

Ware Public Schools

SOCIAL STUDIES CURRICULUM - Grades K-4

SUBJECT MATTER: History and Social Science: Living, Learning, & Working Together Grade: K

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
All About ME!	<p>Who am I? School Friends</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How do we measure time? How do people grow and change? What are your favorite times? What kinds of feelings do we have about new experiences, people, and places? Who are my friends? 	<p>Students will be able to:</p> <ol style="list-style-type: none"> Identify sequential actions, such as <i>first, next, last</i>, in stories and use them to describe personal experiences. Create a timeline noting important milestones in their life, i.e., age they took their first step; date they started school; etc. Understand that timelines can be used for a very short span of time (the school day) or a longer period of time (their lifespan) or for an even longer period of time (dating time to the dinosaurs). Use correctly words and phrases related to chronology and time (now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs). Use correctly the word <i>because</i> in the context of stories or personal experiences. Use correctly words and phrases that indicate location and direction, such as: <i>up, down, near, far, left, right, straight, back,</i> 	<p>Teacher Observation</p> <p>Class Discussion & Participation</p> <p>Teacher Observation of Student Exploration</p> <p>Graphing</p> <p>Family Poster</p> <p>Timeline</p> <p>Role Play</p> <p>Fluency and accuracy in the use of terms taught.</p>	<p><u>Math Integration:</u> Incorporate Mathematical Concepts: <u>Number Sense and Operations; Patterns, Relations and Algebra.</u></p> <ul style="list-style-type: none"> Count by ones to at least 20. Match quantities of up to at least 10 with numerals and words. Identify positions of objects in sequences (e.g., first, second) up to fifth. Understand the concepts of whole and half. Identify U. S. coins by name. Count by fives and tens at least up to 50. 	<p><u>History & Geography</u> 1, 2, 3, 4</p>

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		<p><i>behind, and in front of.</i></p> <p>7. Reflect on school as a place for learning and identify the different things people need to learn.</p> <p>8. Understand that different people learn in different ways and at different times.</p> <div data-bbox="709 646 1087 977" data-label="Image"> </div>		<p><u>Geometry and Measurement</u></p> <ul style="list-style-type: none"> Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions. Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language. <p><u>Data Analysis, Statistics, and Probability</u></p> <p>Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.</p> <p>Students will explore the concept of self in an interdisciplinary and historical manner.</p>	

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My Family And Me	<p>Role of the Family Cultures and Traditions Wants and Needs</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. Who makes up a family? 2. How do celebrations and traditions from around the world influence our local community? 3. What are different ways of giving to others? 4. What are people's basic needs and how do they fulfill them? 5. What is the difference between wants and needs? 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand their role within the family. 2. Develop an understanding of the cultures and traditions that make their family special. 3. Learn about other cultures and traditions from around the world through literature, poetry, and music, noting similarities between what is heard and their family. 4. Put important events in their own, and their families' lives, in temporal order. 5. Distinguish the difference between <i>wants and needs</i>. 6. Learn that there are three basic needs of all people are: food, clothing, and shelter. 7. Give examples of different kinds of jobs that people do, including the work they do at home. 8. Explain why people work (e.g., to earn money to buy things they want.) 9. Give examples of the things that people buy with the money they earn. 10. Understand the role that a family plays in a community through the concept of: working together to benefit all. 11. Understand that there are, and always have been, a wide range of family configurations throughout history. 	<p>Teacher Observation</p> <p>Class Discussion & Participation</p> <p>Teacher Observation of Student Exploration</p> <p>Graphing</p> <p>Family Poster</p> <p>Timeline</p> <p>Role Play</p>	<p>RE: Family configurations throughout history --</p> <p>The “nuclear” family has only been common in the Anglo-Saxon culture over the past fifty years. Prior to that, extended families were much more common and still are in most of the world today.</p>	<p><u>Learning Standards</u></p> <p>PreK-K.2 PreK-K.8 PreK-K.9 PreK-K.10</p>

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My Community And Me	Neighborhood Town State <u>Essential Questions</u> 1. Why are maps important? 2. Where in the World is Ware? 3. Who are my neighbors? 4. What words are used to describe the location of people, places, and things? 5. In what ways are good citizens involved in their home, school, and communities? 6. "Community Helpers" <i>Your classroom has been asked to give an award to the most important community helper. Together, decide which will receive the award and why</i>	Students will be able to: 1. Retell stories that illustrate: <i>Honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority</i> , and explain how the characters in the stories demonstrate these qualities. 2. Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. 3. Describe the location and features of places in the immediate neighborhood of the student's home or school. (reinforce: <i>near/far behind/in front of</i>) 4. Identify the name of the student's school and the city or town in which it is located. 5. Understand the concepts of <i>town and community</i> . 6. Identify examples of being a good citizen : taking turns, sharing, taking care of one's things, etc. 7. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, and rules</i> . 8. Locate the Town of Ware on a map of Massachusetts. 9. Understand the different areas of Ware: commercial, residential, and agricultural districts. 10. Identify and describe family or community members who promote the welfare and safety	Teacher Observation Class Discussion & Participation Teacher Observation of Student Exploration Compare & Contrast Information Describe a picture. Timeline Role Play Fluency in the use of location words.		<u>Civics</u> 6 <u>Economics</u> 7, 8 <u>Learning Standards</u> PreK-K.3 PreK-K.4 PreK-K.5 PreK-K.6


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	<i>they deserve it (Police Officers, Fire Fighters, Paramedics, Mountain Rescue, etc.)</i>	<p>of children and adults.</p> <p>11. Learn the roles of municipal services.</p> <p>12. Use words relating to work, such as <i>jobs, money, buying, and selling.</i></p> <p>13. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want.</p>			
My World And Me	<p>American Symbols National Holidays Geography and Climate</p> <p><u>Essential Questions</u></p> <p>1. What does the American flag look like?</p> <p>2. What is the name of the pledge to the American flag?</p> <p>3. What is the name given to the leader of the United States?</p> <p>4. Why do we celebrate these holidays?</p> <p>5. What can we learn about people and</p>	<p>Students will be able to:</p> <p>1. Demonstrate an understanding that there are important American symbols by identifying the</p> <p style="padding-left: 20px;">a) American flag, its colors and shapes b) Melody of the national anthem c) Picture and name of the current president d) Words of the Pledge of Allegiance.</p> <p>2. Identify and describe the events or people celebrated during United States national holidays and why we celebrate them.</p> <p style="padding-left: 20px;">e) Columbus Day f) Independence Day g) Martin Luther King, Jr. Day h) Presidents' Day i) Thanksgiving</p> <p>3. Identify the difference between a map and a globe.</p> <p>4. Learn the five themes of geography on a very basic level and will connect themselves, their</p>	<p>Teacher Observation</p> <p>Class Discussion & Participation</p> <p>Teacher Observation of Student Exploration</p> <p>Calendar & Weather Chart</p> <p>Role Play</p>		<p><u>History & Geography</u></p> <p>5</p> <p><u>Learning Standards</u></p> <p>PreK-K.7 PreK-K.1</p>

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	<p>events from long ago?</p> <p>6. Who are the people that we remember on these holidays?</p>	<p>family, and Ware to these five themes.</p> <p>5. Learn that the Town of Ware was originally a farming community, transformed into an industrial community, and is now becoming an information based town.</p> <p>6. Understand the concepts of <i>scarce and plenty</i> through real world examples.</p> <p>7. Compose and send an email.</p> <p>8. Investigate the weather/climate, geography, location and features of the world around them.</p> <p>9. Learn about the ocean, rivers, and mountains in Massachusetts and how they affect the way in which we live and where we live.</p>			



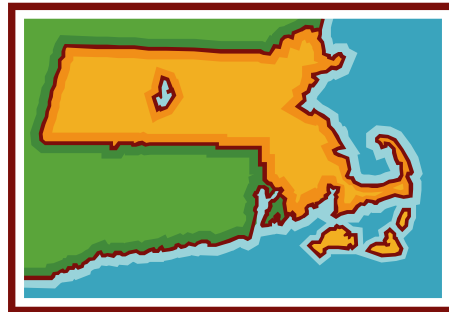
SUBJECT MATTER: History and Social Science:
True Stories and Folktales from America and Around the World **Grade: 1**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Developing Early Skills in Social Studies	History and Geography Civics and Government Economics <u>Essential Questions</u> 1. How are land, water, cities, and roads shown on a map? 2. What are the cardinal directions?	Students will be able to: 1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (<i>now, in the past, in the future</i>) and recognize the existence of changing historical periods (<i>other times, other places</i>). 2. Place events in students’ own lives in chronological order. 3. Read dates on a calendar and associate them with days of the week. 4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. 5. Identify cardinal directions (north, east, south, and west) and apply them to maps, locations in the classroom, school, playground, and community. 6. Define and locate the North and South Poles and the equator. 7. Define and give examples of a continent, mountain, river, lake, and ocean. 8. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability</i> .	Teacher Observation Class Discussion & Participation Quizzes Fluency and accuracy in the use of terms/skills taught.	Calendar Maps, Globes & Charts Primary Sources <u>Connections to Math: Measurement</u> <ul style="list-style-type: none"> • Identify parts of the day (e.g., morning, afternoon, evening), week, month, and calendar. • Tell time at quarter-hour intervals on analog and digital clocks using A.m. and p.m. <u>Data Analysis, Statistics, and Probability</u> <ul style="list-style-type: none"> • Use interviews, surveys, and observations to gather data about themselves and their surroundings. • Organize, classify, represent, and 	<u>History and Geography</u> 1, 2, 3, 4, 5, 6, 7 <u>Civics and Government</u> 8 <u>Economics</u> 9, 10, 11

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				<p>interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams, and interpret the representations.</p> <p>Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.</p>	
United States Leaders, Symbols, Events, and Holidays	<p>United States leaders Symbols of the United States Important Events & Holidays</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> Where is the United States located on a globe? Where is the United States located on a world map? Where is Massachusetts located on a United 	<p>Students will be able to:</p> <ol style="list-style-type: none"> Locate on a map of the United States, Washington, D.C. and identify it as the capital of the United States of America. Locate Boston and identify it as the capital of Massachusetts. Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. Identify and explain the meaning of American national symbols. <ol style="list-style-type: none"> The American flag The bald eagle The White House The Statue of Liberty 	<p>Teacher Observation</p> <p>Class Discussion & Participation</p> <p>Collect, Organize, and Record Information</p> <p>Quizzes</p>	<p>Map of the United States</p> <p>Map of Massachusetts</p> <p>Primary Sources</p> <p>Pictures</p> <p>American Flag</p> <p>Literature</p>	<p><u>United States Leaders, Symbols, Events, and Holidays</u></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p>

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	<p>States map?</p> <p>4. Where are the capital cities of Washington, D.C., and Boston, Massachusetts, located on a United States map?</p> <p>5. Why do people celebrate holidays?</p> <p>6. Who are the people most associated with these holidays?</p> <p>7. What are characteristics of good citizenship?</p> <p>8. How is patriotism displayed?</p>	<p>e) Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs, such as <i>America the Beautiful</i>, <i>My Country, 'tis of Thee</i>, <i>God Bless America</i>, and <i>The Star Spangled Banner</i> and explain the general meaning of the lyrics.</p> <p>5. Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays.</p> <p>6. Identify on a calendar of the current year: <i>the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day.</i></p> <p>7. Give reasons for noting the days that mark the changes in seasons.</p>	<p>Fluency and accuracy in the use of terms/skills taught.</p>		
<p>Individuals, Families, and Communities Now and Long Ago</p>	<p>Examining Literature Reading/Listening to Stories About Famous People</p> <p><u>Essential Questions</u></p> <p>1. What do Folktales tell us about a country's culture?</p> <p>2. How do Folktales</p>	<p>Students will be able to:</p> <p>1. After reading or listening to folktales, legends, and stories from America (e.g., <i>Johnny Appleseed</i>, <i>Paul Bunyan</i>, <i>Davy Crockett</i>, <i>John Henry</i>, and <i>Annie Oakley</i>) and from around the world (e.g., <i>Anansi</i>, <i>Issun Boshi</i>, <i>the Knee-High Man</i>, <i>Lon Po Po</i>, and <i>Medio Pollito</i>), describe the main characters and their qualities.</p> <p>2. After reading or listening to stories about</p>	<p>Teacher Observation</p> <p>Class Discussion & Participation</p> <p>Fluency and accuracy in the</p>	<p>True Stories and Folk Tales from America & Around the World -- Exploring world cultures through folktales— Lesson Plan http://readwritethink.org/lessons/lesson_view.asp?id=91 Literature about famous Americans or different</p>	<p><u>Civics and Government</u> 8</p> <p><u>Individuals, Families, and Communities Now and Long Ago</u> 1.7, 1.8, 1.9</p>


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	<p>from around the world compare to those in the United States?</p> <p>3. What values do we share in common with other cultures around the world?</p>	<p>famous Americans of different ethnic groups, faiths, and historical periods (e.g., <i>Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers</i>) describe their qualities or distinctive traits.</p> <p>3. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability.</i></p> <p>4. Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.</p>	<p>use of terms/skills taught.</p>	<p>ethnic groups, faiths, and/or historical figures</p>	







SUBJECT MATTER: History and Social Science:**Grade: 2**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Maps and Globes	<p>Maps and globes are graphic representations of actual places and things.</p> <p>Maps and globes assist people in understanding relative size and distance as well as topographical features.</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What is included in making a map? 2. What is the difference between a map and a globe? 3. How are timelines helpful? 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use a calendar to identify days, weeks, months, years, and seasons. 2. Use correctly, words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons). 3. Explain the information that historical timelines convey and then create their own timeline of their life (when they were born, started school, etc.). 4. Describe how maps and globes depict geographical information in different ways. 5. Create and read maps. <p>Vocabulary: maps, globes, map keys, symbols, timelines, chronological order, calendar,</p>	<p>Teacher observation</p> <p>Class discussion and participation</p> <p>Projects</p> <p>Quizzes</p>	<p>Rand McNally Wee Bee Tunes Program</p> <p>Maps</p> <p>Globes</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5</p>
Where in the World?	<p><u>Essential Questions</u></p> <p>What is the difference between a continent and a country?</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. On a map, locate all the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. 2. Locate the current boundaries of the United States, Canada, and Mexico. 3. Locate the oceans of the world: Arctic, Atlantic, Indian, Pacific, and Southern Oceans. 	<p>Teacher observation</p> <p>Class discussion and participation</p> <p>Projects</p> <p>Quizzes</p>	<p>Rand McNally Wee Bee Tunes Program</p> <p>Maps</p> <p>Globes</p>	<p><u>Learning Standards</u> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>





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		4. Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. 5. Locate major mountains or mountain ranges: the Andes, Alps, Himalayas, Rocky Mountains, Mt. Everest, and Mt. McKinley. 6. Explain the difference between a continent and a country and give examples of each. Vocabulary: country, continent, ocean, mountain, mountain range, river, boundaries			
A Community At Work	People contribute to their community by practicing the responsibilities of good citizens. <u>Essential questions</u> 1. What is a consumer? 2. What is a producer? 3. Why do people and governments have to make economic choices? 4. How do the citizens make a community work?	Students will be able to: 1. Explain the difference between wants and needs. 2. Define buyers and sellers and sort jobs in the community as to whether they produce goods or provide services. 3. Simulate making donuts to compare unit and assembly line production methods. 4. Role-play collecting taxes to pay for services. 5. Experience a mock election to understand that leaders are elected. 6. Define and give examples of some of the rights and responsibilities that students as citizens have in the schools. 7. Give examples of people in the community or school who were good leaders and good citizens, and explain the qualities that made them admirable (honesty, dependability,	Teacher observation Class discussion and participation Projects Quizzes	Holt Social Studies; Neighborhoods, 1986 Junior Achievement Program: Our Community Literature about community workers and people who demonstrate habits of good citizenship	<u>Civics and Government 6,7</u> Economics 8,9







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		<p>modesty, trustworthiness, courage).</p> <p>Vocabulary: community, jobs, wants and needs, goods, services, scarcity, consumer, producer, unit production, assembly line production, budget, citizen, citizenship, government, taxes, vote, ballot, election, public places.</p>			
<p>E Pluribus Unum: From One, Many</p>	<p>With the exception of Native Americans, all American families immigrated to the United States from other countries.</p> <p>The United States is a land of people who have diverse ethnic origins, customs, and traditions.</p> <p>These diverse people are united as Americans by common principles and traditions.</p> <p>Individuals in the past have worked successfully to improve the lives of other</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Locate on a map of the world, the continent, region, or countries from which students, their parents, guardians, other relatives, or ancestors came. 2. Research traditional food, customs, sports and games, and music of the place they came from. 3. Give examples of traditions or customs from other countries that can be found in the United States. Choose a holiday from another country to celebrate (e.g. Cinco de Mayo, Chinese New Year). 4. Identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. 5. After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, political, religious, 	<p>Teacher observation</p> <p>Class discussion and participation</p> <p>Quizzes</p> <p>Projects: Personal history project and biography of famous person</p> 	<p>Holt Social Studies; Neighborhoods, 1986</p> <p>Literature about famous Americans and life in other countries</p> <p>World Map</p>	<p><u>Learning Standards:</u> 2.7, 2.8, 2.9, 2.10</p>

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	<p>Americans in the United States.</p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How do people of diverse ethnic origins contribute to their communities? 2. How are people of different ethnic origins united as Americans? How did George Washington, Abraham Lincoln, Martin Luther King, Jr., Jackie Robinson, Rosa Parks, and others help to improve the rights of other Americans? 	<p>commercial, military, athletic, or artistic).</p> <p><u>Vocabulary:</u> traditions, customs, ancestors, landmarks, biography, achievements</p> 	 		



SUBJECT MATTER: History and Social Science: Massachusetts and Its Cities and Towns:
Geography and History **Grade: 3**

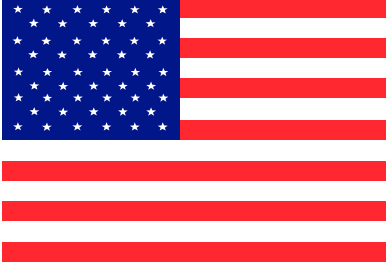
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
New England and Massachusetts	History and Geography Civics and Government Economics New England State of Massachusetts <u>Essential Questions</u> 1. How do documents define the structure and function of government and why are they important? 2. In what ways can people participate in the political process and why is this important? 3. What are the roles, rights, and responsibilities of individuals and groups in society? 4. What are qualities of a leader or hero?	Students will be able to: 1. Locate on a map of the United States, the New England states (<i>Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine</i>) and the Atlantic Ocean. 2. Locate on a map of Massachusetts, <i>major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.</i> 3. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. 4. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. 5. Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. 6. Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. a) the purpose of the Mayflower Compact and its principles of self-government	Pre-Assessment: World Map Project Create a timeline Map work- Correct placement of countries & geographical features Summary Writing Paragraph Writing Class participation and discussion Homework/3	Appendix A of the District Curriculum -- “What Makes A Good Map?” The Five Themes of Geography Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Internet Lesson Plans for teaching about Massachusetts http://www.proteacher.com/090123.shtml Plimoth Plantation, Investigating the 1 st Thanksgiving (w/ teacher’s guide)	<u>History and Geography</u> 1, 2, 3, 4, 5 <u>Civics and Government</u> 6, 7 <u>Economics</u> 8, 9, 10 <u>New England and Massachusetts</u> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

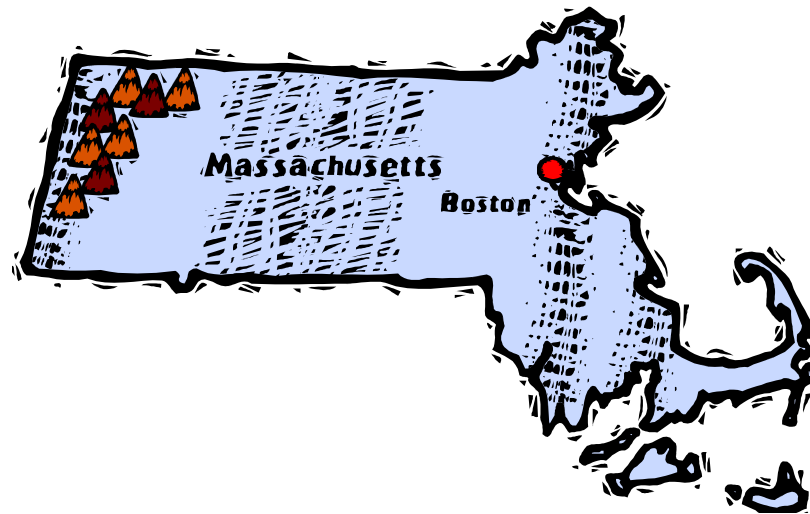
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>5. What are the contributions of the individuals featured in the biographies?</p> 	<p>b) challenges in settling in America c) events leading to the first Thanksgiving</p> <p>7. Explain how the Puritans and Pilgrims differed.</p> <p>8. Identify early leaders in Massachusetts, such as John Winthrop.</p> <p>9. Describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.</p> <p>10. Explain important political, economic, and military developments leading to and during the American Revolution.</p> <p>a) the growth of towns and cities in Massachusetts before the Revolution b) the Boston Tea Party c) the beginning of the Revolution at Lexington and Concord d) the Battle of Bunker Hill e) Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere</p> <p>11. Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.</p> <p>12. After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements.</p> <p>a) science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin</p>	<p>ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p> <p>Research Project</p> <p>Biography</p>	<p>http://www.plimoth.org/OLC/index_js2.html#</p> <p>Massachusetts Historical Society http://www.masshist.org/welcome/</p> <p>American Centuries (Deerfield Museum) http://www.americancenturies.mass.edu/</p> <p>Marco Polo (Search for Lesson Plans) http://www.marcopolosearch.org/MPSearch/BasicSearch.asp</p> <p>“The First Thanksgiving”</p> <p><u>Connections to Math:</u> <u>Measurement</u></p> <ul style="list-style-type: none"> • Carry out simple unit conversions within a system of measurement system, e.g., hours to minutes, cents to dollars, yards to feet or inches. • Identify time to the 	  

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	  	<p>Land, Samuel Morse)</p> <p>b) the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)</p> <p>c) business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);</p> <p>d) education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)</p> <p>e) political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)</p> <p>13. Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing.</p> <p>14. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.</p> <p>15. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.</p>		<p>minute on analog and digital clocks using a.m. and p.m.. Compute elapsed time using a clock and using a calendar.</p> <p><u>Data Analysis, Statistics, and Probability</u></p> <ul style="list-style-type: none"> • Collect and organize data using observations, measurements, surveys, or experiments and identify appropriate ways to display the data. • Match representations of a data set such as lists, tables, or graphs with the actual set of data. <p>Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.</p>	  

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Cities and Towns of Massachusetts	History and Geography Civics and Government Economics <u>Essential Questions</u> 1. How does geography affect how and where people live? 2. How do individuals develop values and beliefs? 3. What factors shape our values and beliefs? 4. How do values and beliefs change over time? 5. How does family play a role in shaping our values and beliefs? 6. Why do we need beliefs and values?	Students will be able to: 1. On a map of Massachusetts, locate the class’s home town or city and its local geographic features and landmarks. 2. Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. 3. Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. 4. Identify when the students’ own town or city was founded, and describe the different groups of people who have settled in the community since its founding. 5. Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. 6. Give examples of goods and services provided by local businesses and industries. 7. Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries.	Pre-Assessment: World Map Project Paragraph Writing Class participation and discussion Homework Written Quiz Chapter Test Research Project	Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Internet Massachusetts Historical Society http://www.masshist.org/welcome/ American Centuries (Deerfield Museum) http://www.americancenturies.mass.edu/ Connections to ELA: <u>Reading and Literature, Standards 8 and 13:</u> <u>Understanding an Informational/Expository Text and Nonfiction</u> <ul style="list-style-type: none"> Continue to address earlier standards as needed as they apply to more 	<u>Cities and Towns of Massachusetts</u> 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		 		<p>difficult texts.</p> <ul style="list-style-type: none"> • Locate facts that answer a reader's questions. • Distinguish cause from effect. • Summarize the main ideas and supporting details. • Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary</i>). • Identify and use knowledge of common organizational structures (<i>chronological order</i>). <p><u>Composition, Standards 19 and 24: Writing and Research</u></p> <ul style="list-style-type: none"> • Write brief summaries of information gathered through research. • Write a brief explanation of an informational text using evidence from the text for support. • Write an account based on personal experience that has a clear focus and sufficient supporting detail. 	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				<p>Define the need for information and formulate open-ended research questions; initiate a plan for searching for information; locate resources; evaluate the relevance of the information; interpret, use, and communicate the information; evaluate the research project as a whole.</p>	






SUBJECT MATTER: History and Social Science: North American Geography Grade: 4

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Regions of the United States	<p>History and Geography Civics and Government Economics North America Regions of the United States Monuments & Historical Sites</p> <p><u>Guiding Questions</u></p> <ol style="list-style-type: none"> How does the geography of a region affect its development? How has the history of each region influenced the region today? How do the characteristics of a region influence its economy? How do people who come from different cultures and backgrounds 	<p>Students will be able to:</p> <ol style="list-style-type: none"> Locate North America on a map. Locate: <ul style="list-style-type: none"> the United States the Atlantic and Pacific Oceans Gulf of Mexico Mississippi and Rio Grande Rivers the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. Interpret a map using information from its title, compass rose, scale, and legend. Observe and describe national historic sites and describe their function and significance. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., <i>the right to vote, and freedom of religion, speech, assembly, and petition</i>). Give examples of the different ways immigrants can become citizens of the United States. Locate the current boundaries of the United States (including Alaska & Hawaii) on a current map. 	<p>Pre-Assessment</p> <p>Map work- Correct placement of states (or regions) & geographical features</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework</p> <p>Written Quiz</p> <p>Quiz on the Capitals</p>	<p>Appendix A of the District Curriculum “What Makes A Good Map?”</p> <p>Appendix H of the MA Frameworks: for a listing of states in each region.</p> <p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p><u>Marco Polo</u>: Search for Lesson Plans on the “Regions of the United States” --</p>	<p><u>History and Geography</u></p> <ol style="list-style-type: none"> Map Skills Interpret maps Historic Sites <p>Civics and Government</p> <ol style="list-style-type: none"> Immigration <p><u>Economics</u></p> <ol style="list-style-type: none"> Resources Scarcity Goods & Services <p><u>Regions of the United States</u></p> <ol style="list-style-type: none"> Locate N. America Regions States & Capitals Climate & Resources Physical Features

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>affect the development of a region?</p> <p>5. To what extent has America been a place that has been welcoming to new immigrants?</p>	<p>9. Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico.</p> <p>10. Identify the states, state capitals, and major cities in each region.</p> <p>11. Describe the climate, major physical features, and major natural resources in each region.</p> <p>12. Define and give examples of natural resources in the United States.</p> <p>13. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.</p> <p>14. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets.</p> <p>15. Identify and describe unique features of the United States (e.g., <i>the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park</i>).</p> <p>16. Identify major monuments and historical sites in and around Washington, D.C. (e.g., <i>the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National</i></p>	<p>Chapter Test</p> <p>Research Project</p>	<p>http://www.marcopolosearch.org/MPSearch/BasicSearch.asp</p> <p>American Centuries (Deerfield Museum) http://www.americancenturies.mass.edu/</p> <p><u>Connections to Math:</u> <u>Measurement</u></p> <ul style="list-style-type: none"> • Carry out simple unit conversions within a system of measurement system, e.g., hours to minutes, cents to dollars, yards to feet or inches. • Identify time to the minute on analog and digital clocks using A.m. and p.m. Compute elapsed time using a clock and using a calendar. <p><u>Data Analysis, Statistics, and Probability</u></p> <ul style="list-style-type: none"> • Collect and organize data using observations, 	<p>4.13 Historical Monuments</p> <p>4.14 European Influence</p> <p>4.15 Distinctive Contributions</p> <p>4.16 Immigrants</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>50 Nifty United States</p> <p>http://www.kididdles.com/catalog/product_info.php?products_id=255</p> <p>50 States of Mind – Visual Mnemonics</p> <p>http://www.papernapkin.com/imagine/index.html</p>	<p><i>Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon).</i></p> <p>17. Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language.</p> <p>18. Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <ol style="list-style-type: none"> Several indigenous peoples in different areas of the country (e.g., <i>Navajo, Seminoles, Sioux, Hawaiians, and Inuits</i>). African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers. Major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., <i>English, Germans, Italians,</i> 		<p>measurements, surveys, or experiments and identify appropriate ways to display the data.</p> <ul style="list-style-type: none"> Match representations of a data set such as lists, tables, or graphs with the actual set of data. <p>Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.</p> <p><u>Connections to ELA:</u> <u>Composition, Standards 19 and 24: Writing and Research</u></p> <ul style="list-style-type: none"> Write brief summaries of information gathered through research. Write a brief explanation of an 	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p><i>Scots, Irish, Jews, Poles, and Scandinavians).</i></p> <p>d) Major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers.</p> <p>19. Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		<p>informational text using evidence from the text for support.</p> <ul style="list-style-type: none"> • Write an account based on personal experience that has a clear focus and sufficient supporting detail. <p>Define the need for information and formulate open-ended research questions; initiate a plan for searching for information; locate resources; evaluate the relevance of the information; interpret, use, and communicate the information; evaluate the research project as a whole.</p> <p><u>Reading and Literature, Standards 8 and 13:</u> <u><i>Understanding an Informational/Expository Text and Nonfiction</i></u></p> <ul style="list-style-type: none"> • Continue to address earlier standards as 	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				<p>needed as they apply to more difficult texts.</p> <ul style="list-style-type: none"> • Locate facts that answer a reader's questions. • Distinguish cause from effect. • Summarize the main ideas and supporting details. • Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary</i>). • Identify and use knowledge of common organizational structures (<i>chronological order</i>). 	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Canada	History and Geography Civics and Government Economics Geography & Contemporary Canada <u>Guiding Questions</u> 1. How does the geography of a region affect its development? 2. How has the history of each region influenced the region today? 3. How do the characteristics of a region influence its economy? 4. How do people who come from different cultures and backgrounds affect the development of a region?	Students will be able to: 1. On a map of North America, locate Canada, its provinces, and major cities. 2. Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. 3. Describe the major ethnic and religious groups of modern Canada. 4. Identify when Canada became an independent nation and explain how independence was achieved 5. Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. 6. Identify the major language groups in Canada, their geographic location, and the relations among them.	Pre-Assessment Map work- Correct placement of states (or regions) & geographical features Summary riting Paragraph Writing Class participation and discussion Homework Written Quiz Quiz on the Capitals Chapter Test	The Five Themes of Geography Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Internet	Canada 4.17 Locate Canada 4.18 Climate & Resources 4.19 Ethnic & Religious Groups 4.20 How & when Canada became Independent 4.21 Locate 2 Native American Tribes 4.22 Major Language Groups of Canada

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Mexico	History and Geography Civics and Government Economics Geography & Contemporary Mexico <u>Guiding Questions</u> 1. How does the geography of a region affect its development? 2. How has the history of each region influenced the region today? 3. How do the characteristics of a region influence its economy? 4. How do people who come from different cultures and backgrounds affect the development of a region?	Students will be able to: 1. On a map of North America, locate Mexico and its major cities. 2. Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. 3. Identify the language, major religion, and peoples of Mexico. 4. Identify when Mexico became an independent nation and describe how independence was achieved. 5. On a map of North and South America, locate the Isthmus of Panama which divides North from South America. 6. Describe the climate and major natural resources of Central America.	Pre-Assessment Map work- Correct placement of states (or regions) & geographical features Summary Writing Paragraph Writing Class participation and discussion Homework Written Quiz Quiz on the Capitals Chapter Test	The Five Themes of Geography Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Internet	<u>Mexico</u> 4.23 Locate Mexico & major cities 4.24 Climate & Resources 4.25 Language & Religion 4.26 How and when Mexico became an Independent nation

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Optional Standards for Ancient China, c. 3000-200 BC/BCE	History and Geography Civics and Government Economics Ancient China <u>Guiding Question/s</u> 1. How did the ancient Chinese adapt to their environment?	Students will be able to: 1. On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. 2. Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. 3. Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system 4. Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. 5. Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. 6. Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall).	Pre-Assessment Map work- Correct placement of states (or regions) & geographical features Summary Writing Paragraph Writing Class participation and discussion Homework Written Quiz Quiz on the Capitals	The Five Themes of Geography Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Internet	<u>Optional Standards for Ancient China, c. 3000-200 BC/BCE</u> 4.1 Locate China & major rivers, mountains 4.2 Topography & climate 4.3 Writing system 4.4 Technologies 4.5 Who was Confucius? 4.6 First emperor to unify China; Great Wall 4.7 Conducting research on China

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		7. Research in the library, an animal, person, building, or design depicted in an ancient Chinese work of art.	Chapter Test Research Project		

