



## Educational Program Standards

History and Social Science Curriculum Frameworks Massachusetts State Standards

Full text of standards

### ***Educational Program: Naumkeag Settlers to Salem Shippers***

2020 Framework — History and Social Science Standards:

HSS.2.T3.01, HSS.2.T5c.03, HSS.3.T1.02, HSS.3.T2.03, HSS.3.T3.01, HSS.3.T5.02, HSS.3.T5.03, HSS.3.T5.05, HSS.4.T2.03, HSS.4.T4a.04, HSS.5.T1.01

HSS.2.T3.01 Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).

HSS.2.T5c.03 Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).

HSS.3.T1.02 Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; 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.

HSS.3.T2.03 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, Massachusetts, 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 (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, wampum, and useful knowledge of medicinal plants, words such as powwow and moccasin, and many names for waterways, hills, mountains, islands and place names, such as the Connecticut and Merrimack Rivers, Mount Wachusett, the Taconic Range, Nantucket, Natick, Seekonk, Agawam, Chicopee)

HSS.3.T3.01 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 (e.g., to find new trade routes to Asia and new supplies of natural resources such as metals, timber, and fish).

HSS.3.T5.02 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 (e.g., loss of territory, great loss of life due to susceptibility to European diseases,

religious conversion, conflicts over different ways of life such as the Pequot War and King Philip's War).

HSS.3.T5.03 Using visual primary sources such as paintings, artifacts, historic buildings, or text 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.

HSS.3.T5.05 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, using materials from historical societies and history museums as reference materials.

a. the fishing and shipbuilding industries

b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe

c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

HSS.4.T2.03 Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.

HSS.4.T4a.04 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.

HSS.5.T1.01 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 (e.g., the Pequot and King Philip's Wars in New England).



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### ***Educational Program: Navigating with Bowditch***

2020 Framework — History, Social Science and Mathematics Standards:

5.NBT.B.5, 5.NBT.B.6, 5.MD.A.1, 5.G.A.1, 6.RP.A.3.b, 6.RP.A.3.c, 6.RP.A.3.d, HSS.7.T1a.01, HSS.7.T1a.02, HSS.7.T1b.01, HSS.7.T3a.01, HSS.7.T3a.02, HSS.7.T4a.01, HSS.7.T4a.02, HSS.7.T4a.04

#### *Mathematics Curriculum Frameworks:*

5.NBT.B.5 Fluently multiply multi-digit whole numbers. (Include two-digit x four-digit numbers and, three-digit x three-digit numbers) using the standard algorithm.

5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

6. RP.A.3.b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed.

6.RP.A.3.c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

6. RP.A.3.d Use ratio reasoning to convert measurement units within and between measurement systems; manipulate and transform units appropriately when multiplying or dividing quantities. For example, Malik is making a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. His cookbook says that 1 cup = 16 tablespoons. Explain how he could use the tablespoon to measure out the following ingredients: two cups of flour,  $\frac{1}{2}$  cup sunflower seed, and  $1\frac{1}{4}$  cup of oatmeal. Example is from the Illustrative Mathematics Project: <https://www.illustrativemathematics.org/content-standards/tasks/2174>

#### *History and Social Science Curriculum Frameworks:*

HSS.7.T1a.01 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.

HSS.7.T1a.02 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.

HSS.7.T1b.01 Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).

HSS.7.T3a.01 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.

HSS.7.T3a.02 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.

HSS.7.T4a.01 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.

HSS.7.T4a.02 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.

HSS.7.T4a.04 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. For example, note that Russia has 11 time zones.



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### ***Educational Program: The Worldwide Trading Game***

2020 Framework — History, Social Science and Mathematics Standards:

7.RP.A.3, 7.NS.A.1.a, 7.EE.B.3, HSS.5.T1.01, HSS.5.T1.05, HSS.6.T2.07, HSS.6.T5a.01, HSS.6.T5b.03

#### *Mathematics Curriculum Frameworks:*

7. RP.A.3 Use proportional relationships to solve multi-step ratio, rate, and percent problems. For example: simple interest, tax, price increases and discounts, gratuities and commissions, fees, percent increase and decrease, percent error.

7.NS.A.1.a Describe situations in which opposite quantities combine to make zero.

For example: A hydrogen atom has zero charge because its two constituents are oppositely charged; If you open a new bank account with a deposit of \$30 and then withdraw \$30, you are left with a \$0 balance.

7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

#### *History and Social Science Curriculum Frameworks:*

HSS.5.T1.01 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 (e.g., the Pequot and King Philip's Wars in New England).

HSS.5.T1.05 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 (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)

HSS.6.T2.07 Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

HSS.6.T5a.01 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).

HSS.6.T5b.03 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.