



**CATHOLIC SCHOOLS OFFICE**  
**ARCHDIOCESE OF BOSTON**

**Curriculum Framework**

**Social Studies, Grades PreK-8**

## Table of Contents

<b>PreK</b> .....	4
Intellectual and Dispositional Standards .....	4
Content, Knowledge, and Skills Standards .....	4
Civics: Fairness, Friendship, Responsibility, and Respect.....	4
Geography: Maps and Places.....	4
History: Personal Experiences and Memories .....	4
Economics: Work and Commerce .....	5
<b>Kindergarten</b> .....	6
Intellectual and Dispositional Standards .....	6
Content, Knowledge, and Skills Standards .....	6
Civics: Classroom Citizenship .....	6
Geography: Connections among Places.....	6
History: Shared Traditions.....	7
Economics: Work and Commerce .....	7
<b>First Grade</b> .....	8
Intellectual and Dispositional Standards .....	8
Content, Knowledge, and Skills Standards .....	8
Civics: Communities, Elections, and Leadership.....	8
Geography: Places to Explore.....	9
History: Unity and Diversity in the United States.....	9
Economics: Resources and Choices.....	9
<b>Second Grade</b> .....	11
Intellectual and Dispositional Standards .....	11
Content, Knowledge, and Skills Standards .....	11
Reading and Making Maps .....	11
Geography and Its Effects on People .....	11
History: Migrations and Cultures.....	11
Civics: Countries and Governments .....	12
Economics: Resources and Choices.....	12
<b>Third Grade</b> .....	13
Intellectual and Dispositional Standards .....	13
Content, Knowledge, and Skills Standards .....	13
Massachusetts Cities and Towns Today and in History.....	13
The Geography and Native Peoples of Massachusetts.....	13
Native People’s Contacts with European Explorers .....	14
The Pilgrims, the Plymouth Colony, and Native Peoples .....	14
The Puritans, the Massachusetts Bay Colony, and Native Peoples.....	14
Massachusetts before, during, and after the American Revolution.....	14
<b>Fourth Grade</b> .....	16
Intellectual and Dispositional Standards .....	16
Content, Knowledge, and Skills Standards .....	16
North America: Geography and map skills.....	16
Ancient Civilizations of North America .....	16
Early European Exploration of North America.....	17
The Expansion of the United States over Time and Its Regions Today.....	17
The Northeast .....	17
The Southeast .....	18
The Midwest.....	18
The Southwest.....	18
The West.....	19
<b>Fifth Grade</b> .....	20
Intellectual and Dispositional Standards .....	20
Content, Knowledge, and Skills Standards .....	20
Early Colonization and Growth of Colonies.....	20
Reasons for Revolution, the Revolutionary War, and the Formation of Government .....	21

Principles of United States Government .....	21
Growth of the Republic .....	22
Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All .....	22
<b>Sixth Grade</b> .....	24
Intellectual and Dispositional Standards .....	24
Content, Knowledge, and Skills Standards .....	24
Studying Complex Societies Past and Present .....	24
Human Origins, the Neolithic and Paleolithic Eras .....	24
The Middle East and North Africa.....	25
Physical and political geography of modern Western Asia, the Middle East, and North Africa .....	25
Western Asia, the Middle East and North Africa: Mesopotamia, circa 3500–1200 BCE .....	26
Ancient Egypt, circa 3000–1200 BCE.....	26
Ancient Phoenicia, circa 1000–300 BCE .....	26
Ancient Israel, Palestine, c. 2000 BCE–70 CE.....	26
The ancient Arabian Peninsula (7th century CE) .....	27
Interactions among ancient societies in Western Asia, North Africa, and the Middle East .....	27
Sub-Saharan Africa .....	27
Physical and political geography of Sub-Saharan Africa .....	27
Selected Sub-Saharan African states and societies, circa 100– 1000 CE .....	27
Central America, the Caribbean, and South America .....	28
Physical and political geography and indigenous populations of Central America and the Caribbean Islands .....	28
Physical and political geography of South America.....	28
Major ancient societies in Central America and South America, circa 1400 BCE–1600 CE.....	28
<b>Seventh Grade</b> .....	29
Intellectual and Dispositional Standards .....	29
Content, Knowledge, and Skills Standards .....	29
Studying Complex Societies Past and Present .....	29
Central and South Asia .....	29
Physical and political geography of Central and South Asia.....	29
Early Indian and Central Asian civilizations, religions, and cultures .....	30
East Asia .....	30
Physical and political geography of East Asia.....	30
Early East Asian societies, religions, and cultures Ancient China, circa 1600 BCE–500 CE.....	30
Ancient Japan and Korea, circa 300 BCE–1300 CE.....	31
Southeast Asia and Oceania.....	31
Physical and political geography of Southeast Asia and Oceania .....	31
First People of Australia and New Zealand .....	31
Europe.....	31
Physical and political geography of Europe .....	31
Ancient and Classical Greece, circa 1200–300 BCE.....	32
Ancient and Classical Rome, the Roman Republic, and the Roman Empire, circa 500 BCE–500 CE .....	32
<b>Eighth Grade</b> .....	34
Intellectual and Dispositional Standards .....	34
Content, Knowledge, and Skills Standards .....	34
The Philosophical Foundations of the United States Political System.....	34
The Development of the United States Government .....	34
The Institutions of the United States Government .....	35
Rights and Responsibilities of Citizens.....	35
The Constitution, Amendments, and Supreme Court Decisions .....	36
The Structure of Massachusetts State and Local Government .....	36
Freedom of the Press and News/Media Literacy .....	37

# PreK

## Intellectual and Dispositional Standards

1. With guidance, communicate the importance of living, learning, and working together.
2. With guidance, communicate the importance of our Church's call to family, community, and participation (i.e., why living, learning, and working together are connected to our lives in the Body of Christ). [Catholic Social Teaching connection – [\*Call to Family, Community, Participation\*](#)]
3. Demonstrate an understanding of what fair rules are and why fair rules are important.
4. Demonstrate an ability to describe in detail where you live, where you go to school, and other aspects of your local community and faith life.
5. With guidance and drawing on multiple sources, describe key moments that happened in the past to your local community or family.
6. With guidance and drawing on multiple sources, identify the many different types of work in your local family/community/environment. [Catholic Social Teaching connection – [\*The Dignity of Work and the Rights of Workers\*](#)]

## Content, Knowledge, and Skills Standards

### Civics: Fairness, Friendship, Responsibility, and Respect

1. With prompting and support, give reasons for rules in the classroom and at home.
2. With prompting and support, follow agreed-upon rules, limits, and expectations.
3. Show willingness to take on responsibilities (e.g., being a helper or a leader).
4. With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another

### Geography: Maps and Places

5. With prompting and support, describe location of people, animals, objects, and places, correctly using words and phrases such as up, down, on, off, close, far away, beside, inside, next to, close to, above, below, apart.
6. With prompting and support, explain what a map or another kind of representation of a place can show.
7. With guidance and support, use a combination of drawing, building with blocks or other materials, or dictating to construct maps and other representations of familiar places.

### History: Personal Experiences and Memories

8. With guidance and support, recall and describe events that happened in the classroom or in a story, using words and phrases relating to chronology and time (e.g., first, next, last).
9. With guidance and support, explain how the concepts of days, weeks, and months relate to the passage of time.
10. With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.

## **Economics: Work and Commerce**

11. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.
12. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.
13. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.

# Kindergarten

## Intellectual and Dispositional Standards

1. With guidance, identify and describe the multiple roles that people play in local and national communities as they live, learn, and work together.
2. Describe the connection between the value of each individual person and the importance of the roles people play in communities. [Catholic Social Teaching connection – [\*Life and Dignity of the Human Person\*](#)]
3. Describe what responsibility means in a local/immediate context and what responsibility looks like in action/practice. [Catholic Social Teaching connection – [\*Rights and Responsibilities\*](#)]
4. Describe how maps, globes, and photographs can be used to provide multiple sources of information about a place and that place’s context.
5. Identify and describe ways different local and national communities use history to communicate shared values.
6. With guidance and drawing on multiple sources, describe the differences among the many different job/working responsibilities of the people in families, communities, and other local and national contexts. [Catholic Social Teaching connection – [\*The Dignity of Work and the Rights of Workers\*](#)]

## Content, Knowledge, and Skills Standards

### Civics: Classroom Citizenship

1. Understand and follow rules, limits, and expectations with minimal prompting and assistance; with prompting and support, ask and answer questions about the reasons for rules.
2. Take on responsibilities and follow through on them, being helpful to and respectful of others.
3. With prompting and support, give examples from literature and informational texts (read or read aloud) of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.
4. Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States, for example:
  - a. why the flag of United States of America is red, white, and blue and has stars and stripes;
  - b. why the Bald Eagle is the national emblem of United States;
  - c. why “The Star-Spangled Banner” is the national anthem of the United States
  - d. what the words of the “Pledge of Allegiance” mean.

### Geography: Connections among Places

5. Describe the location of people, objects, and places, using correctly words and phrases such as up, down, near, far, left, right, straight, back, behind, in front of, next to, between.
6. With support, explain the similarities and differences between maps and globes.
7. Identify the elements of a physical address, including the street name and number, the city or town, the state (Massachusetts) and the country (United States).

8. With support, on a state map, find the city or town where the student's school is located; on a street map of the city or town, find the location of the student's school.
9. Use maps, photographs, their own drawings or other representations to show and explain to others the location of important places and relationships among places in the immediate neighborhood of the student's home or school.
10. Construct maps, drawings, and models that show physical features of familiar places.

### **History: Shared Traditions**

11. Describe how some days, called civic holidays, are special because they celebrate important events or people in history.
12. Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.
13. Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time, including:
  - a. Sequential actions: first, next, last;
  - b. Chronology and time: now, then, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, last or next month, last or next year.

### **Economics: Work and Commerce**

14. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.
15. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.
16. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.

# First Grade

## Intellectual and Dispositional Standards

1. Identify and describe the important features of community leadership and what different forms of leadership are present in local and national communities. [Catholic Social Teaching connection – [\*Call to Family, Community, Participation\*](#)]
2. Identify and describe the relationship among the roles of cooperation, unity, and diversity in local and national communities. [Catholic Social Teaching connection – [\*Solidarity\*](#)]
3. Describe what it means to belong to or to lead a group of people at the local/national level.
4. Using multiple sources of evidence, demonstrate the ways people locate and learn about different local or national places and the people who live in them.
5. Describe the importance of the American motto *E Pluribus Unum* to the kinds of communities the United States has established/maintains.
6. Compare/contrast the ways certain resources available in a local/national community can affect the work responsibilities people in that community may have. [Catholic Social Teaching connection – [\*Care for God's Creation\*](#)]

## Content, Knowledge, and Skills Standards

### Civics: Communities, Elections, and Leadership

1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.
2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.
3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.
4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.
5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.
6. Explain that an election is a kind of voting in which people select leaders.
7. Identify some leaders who are chosen by elections and explain their roles.
8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include: electing leaders who serve fixed terms, paying attention to the leader's actions, and deciding whether or not to re-elect them on the basis of how well they have served citizens.
9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.

10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.

### **Geography: Places to Explore**

11. Explain that a map represents spaces and helps one identify locations and features.
12. Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals and investigate factors that explain why these locations became important cities.
13. Explain that a city that is called a capital is the center of government for a state or nation.
14. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.
15. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.

### **History: Unity and Diversity in the United States**

16. Provide evidence to explain some of the ways in which the people of the United States are unified.
17. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs, examples of which include:
  - a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty);
  - b. words, mottoes, phrases, and sentences associated with the United States (e.g., “U.S.” or “America” standing for United States of America, the Latin motto, “E pluribus unum,” on coins, currency, and the seal of the United States, translated as “Out of Many, One,” and the “Pledge of Allegiance”);
  - c. the melodies and lyrics of patriotic songs (e.g., “America the Beautiful,” “My Country, ‘Tis of Thee,” “God Bless America,” and “The Star-Spangled Banner”).
18. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or future; present, past, and future tenses of verbs).

### **Economics: Resources and Choices**

19. Explain the relationship between natural resources and industries and jobs in a particular location.
20. Distinguish a renewable resource from a non-renewable resource.
21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.
22. Explain what it means to be employed and define the terms income, wages, and salary.
23. Give examples of products (goods) that people buy and use.
24. Give examples of services people do for each other.
25. Give examples of choices people have to make about buying goods and services and why they have to make choices.

26. Analyze examples of voluntary choices people make about buying goods and services.
27. Compare and contrast reasons why people save some of their money.

## Second Grade

### Intellectual and Dispositional Standards

1. Apply knowledge of local contexts to global contexts (i.e., use what has been learned about local communities and contexts to identify and describe a newly encountered global context and then compare/contrast that global context with your local context).
2. Describe the connections between and among the peoples of the world and the way these peoples are brought together in the Body of Christ. [Catholic Social Teaching connection – [\*Solidarity\*](#)]
3. Explain the function of key geographical tools that help us to identify and describe locations.
4. Explain the way that people in any community or context across the globe adapt to or change their environment by interacting with it. [Catholic Social Teaching connection – [\*Care for God’s Creation\*](#)]
5. Identify the different reasons people choose to settle in a community or migrate to it. [Catholic Social Teaching connection – [\*Call to Family, Community, Participation\*](#)]
6. Using multiple sources of evidence, identify and describe the geographic, human, and social features of the continents.
7. Apply knowledge of the relationship between available resources and people’s roles in local contexts to the ways resources and work responsibilities intersect in global contexts. [Catholic Social Teaching connection – [\*The Dignity of Work and the Rights of Workers\*](#)]

### Content, Knowledge, and Skills Standards

#### Reading and Making Maps

1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment.
2. Compare different kinds of map projections and explain how they represent the world differently.
3. Construct a map of a familiar location.

#### Geography and Its Effects on People

4. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent.
5. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.
6. Explain how the location of landforms and bodies of water helps determine conditions for habitable living.
7. Explain and describe human interaction with the physical world.

#### History: Migrations and Cultures

8. Investigate reasons why people migrate to different places around the world, recognizing that some migration is voluntary, some forced.
9. Give examples of why the United States is called “a nation of immigrants”.

10. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.
11. Identify what individuals and families bring with them when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society; explain how the community is enriched by contributions from all the people who form it today.

### **Civics: Countries and Governments**

12. Recognize the difference between physical geography and political geography.
13. Explain the characteristics of a country.
14. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.

### **Economics: Resources and Choices**

15. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).
16. Distinguish a renewable resource from a non-renewable resource.
17. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.
18. Explain what it means to be employed and define the terms income, wages, and salary.
19. Give examples of products (goods) that people buy and use.
20. Give examples of services people do for each other.
21. Give examples of choices people have to make about buying goods and services and why they have to make choices.
22. Analyze examples of voluntary choices people make about buying goods and services.
23. Compare and contrast reasons why people save some of their money.

## Third Grade

### Intellectual and Dispositional Standards

1. Identify and describe the ways people get involved in government at the state and local level. [Catholic Social Teaching connection – [\*Call to Family, Community, and Participation\*](#)]
2. Identify and describe the role of the contemporary Church in Massachusetts, the civic roles the four dioceses in the state have, and the civic responsibilities of members of the Church in Massachusetts.
3. Describe how Native Peoples lived in New England before the arrival of European groups and compare/contrast the communities of Native Peoples at this time to the kinds of communities that currently exist in Massachusetts. [Catholic Social Teaching connection – [\*Life and Dignity of the Human Person\*](#)]
4. Identify and describe the work of European expeditions to the Northeast.
5. Compare and contrast the roles/responsibilities of different groups of people, including women, children, and Native Peoples, during the early years of the Plymouth colony. [Catholic Social Teaching connection – [\*The Dignity of Work and the Rights of Workers\*](#)]
6. Conduct research using multiple primary/secondary sources to draw evidence-based conclusions about the role that Massachusetts played historically (in particular, focus on the relationship among the peoples of Massachusetts in the time leading up to the American Revolution).
7. Analyze the interactions of Native Peoples, Europeans, enslaved peoples, and free African peoples in Massachusetts in order to determine the effects of these interactions on the development of Massachusetts as a community. [Catholic Social Teaching connection – [\*Solidarity\*](#)]

### Content, Knowledge, and Skills Standards

#### Massachusetts Cities and Towns Today and in History

1. On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.
2. Research the demographic origins of their town or city; describe the current population and immigrant groups of the 20th and 21st centuries; and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.
3. Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.

#### The Geography and Native Peoples of Massachusetts

1. On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).
2. On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).

3. Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region:
  - a. the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag);
  - b. the locations of tribal territories in the state;
  - c. physical features and their influence on the locations of traditional settlements;
  - d. contributions of a tribal group from the area of the school to today's world.

### **Native People's Contacts with European Explorers**

1. Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic.
2. Trace on a map the voyages of European explorers of the Northeast coast of North America.
3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.

### **The Pilgrims, the Plymouth Colony, and Native Peoples**

1. Explain who the Pilgrim men and women were and why they left Europe; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people:

### **The Puritans, the Massachusetts Bay Colony, and Native Peoples**

1. Compare/contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony to/with the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).
2. Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region.
3. Using visual primary sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.
4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.
5. Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts.

### **Massachusetts before, during, and after the American Revolution**

1. Using a historical map, explain the extent of the Province of Massachusetts in the 17th and 18th centuries (including territory which is now included in Maine, Nova Scotia, and New Brunswick, as well as Martha's Vineyard and Nantucket). Explain reasons for the growth of towns and cities in Massachusetts in the 1700s.

2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period, for example:
  - a. the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams;
  - b. the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples;
  - c. the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists;
  - d. the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts;
  - e. the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem;
  - f. the roles of Native Peoples and African Americans in the American Revolution, some serving as Loyalists, some as Patriots;
  - g. the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods;
3. Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.
4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.
5. Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.

## Fourth Grade

### Intellectual and Dispositional Standards

1. Describe and compare/contrast the physical features and nations of North America.
2. Identify and describe the ways archaeology is used to study and analyze historical/ancient migration.
3. Identify and describe the role of the Church in North America, the civic roles of the multiple (arch)dioceses, and the civic responsibilities of members of the Church to this broadly regional set of communities.
4. Describe and compare/contrast the geographic, environmental, and cultural development of each region of the United States.
5. Conduct research using multiple primary/secondary sources to draw evidence-based conclusions about how geographic features have shaped the history and culture of North American communities/societies (in particular, focus on the relationship between and among the contemporary nations of North America). [Catholic Social Teaching connection – [\*Care for God's Creation\*](#)]
6. Analyze the interactions of the many peoples and cultures that have historically intersected in North America in order to determine the contributions these various groups have had on the development of contemporary North American society. [Catholic Social Teaching connection – [\*Solidarity\*](#)]
7. Analyze European voyages across the Atlantic Ocean to North America in order to draw evidence-based conclusions about the impact of European contact with historically preexisting North American communities. [Catholic Social Teaching connection – [\*Life and Dignity of the Human Person\*](#)]

### Content, Knowledge, and Skills Standards

#### North America: Geography and map skills

1. On a physical map of North America, use cardinal directions, map scales, key/legend, and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).
2. On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.
3. Research, analyze, and convey information about Canada or Mexico by consulting and organizing materials (maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles) and by making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.

#### Ancient Civilizations of North America

4. Evaluate competing theories about the origins of people in North America and evidence for dating the existence of early populations in North America to about 15,000 years ago.

5. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period.
6. Explain how archaeologists conduct research to develop theories about migration, settlement patterns, and cultures in prehistoric periods.
7. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites and explain their importance in presenting a comprehensive history of Americans and American life.

### **Early European Exploration of North America**

8. Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources.
9. Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.
10. Trace on a map European voyages to North America and the Caribbean Islands in the 15th and 16th centuries, evaluate the reasons for the voyages, and make a timeline of their landings and encounters.

### **The Expansion of the United States over Time and Its Regions Today**

11. Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.
12. Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898.
13. Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier.
14. Explain that many groups of people immigrated to the United States from other places voluntarily, but some people were brought to the United States against their will.
15. Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion.

#### *The Northeast*

16. On a political map of the United States, locate the states in the Northeast (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).
17. Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that shows important cities, state capitals, physical features (e.g., waterways and mountains), and that includes a title, scale, compass, and map key.
18. Explain the benefits in the 18th century of becoming a state in the United States and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States.

19. Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.
20. Describe the diverse cultural nature of the region, including contributions of Native Peoples, Africans, Europeans, and various other immigrant groups from other regions of the world in the later 20th and 21st centuries.

### *The Southeast*

21. On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia); territories Puerto Rico, and the United States Virgin Islands.
22. Describe the diverse cultural nature of the region, including contributions of Native Peoples, African Americans, Europeans, and immigrant groups from other regions of the world.
23. Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.
24. Describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments).
25. Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.

### *The Midwest*

26. On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin).
27. Describe the diverse cultural nature of the region, including contributions of Native Peoples, African Americans, Europeans and immigrant groups from other regions of the world.
28. Explain how natural disasters, such as tornadoes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.
29. Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.

### *The Southwest*

30. On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (Arizona, New Mexico, Oklahoma, and Texas).

31. Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.
32. Describe the diverse cultural nature of the region, including contributions of Native Peoples, African Americans, Europeans, Mexicans, and immigrant groups from other regions of the world settling in the region over time.
33. Explain how natural disasters, such as hurricanes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.
34. Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th -19th centuries and that includes a title, scale, compass, and map key.

### *The West*

35. On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.
36. Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.
37. Describe the diverse cultural nature of the region, including contributions of Native Peoples, African Americans, Europeans, the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.
38. Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.
39. Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.

# Fifth Grade

## Intellectual and Dispositional Standards

1. Conduct research using multiple primary/secondary sources to draw evidence-based conclusions about the extent to which North America during the pre-Revolutionary War colonial era was a land of opportunity and for whom. [Catholic Social Teaching connection – [\*Option for the Poor and Vulnerable\*](#)]
2. Conduct research using multiple primary/secondary sources to draw evidence-based conclusions about the reasons for/causes of the American Revolutionary War and the development of the US national government in an effort to answer the question: “Were the colonists justified in rebelling against Great Britain in the American Revolution?”
3. Describe the central features of the US Constitution and the positive and negative consequences of the system of government established in the United States after the Revolutionary War. [Catholic Social Teaching connection – [\*Rights and Responsibilities\*](#)]
4. Identify the features of US government and citizenship developed during the pre- and post-Revolutionary War era that are still a part of US civic life.
5. Analyze the history of the US colonies, the early American Republic, and the growing sectional conflicts up to the Civil War in an effort to answer the question, “Is a person ever justified in disobeying a law?” [Catholic Social Teaching connection – [\*Rights and Responsibilities\*](#)]
6. Conduct research using multiple primary/secondary sources to draw evidence-based conclusions about the development of American/US national society up through the Civil War in an effort to answer the question: “What were the social, cultural, political causes of the Civil War and what were the effects of the Civil War on US society?” [Catholic Social Teaching connection – [\*Life and Dignity of the Human Person\*](#)]
7. Compare and contrast the movement for emancipation and the 20<sup>th</sup> century Civil Rights Movement in an effort to answer the question, “What is the meaning of the statement ‘All men are created equal’?” [Catholic Social Teaching connection – [\*Solidarity\*](#)]

## Content, Knowledge, and Skills Standards

### Early Colonization and Growth of Colonies

1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups.
2. Compare the different reasons colonies were established and research one of the founders of a colony.
3. Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America.
4. On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor.

5. Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders.
6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.
7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom.

## **Reasons for Revolution, the Revolutionary War, and the Formation of Government**

8. Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them.
9. On a historic map of the Boston area in the 1770s, locate important sites in the pre-Revolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such as Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John Adams, Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem.
10. Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution.
11. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.
12. Describe the impact of events as the Revolutionary War continued; locate the sites of events on a map, and explain the factors leading to American victory and British defeat.
13. Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.
14. Compare and contrast the impact of the actions of leaders during the Revolution and the early years of the United States Republic.
15. Explain the reasons for the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure.
16. Analyze the causes of Shays' Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.

## **Principles of United States Government**

17. Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy.
18. Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances.

19. 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).
20. Analyze the significance of the major issues debated by members of the Constitutional Convention.
21. Explain that voting rights and property rights did not extend to women in the new Constitution.
22. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of one of the first ten Amendments and make an argument using evidence for its inclusion in the Bill of Rights in 1791.

### **Growth of the Republic**

23. Identify the first three Presidents of the United States; summarize key developments during their time; and evaluate their leadership of the new nation.
24. Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.
25. Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.
26. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.
27. Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.

### **Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All**

28. Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.
29. Identify the major reasons for the Civil War and the war's most important outcomes.
30. Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).
31. Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).
32. Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.
33. Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.
34. Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public

facilities, the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.

35. Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.
36. Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights.

## Sixth Grade

### Intellectual and Dispositional Standards

1. Identify and describe the way that contemporary social sciences contribute to our modern understanding of the world and its societies. [Catholic Social Teaching connection – [\*Care for God's Creation\*](#)]
2. Explain the development of human life on Earth and the ways in which humans gathered historically to form complex societies. [Catholic Social Teaching connection – [\*Call to Family, Community, Participation\*](#)]
3. Apply knowledge of the geographical and historical record of global societies in order to draw evidence-based conclusions about roles, responsibilities, and relationships between and among contemporary nations.
4. Conduct research using multiple primary/secondary sources into the geographical, cultural, social, and political features of major ancient and contemporary global societies in order to draw evidence-based conclusions about what it means to be human and part of a human community. [Catholic Social Teaching connection – [\*Life and Dignity of the Human Person\*](#)]
5. Conduct research using multiple primary/secondary sources into the geographical, cultural, social, and political features of major ancient and contemporary global societies in order to draw evidence-based conclusions about the concepts that have arisen in societies to guide humanity's ethical interactions among individuals, communities, and nations. [Catholic Social Teaching connection – [\*Solidarity\*](#)]
6. Compare and contrast the ethical principles undergirding ancient and contemporary global societies with the principles of Catholic Social Teaching promoted by the Church.
7. Identify and describe the role of the Roman Catholic Church as a spiritual and political institution, the role of the Church in each major region of the world, and the political responsibilities of the Church as it engages individual nations throughout the world.

### Content, Knowledge, and Skills Standards

#### Studying Complex Societies Past and Present

1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.
2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.
3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

#### Human Origins, the Neolithic and Paleolithic Eras

4. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.
5. Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give

examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated.

6. Explain that the term Paleolithic Era refers to the period of earliest human history, beginning circa 2.6 million years ago to circa 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood.
7. Explain that the term Neolithic Era refers to the period beginning about 10,000 years ago to circa 4500 or circa 2000 BCE in different parts of the world, in which the technologies of agriculture (growing crops and the domestication of animals) and metallurgy (mining and working of metals) were invented and refined, and in which complex societies begin to appear.
8. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.
9. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics:
  - a. an economy that produces food surpluses;
  - b. dense populations in distinct areas or cities;
  - c. stratified social classes;
  - d. specialized occupations;
  - e. developed systems of government, religion, and learning;
  - f. achievements in technology, art, and monumental architecture;
  - g. systems of record keeping, either written or oral.
10. Explain the ways in which complex societies interact and spread from one region to another.
11. Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras.
12. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c., and circa). Identify in BC dates the higher number as indicating the older year (that is, 3000 BC is earlier than 2000 BC).

## **The Middle East and North Africa**

*Physical and political geography of modern Western Asia, the Middle East, and North Africa*

13. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
14. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or

bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

15. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

*Western Asia, the Middle East and North Africa: Mesopotamia, circa 3500–1200 BC*

16. Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers “the Fertile Crescent.”
17. On a map of archaeological sites in the region, identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.
18. Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.
19. Analyze the important characteristics and achievements of early Mesopotamia.

*Ancient Egypt, circa 3000–1200 BC*

20. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.
21. Describe the significance of the Nile River to ancient Egyptians.
22. Analyze the kinds of evidence that have been 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 characteristics of ancient Egypt.
23. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen.
24. Describe the relationships among social classes in Egypt during this era.
25. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.
26. Summarize important achievements of the Old, Middle, and New Kingdoms.

*Ancient Phoenicia, circa 1000–300 BC*

27. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.
28. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BC.
29. Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.

*Ancient Israel, Palestine, circa 2000 BC–70 AD*

30. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.

31. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.
32. Describe the history of ancient Israel and early Christianity.

*The ancient Arabian Peninsula (7th century AD)*

33. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.
34. Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.
35. Describe the life and teachings of Muhammad (570-c. 632 AD) and the significance of the Qur'an as the primary source of Islamic belief.

*Interactions among ancient societies in Western Asia, North Africa, and the Middle East*

36. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged.
37. Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

## **Sub-Saharan Africa**

*Physical and political geography of Sub-Saharan Africa*

38. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
39. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
40. Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

*Selected Sub-Saharan African states and societies, circa 100– 1000 AD*

41. Identify the location, sources of wealth, and importance of the Kingdom of Axum (c. 100-940 AD); explain the role it played in the adoption of Christianity in Ethiopia and the role east African societies played in the spread of Islam to South Asia.
42. Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade.

43. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c. 5th century AD), and the empire of ancient Ghana (beginning c. 700 AD).
44. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world.

## **Central America, the Caribbean, and South America**

### *Physical and political geography and indigenous populations of Central America and the Caribbean Islands*

45. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal).
46. Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.
47. Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands.
48. Describe the culture and way of life of the indigenous populations of the region.

### *Physical and political geography of South America*

49. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
50. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
51. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

### *Major ancient societies in Central America and South America, circa 1400 BC–1600 AD*

52. Research and report on one of the major ancient societies that existed in Central America, or one of the major pre-Columbian Andean civilizations, their locations, and their cultural characteristics.

## Seventh Grade

### Intellectual and Dispositional Standards

[Please note, the content in sixth and seventh grades are two parts of one whole. Therefore, the Intellectual and Dispositional Standards are the same for both grades.]

1. Identify and describe the way that contemporary social sciences contribute to our modern understanding of the world and its societies. [Catholic Social Teaching connection – [\*Care for God's Creation\*](#)]
2. Explain the development of human life on Earth and the ways in which humans gathered historically to form complex societies. [Catholic Social Teaching connection – [\*Call to Family, Community, Participation\*](#)]
3. Apply knowledge of the geographical and historical record of global societies in order to draw evidence-based conclusions about roles, responsibilities, and relationships between and among contemporary nations.
4. Conduct research using multiple primary/secondary sources into the geographical, cultural, social, and political features of major ancient and contemporary global societies in order to draw evidence-based conclusions about what it means to be human and part of a human community. [Catholic Social Teaching connection – [\*Life and Dignity of the Human Person\*](#)]
5. Conduct research using multiple primary/secondary sources into the geographical, cultural, social, and political features of major ancient and contemporary global societies in order to draw evidence-based conclusions about the concepts that have arisen in societies to guide humanity's ethical interactions among individuals, communities, and nations. [Catholic Social Teaching connection – [\*Solidarity\*](#)]
6. Compare and contrast the ethical principles undergirding ancient and contemporary global societies with the principles of Catholic Social Teaching promoted by the Church.
7. Identify and describe the role of the Roman Catholic Church as a spiritual and political institution, the role of the Church in each major region of the world, and the political responsibilities of the Church as it engages individual nations throughout the world.

### Content, Knowledge, and Skills Standards

#### Studying Complex Societies Past and Present

1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.
2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.
3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations

#### Central and South Asia

*Physical and political geography of Central and South Asia*

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay

of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

#### *Early Indian and Central Asian civilizations, religions, and cultures*

1. Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies.
2. Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world.

## **East Asia**

#### *Physical and political geography of East Asia*

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

#### *Early East Asian societies, religions, and cultures Ancient China, circa 1600 BC–500 AD*

1. Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the development of Chinese complex societies.
2. Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world:

### *Ancient Japan and Korea, circa 300 BC–1300 AD*

1. Trace the spread of Buddhism from India in the 4th century BC to China, Korea, and Japan, and its development in Japan from the 6th through the 13th century AD; explain significant cultural contributions of ancient Japan.
2. Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.

## **Southeast Asia and Oceania**

### *Physical and political geography of Southeast Asia and Oceania*

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. Locate important physical features (e.g. the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

### *First People of Australia and New Zealand*

1. Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). Describe archaeological evidence, such as rock paintings, from the region and explain what it indicates about early Aboriginal and Maori cultures.

## **Europe**

### *Physical and political geography of Europe*

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.
4. 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.

*Ancient and Classical Greece, circa 1200–300 BC*

1. On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence from c. 1200 to 300 BC.
2. Explain how the geographical location of ancient Athens and other city-states such as Corinth and Sparta contributed to their role in maritime trade, colonies in the Mediterranean, and the expansion of their cultural influence.
3. Explain the democratic political concepts developed in ancient Greece.
4. Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states.
5. Analyze the causes, and consequences of the Persian Wars between Greek city-states and the Persian Empire (490–480 BC), the Peloponnesian Wars between Athens and Sparta (431–404 BC), and the conquests of Alexander the Great in Asia (c. 336–331 BC).
6. Give examples of Greek gods and goddesses, heroes, and events; explain the persistence of terms from Greek and Roman mythology in modern English and other European languages.
7. Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following:
  - a. a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates).
  - b. a philosopher (e.g., Socrates, Plato, or Aristotle), historian (e.g., Herodotus or Thucydides), poet or dramatist (e.g., Homer, Aeschylus, Sophocles, Aristophanes, or Euripides).
  - c. architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo).
  - d. writing (e.g., development of the first complete alphabet with symbols for consonants and vowels).
  - e. art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths and heroes in vase painting).

*Ancient and Classical Rome, the Roman Republic, and the Roman Empire, circa 500 BC–500 AD*

1. Locate Rome on a map, trace the expansion of the Roman Empire to 500 AD and explain how Rome's location contributed to its political power in the Mediterranean and beyond.
2. Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty.
3. 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.
4. Describe the characteristics of the system of classes and slavery under the Romans.

5. Explain how inner forces and external forces led to the disintegration of the Roman Empire.
6. Describe the contribution of the Romans to architecture, engineering, and technology.
7. Explain the spread and influence of the Roman alphabet and the Latin language, and the role of Latin and Greek in scientific and academic vocabulary today.
8. Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.

## **Eighth Grade**

### **Intellectual and Dispositional Standards**

1. Explain the functions, duties, roles, and responsibilities of the major features of the US and Massachusetts political systems. [Catholic Social Teaching connection – [\*Rights and Responsibilities\*](#)]
2. Analyze major features of US/Massachusetts civic and legal systems to identify evidence-based conclusions about how the concepts of liberty and justice have affected the United States/Massachusetts and the democratic system of federal/state governance.
3. Identify and describe the way that power can be balanced in a national government and the specific ways this balance takes shape in the United States. [Catholic Social Teaching connection – [\*Option for the Poor and Vulnerable\*](#)]
4. Identify and describe the philosophical, moral, and ethical roots of the ideas that influenced the development of the United States political system. [Catholic Social Teaching connection – [\*Solidarity\*](#)]
5. Compare and contrast the roles and responsibilities of the individual and the collective in the United States form of democracy and its federalist system. [Catholic Social Teaching connection – [\*Life and Dignity of the Human Person\*](#)]
6. Conduct research using multiple primary/secondary sources into specific historical moments of judicial and Constitutional development in order to draw evidence-based conclusions about the ways in which the content and interpretation of the US Constitution have evolved over time.
7. Analyze the role of the individual Catholic in the United States and the ways in which US citizenship intersects with the call for US Catholics to promote the Church’s social teachings.

### **Content, Knowledge, and Skills Standards**

#### **The Philosophical Foundations of the United States Political System**

1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy.
2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments.
3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government.
4. Explain how British ideas about and practices of government influenced American colonists and the political institutions that developed in colonial America.
5. Analyze the evidence for arguments that the principles of government of the United States were influenced by the governments of Native Peoples.

#### **The Development of the United States Government**

1. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about equality, representative government, limited government, rule of law, natural

rights, common good, and the purpose of government in the Declaration of Independence.

2. Analyze the weaknesses of the national government under the Articles of Confederation; and describe the crucial events leading to the Constitutional Convention.
3. Identify the various leaders of the Constitutional Convention and analyze the major issues they debated and how the issues were resolved.
4. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution.
5. Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.

### **The Institutions of the United States Government**

1. Distinguish the three branches of government (separation of powers).
2. Examine the interrelationship of the three branches (the checks and balance system).
3. Describe the respective roles of each of the branches of government.
4. Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches.
5. Describe the role of political parties in elections at the state and national levels.

### **Rights and Responsibilities of Citizens**

1. Explain the different ways one becomes a citizen of the United States.
2. Describe the rights and responsibilities of citizens as compared to non-citizens.
3. Distinguish among civic, political, and private life.
4. Define and provide examples of fundamental principles and values of American political and civic life.
5. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
6. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).
7. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.
8. Explain the importance of individuals working cooperatively with their elected leaders.
9. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.
10. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
11. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals of the Constitution.
12. Examine the role of political protest in a democracy.
13. Examine the influence of public and private interest groups in a democracy, including policy research organizations in shaping debate about public policy.

## **The Constitution, Amendments, and Supreme Court Decisions**

1. Explain the “necessary and proper” clause and why it is often referred to as the “elastic clause.”
2. Explain the historical context and significance of changes in the Constitution, including key amendments.
3. Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights.
4. Explain the historical context and significance of laws enacted by Congress that have expanded civil rights and equal protection; explain how the evolving understanding of human rights has affected the movement for civil rights for all.
5. Explain the principle of judicial review established in *Marbury v. Madison* (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.
6. Research, analyze, and report orally or in writing on one area (a, b, or c, below) in which Supreme Court decisions have made significant changes over time in citizens’ lives:
  - a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment;
  - b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment;
  - c. Interpretations in cases where individual rights and perceived community or national interests were in conflict.

## **The Structure of Massachusetts State and Local Government**

1. Compare and contrast the functions of state government and national government.
2. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.
3. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
4. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
5. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it.
6. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.
7. Contrast the responsibilities of government at the federal, state, and local levels.
8. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch: the executive branch, governor, and agencies; the legislative branch, state representatives, and state senators; and courts of law, the Supreme Judicial Court, and the lower court system.
9. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.
10. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers,

select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.

### **Freedom of the Press and News/Media Literacy**

1. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.
2. Give examples of how a free press can provide competing information and views about government and politics.
3. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.
4. Evaluate the benefits and challenges of digital news and social media to a democratic society.
5. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).
6. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).