officials. (*the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives*)

Students will be able to:

ECONOMICS

- Define entrepreneur (*a person who has started a business seeking a profit*) and give examples from colonial history of entrepreneurs. (*Peter Faneuil and Benjamin Franklin*)
- Define profit and describe how profit is an incentive for entrepreneurs.
- Give examples of how changes in supply and demand affected prices in colonial history. (*fur, lumber, fish, meat*)

Students will be able to:

THE NEW WORLD AND EXPLORATIONS to 1700

- Identify the time period, locations, and results of Viking exploration in the New World.
- Identify the three major pre-Columbian civilizations that existed in Central and South America and their locations. (*Maya, Aztec, and Inca*)
- Explain how Spanish colonization led to the decline of Aztec and Incan society in Mexico and Peru in the 16th century.
- Explain the causes of world exploration in the 15th century.
- Describe the purposes of the journeys of several explorers and identify their discoveries. (*Vasco Nuñez de Balboa, John and Sebastian Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Henry Hudson, Ferdinand Magellan, Juan Ponce de León, Amerigo Vespucci*)
- Explain the effects of European disease on the New World.
- Identify the goals and impact of French (Canada) and Dutch (New Amsterdam) exploration in the New World.

*THE COLONIES AND**Students will be able to:* *THE AMERICAN REVOLUTION, 1701-1782*

- Identify the first 13 colonies, on a map of North America.
- Explain English reasons for colonization and its early effects, including the growth of slavery.
- Identify major leaders and groups responsible of the founding of the original colonies in North America. (*Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, and John Winthrop in Massachusetts*)
- Identify and explain the early conflicts between the colonies and indigenous people. (*Pequot and King Philip's Wars in New England*)
- Describe how regional differences in climate, types of farming, populations, and sources of labor shaped colonial economies and societies through the 18th century.
- Describe early democratic institutions in the colonies, including the Mayflower Compact, House of Burgesses, and town meeting.
- 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*)
- Explain the importance of the maritime industries in New England. (*shipbuilding and the fishing industry*)
- Identify the causes and effects of the French and Indian War.
- Identify the political and economic causes of the Revolutionary War, including the role of taxes.
- Identify and explain the key ideas in the Declaration of Independence.
- Identify and describe the major battles. (*Lexington and Concord, Bunker Hill, Saratoga, Yorktown*), *important leaders, and the results of the Revolutionary War*)
- 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 bondage. Describe the life of free African-Americans in the colonies.

Students will be able to: *THE NEW REPUBLIC, 1783-1850*

- Explain the key ideas of the Articles of Confederation and why it failed.
- Explain the causes and effects of Shay's Rebellion.
- Explain why the Constitution was written. Identify key issues during the Constitutional Convention and how they were resolved (the Great Compromise, the Three-Fifths Compromise).
- Identify the ideas found in the Massachusetts Constitution that influenced the American Constitution.
- Identify and explain the role of the three branches of government. (*Legislative, Executive, Judicial*)
- Identify the basic rights and liberties in the Bill of Rights and explain the reason for its inclusion in the Constitution.
- Describe powers given to the federal, state, and local levels of government.
- Explain the causes and significance of the Louisiana Purchase.
- Describe the causes and effects of the War of 1812, including the growth of American nationalism.
- Explain the reasons for "Westward Expansion."
- Identify several discoveries by Lewis and Clark. (*including land, plants, and animals*)
- Define the Oregon Trail and the Santa Fe Trail and locate them on a historical map.
- Identify key issues that led to Civil War, including the significance of slavery.