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CPS History/Social Science Learning Expectations for Grade 4

Focus: People and Civilizations in World History: Aspects of World Geography, Economics, and Civics and Government.

Students will be able to:

- History: Identify events by dates and historical period; construct timelines, use reading skills for independent study on historical topics; demonstrate that historical inquiry employs a variety of sources; discuss varying points of view in narrative accounts of historical events; illustrate that good evidence requires multiple sources; be versatile in expressing understanding, continue memorization of historical poetry, songs, documents and speeches.
- Geography: User proper globe and map vocabulary; continue to learn the geographic features of areas under study; use reading and writing skills to identify/describe geographical cause/ effects in the history under study.
- Economics: Use reading, writing, geography skills to incorporate basic economic questions in considering causality in events/ periods under study; understand economic issues in community responsibilities such as security and general welfare.
- Civics/ Government: Observe the rules of the learning community; connect these rules to the idea of laws that secure rights and confer political/ civic responsibilities; use reading skills to learn about the value placed on liberty and justice; appraise how they are secured by representative and constitutional government.
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Grade Four: Ancient Civilizations and North American Geography (In the first semester of grade four, students study the ancient civilizations of Greece and China. In the second semester, students study the geography and people of the United States. This study can be expanded to the study of Canada, Mexico, Central America and the Caribbean. This change from a year-long study of ancient civilizations was done in response to teacher criticism of the December 2001 document. Only the US geography standards are tested on the grade 5 MCAS).

The revised framework contains forty-one learning standards for Grade Four.

1. **On a map of Asia, locate the Huang (Yellow) and Chang (Yangtze) Rivers and the Himalayan Mountains.**
2. **Describe the topography and climate of eastern Asia.**
3. **Describe Chinese writing.**

4. **Describe important Chinese technologies (silk, gunpowder, etc.).**
5. **Identify Confucius and describe his writings.**
6. **Describe how the First Emperor unified China, his state projects and how his policies led to increased trade.**
7. **After a museum visit, describe the types of goods brought to America on clipper ships from China.**
8. **On a modern Mediterranean map, locate current European countries, Middle Eastern and Southeast Asian countries.**
9. **Explain how Greece's location influenced her trade and power in the area.**
10. **Describe the myths and stories of classical Greece: give examples of Greek gods, goddesses, heroes and events.**
11. **Compare and contrast life in Athens and Sparta.**
12. **Explain why Athens' government is considered the beginning of democracy: trace to current American rights.**
13. **Describe the roles of women and slaves under Athenian democracy.**
14. **Analyze the causes, course and consequences of the Pelopponnesian Wars.**
15. **Describe the rise of Alexander the Great and the spread of Greek culture.**
16. **Explain why the Greek city-states had a tradition of athletic competitions.**
17. **Describe the development of Greek institutions such as the gymnasium and others.**
18. **Explain the importance of the development by the ancient Greeks of a complete symbolic alphabet.**

Part 2; <u>North America</u>

19. **Locate North America on a map, and locate its major geographic features.**
20. **Locate the present boundaries of the US. Locate the regions of the US.**
21. **Identify the states, state capitals, and major cities in each region.**
22. **Describe the climate, physical features, and natural resources in each region.**
23. **Identify and describe unique features of the US (e.g. Grand Canyon).**
24. **Identify major monuments and historical sites of Washington, DC.**
25. **Identify five European countries that influenced regions of the US at the time the New World was being explored. Tell how that influence persists today.**
26. **Describe the diverse nature of the US by identifying the distinctive contributions of indigenous peoples, African-Americans, major European immigrant groups, and major Spanish-speaking and Asian groups.**
27. **Identify major immigrant groups that live in Massachusetts.**
28. **Locate Canada on a map, its provinces and major cities.**

Grade 4 continued

29. **Describe the climate, physical characteristics, natural resources of Canada, and relate to settlement, trade and the Canadian economy.**
30. **Describe the major ethnic and religious groups of modern Canada.**
31. **Identify when Canada became independent and tell how that was achieved.**
32. **Identify the location of at least two Indian tribes in Canada, and their major social features.**
33. **Identify the major language groups in Canada, location and relations among them.**
34. **Locate Mexico on a map, with its major cities.**
35. **Describe the climate, physical characteristics, natural resources of Mexico, and relate to settlement, trade and the Mexican economy.**
36. **Identify the language, major religion and peoples of Mexico.**
37. **Identify when Mexico became independent, and tell how that was achieved.**
38. **On a map, locate the Isthmus of Panama. Use map key to locate islands, countries and major cities of Central America and the Caribbean. ***
39. **Describe the climate, physical characteristics and natural resources of the area. ***
40. **Identify the languages spoken in different countries in the Caribbean region today. ***
41. **Identify when and how the countries in the Caribbean area and Central America became independent nations. ***

(* Standards may be addressed in grade 4 or grade 6)

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CPS History/Social Science Learning Expectations for Grade 5

Focus: US History and Geography: the Making of a New Republic.
(The fifth grade curriculum studies the colonial America and the founding of the New Republic, including colonial and frontier lifestyles and ideas and events in the life of the young nation).

Students will be able to:

- History: describe the ongoing settling of the American colonies; understand the Great Encounter (the meeting of the three worlds of Africa, Europe and Native America in the New World) through narratives from all perspectives, trace the emerging American identity as well as the slave trade; know the causes, consequences and major events of the Revolutionary War; construct timelines, understand the Anglo-American political heritage and its effect on the Constitution.
- Geography: Describe the geography and resources of the Western Hemisphere, the reasons behind and the impact of the Louisiana Purchase.
- Economics: Describe the economic growth of the young nation, its resources, trading partners and methods of commerce, terms such as entrepreneur and profit, supply and demand.
- Civics/ Government: Describe the failure of the first government of the US, the Articles of Confederation; the subsequent process that led to the Constitution; federalism Vs state's rights; rights and liberties guaranteed by the Constitution.

Grade Five: United States History, Geography, Economics, and Government, 1500-1820. The revised framework lists thirty learning standards for Grade Five.

1. **Identify the three major pre-Columbian civilizations of Central and South America and their locations.**
2. **Explain why trade routes to Asia had closed in the 15th century and trace the voyages of four explorers, telling what they sought, what they found, and how their discoveries changed mapmaking and the image of the world.**
3. **Explain why the Aztec and Inca civilizations declined in the 16th century.**
4. **Explain the early relationship of English settlers to indigenous groups in North America, including differing views on land ownership and subsequent wars.**
5. **Identify some the major leaders and groups responsible for the founding of the original North American colonies.**
6. **Identify the links between the political concepts of ancient Greece and the political practices/ institutions of the Puritans.**

Grade 5 continued

7. **Explain how the language, political institutions, and political principles of the US were shaped by the English.**
8. **On a map of North America, identify the first 13 colonies, and describe how regional differences shaped their economies.**
9. **Explain the importance of maritime commerce in the development of colonial Massachusetts.**
10. **Explain the causes of the establishment of slavery in North America. Describe the conditions of slavery and the responses of slaves to their condition.**
11. **Explain the development of colonial government and describe how these developments contributed to the Revolution.**
12. **Explain the reasons for the French and Indian War, and its impact on England and the colonies.**
13. **Explain the meaning of the key ideas of the Declaration of Independence.**
14. **Describe the major battles of the Revolution and explain the factors that led to victory for the Americans and defeat for the British.**
15. **Describe the life and achievements of important leaders during the Revolution/ early days of the Republic.**
16. **Identify the constitution of Massachusetts, its author, date, and the basic rights that it granted citizens.**
17. **Explain the reasons for the adoption of the Articles of Confederation and its failure.**
18. **Describe Shays' Rebellion of 1786-87 and tell why it was a crucial event leading to the Constitutional Convention.**
19. **Identify the leaders of the Constitutional Convention and describe the major issues debated there.**
20. **Describe the responsibilities of the government at the federal, state, and local levels.**
21. **Describe the basic political principles of American democracy, and explain how the Constitution and the Bill of Rights reflect and preserve these principles.**
22. **Identify the three branches of American government, function and relationships.**
23. **Identify the rights included in the Bill of Rights and tell why they were included in Constitution in 1791.**
24. **Explain how American citizens were expected to participate in, monitor and bring about changes in their government, and how that continues today.**
25. **Identify the changes in voting requirements between 1787 and 1820, and compare who could vote in local, state, and national elections in the US with those in England, France and Russia.**
26. **Explain the events leading up to and the significance of the Louisiana Purchase.**
27. **Describe the Lewis and Clark expedition of 1803-1806.**
28. **Describe the significance and consequences of the abolition of slavery in the Northern States and the banning of the importation of slaves into the US in 1808.**
29. **Explain why pioneers moved west in the 19th century.**
30. **Identify the key issues that led to the onset of the Civil War.**

This is the end of the Grades 4-5 History/Social Science Curriculum Overview