

Social Studies Curriculum Map – Kindergarten

Welcome to Kindergarten! & Look At Us!

Standards

PreK-K.3 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. Identify the name of the student's school and the city or town in which it is located. (G)

PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)

PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)

PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)

PreK-K.7 Demonstrate understanding that there are important American symbols by identifying the American flag and its colors and shapes the melody of the national anthem the picture and name of the current president the words of the Pledge of Allegiance. (C)

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What does it mean to be part of a class? And school? • How do we want our class to be? • How does it look, (what do we do) to show fairness, cooperation, and sharing? • What do want to learn about your classmates? What do you want them to know about you? Why is that important to you? • Why do we recite the "Pledge of Allegiance"? What does it mean? 	<ul style="list-style-type: none"> • Civics & • Government 	<ul style="list-style-type: none"> • Learn about their new classroom, classmates and teacher • Help build and maintain a positive classroom climate • Define and give examples of some of the rights and responsibilities that students as citizens have in school • Students will learn and recite the "Pledge of Allegiance" and learn patriotic songs 	<ul style="list-style-type: none"> • Learn each others names by playing, "Class Bingo" • Discuss and create class rules with the students. Also discuss responsibility and school-wide rules • Take turns performing classroom tasks • Students will participate in weekly second Step lessons to learn clues to identify and recognize emotions in others and themselves. They will establish rules for listening. Be able to name feelings in themselves and others. Students earn hearts for targeted behaviors 	<ul style="list-style-type: none"> • Q-Bear story • Responsive Classroom Texts: • The First Six Weeks of School, by Paula Denton & Roxann Kriete • Off to a Good Start/Launching the School Year, Excerpts from the Responsive Classroom Newsletter (Northeast Foundation for Children) • The Morning Meeting Book, by Roxann Kriete • Ways We Want Our Class To Be, (Class meetings that build commitment to kindness and learning), Developmental Studies Center • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) • The Pledge of Allegiance by, • Houghton Mifflin Reading Program stories: <u>The Little Engine That Could</u>; <u>The Tortoise and the Hare</u>; <u>The Lion and the Mouse</u>; <u>See What We Can Do</u>; <u>How Do You Feel?</u>; <u>Now I'm Big</u>; <u>Here Are My Hands</u>.

Social Studies Curriculum Map – Kindergarten

Colors All Around Us! & Fire Safety				
Standards				
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)				
PreK-K.3 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. Identify the name of the student's school and the city or town in which it is located. (G)				
PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)				
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)				
5. Tell or show what a map is and what a globe is. (G)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why is it important to know your whole name, address, and telephone number? • Are you aware of why we are excused from school on Columbus Day? • In what ways does color help you? • Why are some reasons that people's feelings about a situation could change? 	<ul style="list-style-type: none"> • Civics & Government • History 	<ul style="list-style-type: none"> • Learn about fire safety and reporting a problem to the 911 operator • Build a model of Columbus' ship while studying Columbus Day. Compare with modern ships through literature and follow his route on a globe, with teacher assistance • K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E) 	<ul style="list-style-type: none"> • Practice telling others their home address and telephone number • Sing the Christopher Columbus song • Use correctly words and phrases related to chronology and time (<i>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</i>). • Students will participate in weekly second Step lessons to recognize physical cues to identify their own feelings. Understand that people's feeling about a situation can change. Students earn hearts 	<ul style="list-style-type: none"> • Map of Boxborough • Visit to the fire station • <u><i>I Am Fire</i></u>, By Jean Marzollo • <u><i>In 1494</i></u>, by Jean Marzollo • Globe • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) • Houghton Mifflin Reading Program stories: <u><i>How the Birds Got Their Colors</i></u>; <u><i>I Went Walking</i></u>; <u><i>My Red Boat</i></u>; <u><i>Brown Bear</i></u>, Brown Bear; Caps of Many Colors

			for targeted behaviors.	
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Social Studies Curriculum Map – Kindergarten

We're A Family				
Standards				
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)				
PreK-K.2 Put events in their own and their families' lives in temporal order. (H)				
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)				
PreK-K.7 Demonstrate understanding that there are important American symbols by identifying the American flag and its colors and shapes the melody of the national anthem the picture and name of the current president the words of the Pledge of Allegiance. (C)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What does it mean to be part of a family? • In what ways is your family like those of your classmates? How is it different? • What are some of your favorite family traditions? What do you like about each? How did they first begin? 	<ul style="list-style-type: none"> • Civics & • History 	<ul style="list-style-type: none"> • Families work, play, and celebrate together • Tell some of their own family's story, by sharing a favorite family tradition • Share what names they call their grandparents • Practice ways to show they care and respect people's feelings about a situation 	<ul style="list-style-type: none"> • Learn each others names by playing, "Class Bingo" • Discuss how our families are alike, what traditions do we share? And how are they different? • Students will plan to share their favorite family tradition next month. Invite family into school for a feast! • Students will participate in weekly second Step lessons to understand that others can have different feelings about the same situation, and that some actions are accidental. They will learn ways and words to show they care, including helping. 	<ul style="list-style-type: none"> • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) • The First Thanksgiving by, • Houghton Mifflin Reading Program stories: <u>Tortillas and Lullabies</u>; <u>Jonathan and His Mommy</u>; <u>We Are a Big Family</u>; <u>Families</u>; <u>Shoes from Grandpa</u>; <u>My Dad and I</u>; <u>Baby Bear's Family</u>.

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Friends Together!

Standards

PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)

PreK-K.2 Put events in their own and their families' lives in temporal order. (H)

PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)

PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What family tradition will you share and why is it important to you and your family? • Which traditions would you like to adopt? Why? • Who are your friends and what do you like about how they treat you? What do you do with your friends? 	<ul style="list-style-type: none"> • Civics & History 	<ul style="list-style-type: none"> • Identify sequential actions, such as first, next, last, in stories and use them to describe personal experiences. (H) • Inhibit inappropriate impulsive behavior related to strong feelings • Calm themselves down enough so they can empathize with others, and can think clearly 	<ul style="list-style-type: none"> • Discuss the family traditions as they are presented • Work with STARR Buddies • Students will participate in weekly second Step lessons to identify and recognize strong feelings in others and themselves, learn ways to calm down, including behavioral strategies. Students earn hearts for targeted behaviors. 	<ul style="list-style-type: none"> • Family Traditions- Collage of pictures • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) • Houghton Mifflin Reading Program stories: <u>Friends Together</u>; <u>The Velveteen Rabbit</u>; <u>Stone Soup</u>; <u>Friends Help Friends</u>; <u>Aaron's and Gayla's Alphabet</u>; <u>Chicken Soup with Rice</u>.

Social Studies Curriculum Map – Kindergarten

Let's Count! & Sunshine and Raindrops				
Standards				
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)				
PreK-K.2 Put events in their own and their families' lives in temporal order. (H)				
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)				
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)				
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What ways does climate and weather affect family traditions or how families live? • What kinds of things can you do now that you couldn't do (or found difficult) when school began? • Why is it necessary to calm down when you are having a strong feeling? 	<ul style="list-style-type: none"> • Civics, Economics Geography & History 	<ul style="list-style-type: none"> • Identify sequential actions, such as first, next, last, in stories and use them to describe personal experiences. (H) • Use correctly words and phrases that indicate location and direction, such as up, down, near, far, left, right, straight, back, behind, and in front of. (G) • Inhibit inappropriate impulsive behavior related to strong feelings • Calm themselves down enough so they can empathize with others, and can think clearly 	<ul style="list-style-type: none"> • Discuss the family traditions as they are a product of weather (climate) ie. Foods • Discuss from where student's favorite foods come • Work with STARR Buddies • Students will participate in weekly second Step lessons to learn more ways to calm down, including behavioral strategies. Students earn hearts for targeted behaviors. 	<ul style="list-style-type: none"> • Family Traditions - Collage of pictures • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) • Houghton Mifflin Reading Program stories: <u>Feast for Ten</u>; <u>Ten Little Puppies</u>; <u>Counting Noodles</u>; <u>What's on the Menu?</u>; <u>Meet Scott Nash</u>; <u>What Will the Weather Be Like Today?</u>; <u>What Can We Do?</u>; <u>All To Build a Snowman</u>; <u>Checking the Weather</u>

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Wheels Go Around				
Standards				
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)				
PreK-K.2 Put events in their own and their families' lives in temporal order. (H)				
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)				
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)				
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)				
PreK-K.10 Give examples of the things that people buy with the money they earn. (E)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How and why do people travel? How else do people use wheels? • What do you do when you are waiting for something? • What kinds of things help you calm down? Who can you talk to about how you are feeling? What makes it easy to talk to them? • Why do we have to wait? 	<ul style="list-style-type: none"> • Civics, • Economics • Geography & • History 	<ul style="list-style-type: none"> • Identify sequential actions, such as first, next, last, in stories and use them to describe personal experiences. (H) • 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). (H) • Learn about waiting and what they can do to pass the time 	<ul style="list-style-type: none"> • Discuss why and how families travel • Discuss how travel is different now than it was long ago • Work with STARR Buddies • Students will participate in weekly second Step lessons to learn more ways to calm down, including talking to an adult, dealing with waiting. Students earn hearts for targeted behaviors. 	<ul style="list-style-type: none"> • Wheel Museum • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) Calm Down Poster • Houghton Mifflin Reading Program stories: <u>Vroom, Chugga, Vroom-Vroom</u>; <u>Wheels Around</u>; <u>The Wheels on the Bus</u>; <u>Stop and Go</u>; <u>Look for Wheels</u>; <u>Mr. Grumpy's Motor Car</u>; <u>The Little Engine That Could</u>

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Down on the Farm				
Standards				
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)				
PreK-K.2 Put events in their own and their families' lives in temporal order. (H)				
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)				
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)				
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)				
PreK-K.10 Give examples of the things that people buy with the money they earn. (E)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How and why do people farm? What animals are common on a farm and why? • What do you do when you don't get what you want? • What kinds of things help you accept not getting something? Who can you talk to about how you are feeling? • Why can't you always have what you want? 	<ul style="list-style-type: none"> • Civics, • Economics • Geography & • History 	<ul style="list-style-type: none"> • Identify sequential actions, such as first, next, last, in stories and use them to describe personal experiences. (H) • 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). (H) • Learn about dealing with disappointment 	<ul style="list-style-type: none"> • Farm play in block center • Farm stand or store in Dramatic play • Art projects • Work with STARR Buddies • Students will participate in weekly second Step lessons to learn to accept disappointment, including talking to an adult. Students earn hearts for targeted behaviors. 	<ul style="list-style-type: none"> • Farm play in block center • Farm stand or store in Dramatic play • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) Calm Down Poster • Houghton Mifflin Reading Program stories: <u>The Story of Half-Chicken</u>; <u>Who Lives on the Farm?</u>; <u>Ice Cream: From Cows to Kids</u>; <u>The Enormous Turnip</u>; <u>Mouse's Birthday</u>; <u>A Loin on the Path</u>; <u>Cows in the Kitchen</u>

Social Studies Curriculum Map – Kindergarten

Spring is Here				
Standards				
PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)				
PreK-K.2 Put events in their own and their families' lives in temporal order. (H)				
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)				
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)				
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)				
PreK-K.10 Give examples of the things that people buy with the money they earn. (E)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are your favorite Spring time changes? Why? • What do you do when you get hurt? • What kinds of things help feel better? What steps can you take to solve the problem? • How can you talk to and treat people to be a friend? 	<ul style="list-style-type: none"> • Civics, • Economics • Geography & • History 	<ul style="list-style-type: none"> • Identify sequential actions, such as first, next, last, in stories and use them to describe personal experiences. (H) • 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). (H) • Learn about dealing with being hurt 	<ul style="list-style-type: none"> • Note spring time changes around our school • Art projects • Work with STARR Buddies • Students will participate in weekly second Step lessons to learn about what to do when you get hurt, problem-solving steps, including talking to an adult. Students earn hearts for targeted behaviors. 	<ul style="list-style-type: none"> • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) Problem-solving Poster, • Houghton Mifflin Reading Program stories: <u>Kevin and his Dad</u>; <u>Mrs. McNosh Hangs Up Her Wash</u>; <u>Spring is Here</u>; <u>What Season is it?</u>; <u>Spring Jobs</u>; <u>The Tortoise and the Hare</u>

Social Studies Curriculum Map – Kindergarten

A World of Animals				
Standards				
PreK-K.2 Put events in their own and their families' lives in temporal order. (H)				
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
PreK-K.6 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. (C)				
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)				
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)				
PreK-K.10 Give examples of the things that people buy with the money they earn. (E)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are your favorite animals? Why? • What kinds of pets do you have? • What kinds animals are friendly? What steps can you take to solve a problem? • How can you talk to and treat people to be a friend? 	<ul style="list-style-type: none"> • Civics, Economics, Geography & • History 	<ul style="list-style-type: none"> • Dealing with: Losing something; Distractions; Interrupting politely; Fair Ways to play; Having things taken away; Name-calling; Having fun with our friends; and Joining in 	<ul style="list-style-type: none"> • Note Kinds of animals and how they behave toward each other • Art projects • Work with STARR Buddies • Students will participate in weekly second Step lessons –skills for making and keeping friends. Students earn hearts for targeted behaviors. 	<ul style="list-style-type: none"> • Second Step A Violence Prevention Curriculum, Committee for Children (Puppets) Problem-solving Poster • Houghton Mifflin Reading Program stories: <u>Baby Animals Play</u>; <u>Run Away</u>; <u>Splash!</u>; <u>Which Pet?</u>; <u>Animals at Play</u>; <u>Feathers for Lunch</u>

Social Studies Curriculum Map – Grade 1

Maps				
Standard 1.1 On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America; locate Boston and identify it as a capital of Massachusetts. (G)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are Washington, DC and Boston? • What are the differences between a globe and a map? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Locate Washington, D.C. and Boston on a map and on a globe • Explain what a capital is • Identify the parts of a map (compass rose, title, bodies of water, and land) • Identify cardinal directions • Locate the equator, north and south poles 	<ul style="list-style-type: none"> • Teacher observations • Teacher created assessments • Child created map 	<ul style="list-style-type: none"> • Globes • Maps • Scholastic News • BrainPop Junior • <u>Me on a Map</u> by Joan Sweeney • <u>My Map Book</u> by Sara Fanelli

Social Studies Curriculum Map – Grade 1

Character Traits				
Standard				
<p>1.7 After reading or listening to folktales, legends, and stories from America (e.g. Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g. Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medio Pollito), describe the main characters and their qualities. (H, C)</p>				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do tall tales/folktales help you learn about the people from long ago? • Who are the main characters and why are they important? 	<ul style="list-style-type: none"> • History Civics & Government 	<ul style="list-style-type: none"> • Read a variety of tall tales/folktales • Describe the main characters and their importance • Understand what a tall tale or folktale is 	<ul style="list-style-type: none"> • Reading Response Journal • Creation of KidPix presentation describing character traits 	<ul style="list-style-type: none"> • Houghton Mifflin text • Scholastic News • American and international folktales, legends, and stories: <u>Paul Bunyan, a Tall Tale</u> by Steven Kellogg; <u>The Narrow Escapes of Davy Crockett</u> by Ariane Dewey; <u>Anansi the Spider</u> by Gerald McDermott; <u>The Knee- High Man</u> by Julius Lester; <u>Lon Po Po</u> by Ed Young

Social Studies Curriculum Map – Grade 1

Famous Americans				
Standard				
<p>1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g. Neil Armstrong, Cesar Chaves, 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) describe their qualities or distinctive traits. (H, C)</p>				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Who are famous Americans? • Why do we remember them? 	<ul style="list-style-type: none"> • History • Civics & Government 	<ul style="list-style-type: none"> • Identify famous Americans • Explain the importance of famous Americans • Describe the qualities and traits of famous Americans 	<ul style="list-style-type: none"> • Venn Diagram • Teacher observations • Creation of KidPix presentation describing character traits 	<ul style="list-style-type: none"> • Scholastic News • Houghton Mifflin text • Biographies: <u>Rosa Parks</u> by Erica Shores, <u>Happy Birthday Martin Luther King</u> by Jean Marzollo, <u>Buttons for General Washington</u> by Peter and Connie Roop; <u>Honest Abe</u> by Edith Kunhardt

Social Studies Curriculum Map – Grade 1

The President				
Standard 1.2 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. (H, C)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Who is the President and what does he/she do? • How and why do we vote? • What makes a good leader? 	<ul style="list-style-type: none"> • History Civics & Government 	<ul style="list-style-type: none"> • Identify the current President by name • Describe the duties of the President • Explain how and why we vote • Identify good citizen traits (politeness, achievement, courage, honesty and reliability) 	<ul style="list-style-type: none"> • Informal observations • Venn Diagram 	<ul style="list-style-type: none"> • Scholastic News • Houghton Mifflin text • Various literature • whitehouse.org (Website for kids) • STARR Program

Social Studies Curriculum Map – Grade 1

American Symbols				
Standard 1.3 Identify and explain the meaning of American national symbols. (H, C)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is a symbol? • What are USA symbols and why are they important? 	<ul style="list-style-type: none"> • History Civics & Government 	<ul style="list-style-type: none"> • Identify a symbol by name • Explain the importance of a given symbol 	<ul style="list-style-type: none"> • Teacher created assessments • Informal observations 	<ul style="list-style-type: none"> • Houghton Mifflin text • Non-fiction books by Tristan Boyer Binns: <u>The American Flag</u>, <u>The Bald Eagle</u>, <u>The White House</u>, and <u>The Statue of Liberty</u>

Social Studies Curriculum Map – Grade 1

Patriotism				
Standard 1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as America the Beautiful, My Country 'tis of Thee, God Bless America, and the Star Spangled Banner and explain the general meaning of the lyrics. (H, C)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why do we recite the Pledge of Allegiance? • What is its meaning? • Why do we have national songs? 	<ul style="list-style-type: none"> • History Civics & Government 	<ul style="list-style-type: none"> • Understand the importance of the Pledge of Allegiance • Explain the meaning of the pledge • Recite the Pledge of Allegiance and national songs 	<ul style="list-style-type: none"> • Informal observations • Response: “How do you show respect for your country?” 	<ul style="list-style-type: none"> • *he Pledge of Allegiance by Lola Schaefer • Lyrics to national songs

Social Studies Curriculum Map – Grade 1

American Holidays				
Standard				
<p>1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King Jr., President’s Day, Patriot’s Day, Memorial Day, Flag Day and Independence Day. (H, C, G)</p>				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why do we celebrate _____? • What lessons do we learn from _____? 	<ul style="list-style-type: none"> • History • Civics & Government 	<ul style="list-style-type: none"> • Read dates on a calendar and associate them with the days of the week • Identify holidays in a given month • Explain the importance of that holiday • Recognize the existence of changing time (present, in the past, in the future) • Understand the difference between goods and services that we want vs. what we need 	<ul style="list-style-type: none"> • Calendar books • Informal observations • Placemats that show (Now and Then) 	<ul style="list-style-type: none"> • Calendar books • Scholastic News • Houghton Mifflin text • Various literature

Social Studies Curriculum Map – Grade 1

Seasons				
Standard 1.6 Give reasons for noting the days that mark the changes in seasons. (G)				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do the change of seasons effect you and your environment? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Observe the change in the tree and the outdoors • Draw conclusions from observations 	<ul style="list-style-type: none"> • Journal • Child created book: • A Book Of Seasons 	<ul style="list-style-type: none"> • Houghton Mifflin text • Various literature and poetry • Scholastic News

Social Studies Curriculum Map – Grade 1

Family				
Standard 1.9 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. (H)				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is a family? • What do families need? • How are families alike/different from around the world? 	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • Organize relatives on a family tree • Identify the needs of all families • Place events in own lives in chronological order 	<ul style="list-style-type: none"> • Family trees • Child created book: • The Important Book • Venn Diagram 	<ul style="list-style-type: none"> • Houghton Mifflin text • Various literature and poetry • Parents share family customs/celebrations

Social Studies Curriculum Map – Grade 2

Maps, Globes and Landforms				
Standard(s):				
2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)				
2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)				
2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)				
2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)				
2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, & the Rocky Mountains. (G)				
2.6 Explain the difference between a continent and a country and give examples of each. (G)				
2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)				
2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)				
2.9 With the help of the school librarian, 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. (H, G, C)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where is my place in the world? • How are places the same and different? 	<ul style="list-style-type: none"> • Geography • History • Civics & • Government 	<ul style="list-style-type: none"> • Compare globes with maps, and maps with pictures • Identify parts of a map (title, key or legend, compass rose, grid) • Locate the polar regions, equator, continents, oceans • Identify one's street, town, state, country, continent • Locate Washington DC, Canada, Mexico, 	<ul style="list-style-type: none"> • Venn Diagram • Map completions • Map creations • "Zoom In & Out" project • Continent booklets: (continent, country, major mountain, major river) • Land & Water book • "Windows to the World" Posters: (land, climate, food, landmarks...) • Oral presentations • Teacher created test 	<ul style="list-style-type: none"> • Set of globes • Variety of maps • Variety of teacher-made map worksheets • Posters • <u>Zoom</u> by Istvan Banyai • <u>Me on the Map</u> by Joan Sweeney • <u>A Bird's Eye View</u> (Steck-Vaughn Shutterbug Book) • <u>Many Kinds of Maps</u> (Steck-Vaughn Shutterbug) • Continents Series (Heinemann Library) • Look Where I Came From Series • <u>Geography From A To Z</u> by Jack Knowlton • Geography Starts Series (Heinemann Library) • Rookie Read About Geography Series (Scholastic) • Rookie Read About Science Series (Scholastic) • <u>This Is Our World</u> (Educational Video) • Google Earth website • United Streaming website • BrainpopJr segments • Other teacher-selected websites

		<p>countries of heritage</p> <ul style="list-style-type: none">• Define geographical terms (mountain, river, island, lake...)• Describe how maps and globes depict geographical information in different ways• Read globes and maps and follow narratives accounts using them		
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Social Studies Curriculum Map – Grade 2

Famous Americans				
Standard(s): 2.10 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, professional, political, religious, commercial, military, athletic, or artistic). (H)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why do we remember famous people? 	<ul style="list-style-type: none"> • History • Civics & Government 	<ul style="list-style-type: none"> • Read about George Washington, Abraham Lincoln, Martin Luther King, Rosa Parks, Ruby Bridges • Read other biographies, e.g. Rachel Carson, Henry David Thoreau 	<ul style="list-style-type: none"> • Venn Diagram • Paragraph about life of George Washington 	<ul style="list-style-type: none"> • Poster of Presidents • <u>George Washington</u> by David Adler • Scholastic News (for current president) • <u>Martin Luther Kind Jr.</u> by David Adler • <u>Troube with Henry</u>, A Tale of Walden Pond by O’Neal & Westengard • “Henry” series by D. B. Johnson • Other biographies

Social Studies Curriculum Map – Grade 2

Money Doesn't Grow On Trees

Standard(s):

PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)

PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)

PreK-K.10 Give examples of the things that people buy with the money they earn. (E)

3.13 Give examples of goods and services provided by their local businesses and industries. (E)

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why is money so important? 	<ul style="list-style-type: none"> • Economics 	<ul style="list-style-type: none"> • Explain what buyers and sellers are • Give examples of goods and services that are bought and sold in their community • Give examples of people in the school and community who are both producers and consumers 	<ul style="list-style-type: none"> • Tasks involving counting money, making amounts in several ways, adding and subtracting money, making change • Games, involving buying and selling, saving and spending, earning and having expenses • Creation of projects as a means of learning about and teaching various money ideas, and as a way of earning classroom money • Written account of unit experience • Teacher-created test 	<ul style="list-style-type: none"> • United streaming website • Brainpopjr website • Assorted books and poetry, nonfiction and fiction, about money • Variety of money games and activities (e.g. fair trades, making a budget...) • Coins and currency • Posters • Menu of project ideas for exploration of a myriad of money ideas • Assortment of items to stock a “store” and “auction” • Classroom visit by local bank representative • Store/Auction Culminating Event

Social Studies Curriculum Map – Grade 2

Back To School				
Standard(s): PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is a community? • How can we work together? 	<ul style="list-style-type: none"> • Civics & Government 	<ul style="list-style-type: none"> • Learn about their new classroom, classmates and teacher • Help build and maintain a positive classroom climate • Define and give examples of some of the rights and responsibilities that students as citizens have in school • Give examples of fictional characters or real people in the school or community who were good leaders and good citizens • Explain the qualities that these leaders and citizens of the school community admirable (e.g., honesty, dependability, modesty, trustworthiness, courage) 	<ul style="list-style-type: none"> • T-shirt, depicting favorite things • Mystery clues (written self descriptions) • Math About Me posters • Daily STAR reports (ongoing) and discussions 	<ul style="list-style-type: none"> • Blanchard Memorial’s STAR Program • Classroom mascot (teddy bear) • Posters • Golden Rule tickets • <u>Black Lagoon</u> series by Mike Thaler • <u>Today Was a Terrible Day</u> by Patricia Reilly Giff • Other Ronald Morgan stories • <u>Arthur’s Teacher Trouble</u> By Marc Brown, and accompanying video • Other Arthur stories • Assorted other “back to school” titles and poetry • Classroom visits by staff (principal, nurse, cafeteria lady...) to read and talk to students • Houghton Mifflin Reading Program theme 1: “Back to School, Silly Stories” • Second Step Curriculum (ongoing) • Have You Filled a Bucket Today? By Carol McCloud

Social Studies Curriculum Map – Grade 2

Then & Now/Boxborough				
<p>Standard(s): 3.11 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. (H, G)</p>				
<p>3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)</p>				
Essential Question(s)	Strand	Concepts/ Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why do we have communities? • How do communities change over time? 	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • Use a calendar to identify days, weeks, months, years and seasons • Use correctly words and phrases related to time (now, past, future), changing historical periods (other times, other places) and causation (because, reasons) • Explain the information that historical timelines convey, and then put in chronological order events in the student's life or in the history of countries studied • Read about life long ago • Learn about the history of Boxborough 	<ul style="list-style-type: none"> • Then and Now Poster • Venn Diagram • Quilt, depicting aspects of life long ago • Time line • Map work • Journal entries, about participation in the field trip events 	<ul style="list-style-type: none"> • <u>Boxborough: A Portrait of a Town 1783-1983</u> • By K. Talmagde, E. West, J. Calhoun, S. DeStefano • <u>Ox-Cart Man</u> by Donald Hall • <u>If You Lived in Colonial Times</u> by Ann McGovern • <u>A River Ran Wild</u> by Lynne Cherry • <u>The Little House</u> by Virginia Lee Burton • <u>Farmer Boy</u> by Laura Ingalls Wilder • <u>Laura's Pa</u> by Laura Ingalls Wilder • <u>Laura's Ma</u> by Laura Ingalls Wilder • and other titles in the series • <u>Communities Change</u> (Educational video) • Maps: Boxborough in 1880s Boxborough Today • Antiques (artifacts form daily life long ago) • Photographs • GoogleEarth website • Field trip to Garrison House, Chelmsford MA • Schoolhouse Day at Schoolhouse #2, Boxborough, MA • Classroom visits by townspeople • Houghton Mifflin Reading Program theme 3: "Around Town: Neighborhood and Community"

		<ul style="list-style-type: none">• Compare life then to life now• Explore and try some of the crafts and chores, songs and games...of long ago, as they participate in field trips		
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Social Studies Curriculum Map – Grade 3

New England and Massachusetts				
<p>Standard(s): 3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)</p>				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are people and things located? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Comparison of satellite image of Earth, a globe, and a map • Develop a point of reference for the continents, countries and bodies of water • Identify parts of maps • Identify cardinal/intermediate directions, both in the real world and on maps • Types of maps: locator, political and physical 	<ul style="list-style-type: none"> • Teacher created tests • Map completion activities • Text book assessment 	<ul style="list-style-type: none"> • Houghton Mifflin Text • National Geographic Map Essentials • National Geographic Big Book of Maps • Massachusetts Adventure • Massachusetts My First Pocket Guide • Various web sites • Globe, Talking Globe, Jr. • <u>Geography From A-Z</u> • Continents Series

Social Studies Curriculum Map – Grade 3

Pilgrims Journey to The New World

Standard(s):

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)

3.3 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. (H, G, C, E)

- A. the purpose of the Mayflower Compact and its principles of self-government
- B. challenges in settling in America
- C.** events leading to the first Thanksgiving

3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Do the benefits of leaving their home outweigh the risks? 	<ul style="list-style-type: none"> • History • Government 	<ul style="list-style-type: none"> • Describe cultural features of the Wampanoags • Describe contributions the Wampanoags made to the survival of the Pilgrims 	<ul style="list-style-type: none"> • Graphic organizers • Open-ended responses • Writing prompts • Journal entries • Unit test 	<ul style="list-style-type: none"> • <u>Squanto</u> • <u>If You Sailed On The Mayflower</u> • Pilgrim-Interact • Pilgrim websites

Social Studies Curriculum Map – Grade 3

Pilgrims Journey to the New World				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why did people leave their homes? 	<ul style="list-style-type: none"> • History • Government • Civics • Economy 	<ul style="list-style-type: none"> • Identify the purpose of the Mayflower Compact • Identify the hardships aboard the Mayflower • Identify the difficulties of surviving in the New World • Practice decision making • Practice working cooperatively in groups 	<ul style="list-style-type: none"> • Graphic organizers • Open-ended responses • Writing prompts • Journal entries • Unit test 	<ul style="list-style-type: none"> • <u>Squanto</u> • <u>If You Sailed on the Mayflower</u> • Pilgrims-Interact • Pilgrim websites

Social Studies Curriculum Map – Grade 3

Pilgrims Journey to the New World				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • In what ways do people adapt to change in their environment? 	<ul style="list-style-type: none"> • History • Economics • Civics 	<ul style="list-style-type: none"> • Describe the daily life, education, and work ethic of the Puritans • Identify early governors, John Carver, William Bradshaw, and John Winthrop 	<ul style="list-style-type: none"> • Graphic organizers • Open-ended responses • Writing prompts • Journal entries • Unit test 	<ul style="list-style-type: none"> • Pilgrims-Interact • From Sea To Shining Sea Massachusetts • Massachusetts Capstone Press • Hello U.S.A. Massachusetts

Social Studies Curriculum Map – Grade 3

Immigration To Massachusetts

Standard(s):

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)

- A. Science and technology (e.g., Alexander Graham Bell, *Nathaniel Bowditch*, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
- 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)
- C. Business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
- D. Education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
- E. Political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)

3.14 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. (E)

Social Studies Curriculum Map – Grade 3

Immigration to Massachusetts				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What makes someone a good citizen of the United States? 	<ul style="list-style-type: none"> • Civics 	<ul style="list-style-type: none"> • Identify the Declaration of Independence, the Constitution and the Bill of Rights • Name some rights of citizenship • Identify the U.S. Constitution as a document that helps protect our rights 	<ul style="list-style-type: none"> • Chapter quiz • Writing prompts 	<ul style="list-style-type: none"> • Houghton Mifflin Test • Washington D.C. web site • Various videos • Various trade books

Social Studies Curriculum Map – Grade 3

Immigration to Massachusetts				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why do we remember famous people? 	<ul style="list-style-type: none"> • History • Civics • Government • Economics 	<ul style="list-style-type: none"> • Write a summary of a person • Give an oral presentation • Use a 5 W's chart (who, what, when, where, why) • Compare/contrast two people 	<ul style="list-style-type: none"> • Timeline completion • Venn diagram • Writing prompts • Biography social project • Create a business card 	<ul style="list-style-type: none"> • Various trade books • Microsoft word

Social Studies Curriculum Map – Grade 3

Immigration To Massachusetts				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are people and things located? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Locations • Using grids 	<ul style="list-style-type: none"> • Map completion activities • Play Who Wants To Be A Massachusetts Millionaire? 	<ul style="list-style-type: none"> • Town map • State map • State websites • Massachusetts My First Pocket Guide • Do You Want To Be A Massachusetts Millionaire?

Social Studies Curriculum Map – Grade 3

Immigration To Massachusetts				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are things located? 	<ul style="list-style-type: none"> • History • Civics 	<ul style="list-style-type: none"> • Identify and locate historical buildings and monuments • Vocabulary development • Dictionary skills 	<ul style="list-style-type: none"> • Play Who Wants To Be A Massachusetts Millionaire? • Writing prompts • Map completion activities • Timeline completion • Teacher-created test 	<ul style="list-style-type: none"> • Lowell Boot Mills (Field Trip) • Thematic Literature Unit • Coming To America • Various trade books • <u>Kids Discover Immigration</u> • <u>Ellis Island, Kids Discover Magazine</u> • <u>Bobbin Girl</u>

Social Studies Curriculum Map – Grade 3

Immigration To Massachusetts				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What do our American symbols mean to us? 	<ul style="list-style-type: none"> • Civics 	<ul style="list-style-type: none"> • Identify important symbols and monuments of the United States • Understand flag etiquette 	<ul style="list-style-type: none"> • Teacher created quiz 	<ul style="list-style-type: none"> • Houghton-Mifflin Text • <u>The Pledge of Allegiance</u>-Scholastic <li style="padding-left: 20px;"><u>Our Flag, Capital and Government</u>- Frank Shaffer Publications <li style="padding-left: 20px;"><u>Our Flag</u>-Teacher Created Materials <li style="padding-left: 20px;">Various trade books

Social Studies Curriculum Map – Grade 3

Immigration To Massachusetts				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How does our government work? 	<ul style="list-style-type: none"> • Economics 	<ul style="list-style-type: none"> • Identify services provided by local government and explain how they are paid for • Identify different types of local government 	<ul style="list-style-type: none"> • Chapter quiz • Chapter test 	<ul style="list-style-type: none"> • Houghton Mifflin Text

Social Studies Curriculum Map – Grade Four

Map and Globe Skills

Standards

4.8 On a map of the world, locate North America. On a map of North America, locate 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. (G)

4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii, and the Commonwealth of Puerto Rico). Locate the states of the Midwest, Northeast, Southeast, Southwest and West regions of the United States, in addition to the six states of New England. (G)

4.10 Identify the states, state capitals, and major cities in each region. (G)

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are people and things located? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Locate important places on maps • Identify parts of maps • Use grids to locate places on maps • Use longitude and latitude to locate places • Identify and use various types of maps 	<ul style="list-style-type: none"> • Teacher-created tests • Map completion activities • Homework assignments • State reports 	<ul style="list-style-type: none"> • CRAM Map Skills • Vinyl Table Maps • Map Skills Sheets • Map Skills Games • Mapping Websites • BrainPop • United Streaming Videos • States Websites • State Trade Books Series • Table Maps • DVDs

Social Studies Curriculum Map – Grade Four

Regions of the United States				
Standards				
<p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p>				
<p>4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)</p>				
Essential Questions	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How does where you live affect how you live? • Where are people and things located? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Demonstrate understanding of climate, landforms, and natural resources 	<ul style="list-style-type: none"> • Teacher-created tests • Writing prompts • Graphic organizers • Posters • State reports • Oral presentations 	<ul style="list-style-type: none"> • States Websites • State Trade Books Series • National Geographic Books for each region • DVDs • BrainPop • United Streaming Videos

Social Studies Curriculum Map – Grade Four

Washington DC				
Standard				
<p>4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)</p>				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are people and things located? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Identify and locate major monuments and historical sites in Washington DC 	<ul style="list-style-type: none"> • Completion of library activity and subsequent game 	<ul style="list-style-type: none"> • Library Activity – • Student-created game to locate and identify each of the major monuments and historical sites • BrainPop • United Streaming Videos

Social Studies Curriculum Map – Grade Four

Native Americans

Standards

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

- A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).
- B. 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.
- C. 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., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).
- 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. (H, G)

Essential Question	Strands	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How does where you live affect how you live? 	<ul style="list-style-type: none"> • History • Geography 	<ul style="list-style-type: none"> • Describe cultural features of indigenous peoples • Describe contributions of African Americans • Describe contributions of European and other ethnic immigrant groups 	<ul style="list-style-type: none"> • Teacher-created tests • Writing prompts • Graphic organizers • Posters 	<ul style="list-style-type: none"> • Native American trade books • Keepers of the Animals • Websites • Native American legends • BrainPop • United Streaming Videos

Social Studies Curriculum Map – Grade Four

Canada				
Standards				
4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)				
4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)				
4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)				
4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)				
4.21 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. (H, G)				
Essential Questions	Strands	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are people and things located? • How does where you live affect how you live? 	<ul style="list-style-type: none"> • Geography • History • Civics • Economics 	<ul style="list-style-type: none"> • Describe climate, landforms, and resources of Canada • Describe how these features affect the economy • Identify and describe the ethnic and religious groups of Canada • Describe the process of Canadian independence • Identify and describe the cultures of indigenous peoples of Canada 	<ul style="list-style-type: none"> • Use maps to locate Canada, its provinces and major cities • Teacher-created tests • Province study assignment • Posters • Oral presentations • Writing prompts 	<ul style="list-style-type: none"> • Trade books – Canada • Websites • Schlessinger DVDs • BrainPop • United Streaming Videos

Social Studies Curriculum Map – Grade Four

Mexico				
Standards				
4.23 On a map of North America, locate Mexico and its major cities. (G)				
4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)				
4.25 Identify the language, major religion, and peoples of Mexico. (H)				
4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)				
Essential Questions	Strands	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Where are people and things located? • How does where you live affect how you live? • Who were the “winners” and who were the “losers” in the Mexican Revolution? 	<ul style="list-style-type: none"> • Geography • History 	<ul style="list-style-type: none"> • Use map to locate Mexico and its cities • Describe climate, landforms and resources of Mexico and how they affect the economy • Identify the language and religion of Mexico 	<ul style="list-style-type: none"> • Teacher-created tests • Map completion activities • Homework assignments • Travel brochure assignment • Posters • Oral presentations • Writing prompts • Graphic organizers • Timeline completion 	<ul style="list-style-type: none"> • Trade books – Mexico • Websites • Schlessinger DVDs • BrainPop • United Streaming Videos

Social Studies Curriculum Map – Grade Four

American Revolution				
Standards				
<p>5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)</p>				
<p>5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H) A. Lexington and Concord (1775) B. Bunker Hill (1775) C. Saratoga (1777) D. Valley Forge (1777-1778) E. Yorktown (1781)</p>				
<p>5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C) A. John Adams B. Benjamin Franklin C. King George III D. Alexander Hamilton E. Thomas Jefferson F. James Madison G. George Washington</p>				
Essential Questions	Strands	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Who were the “winners” and who were the “losers” in the American Revolution? 	<ul style="list-style-type: none"> • History • Civics • Economics 	<ul style="list-style-type: none"> • Demonstrate understanding of the Declaration of Independence • Describe the causes of the American Revolution • Explain how the Revolution was eventually won • Describe the major battles of the Revolution • Describe the significance and achievements of important leaders during the Revolution 	<ul style="list-style-type: none"> • Teacher-created tests • Writing prompts • Role-play taxation activity • Timeline completion 	<ul style="list-style-type: none"> • Historical trade books • Historical websites • Guest speakers • Copies of Freedom Documents • DVDs • BrainPop • United Streaming Videos

Social Studies Curriculum Map – Grade 5

Map & Globe Skills

This is not an independent unit of study.

The geography concepts, skills, and learning objectives will permeate the fifth grade social studies curriculum for the duration of the year.

Standard(s):

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do you “read” a map or globe? • What is Geography? • How do humans interact with their environment? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Use maps and globes to identify absolute locations (latitude & longitude). • Identify the location of the North and South Poles, the Equator, the Prime Meridian, Northern, Southern, Eastern, and Western Hemispheres. • Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. • Identify parts of a map and use this knowledge to describe locations. • Use Cardinal & Intermediate Directions to describe relative locations. • Types of maps (political, physical, road, special/thematic) • Review & reinforcement of major landforms • 5 Themes of Geography • Explain how humans adapt to, depend on, and modify their environments • Find real distances using 	<ul style="list-style-type: none"> • Teacher-created quizzes and test • Map activities and homework assignments • Learning contracts: map & globe skills, US geography, and extended challenges • Type I, II, and III writing prompts • “Create Your Own Island” Project & oral presentation 	<ul style="list-style-type: none"> • America Will Be text • Rand McNally United States Map Activity Program write-on/wipe-off student desk maps & teacher resource activities • Vocabulary/definition matching cards • Take-It-To-Your-Seat Learning Center activities • globes • atlases • teacher collected materials and handouts • nonfiction literature & read alouds • Brain Pop video segments

		map scale		
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Social Studies Curriculum Map – Grade 5

European Exploration & Discovery				
Standard(s):				
5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)				
5.3 Explain why trade routes to Asia had been closed in the 15 th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)				
<ul style="list-style-type: none"> A. Vasco Nunez de Balboa B. John and Sebastian Cabot C. Jacques Cartier D. Samuel de Champlain E. Christopher Columbus F. Henry Hudson G. Ferdinand Magellan H. Juan Ponce de Leon I. Amerigo Vespucci 				
5.4 Explain why the Aztec and Inca civilizations declined in the 16 th century. (H)				
<ul style="list-style-type: none"> A. the encounters between Cortez and Montezuma B. the encounters between Pizarro and the Incas C. the goals of the Spanish Conquistadors D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere 				
4.14 Identify the five different European countries (France, Spain, England, Russia and the Netherlands) that influenced different regions of the present day 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. (H, G)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why leave home? • Do the benefits outweigh the risks? <p>Unit Focus Questions:</p> <ul style="list-style-type: none"> • Why were Europeans interested in exploration? (reasons, motives) • What enabled European Explorers to be successful in exploring and 	<ul style="list-style-type: none"> • History • Geography • Economics 	<ul style="list-style-type: none"> • Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). • Interpret timelines of events studied. • Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. • Compare maps of the modern world with historical maps of the world 	<ul style="list-style-type: none"> • Teacher-created quizzes and test • Explorer worksheets and homework assignments • Explorer activities and flipbooks • Type I, II, and III writing prompts 	<ul style="list-style-type: none"> • <u>America Will Be</u> text • <u>Around the World in A Hundred Years</u> – Jean Fritz • <u>Explorers of the New World</u> CD-Rom • Video collection • Student information packets & handouts from teacher collected materials • posters • Explorer BINGO • Non-fiction & historical fiction

<p>conquering lands? (Advances in maps and navigational tools, technology, weapons, armor, etc.)</p> <ul style="list-style-type: none"> • What effects did European Exploration have on other civilizations around the world? (diseases, slavery, how people were influenced, etc.) 		<p>before the Age of Exploration, and describe changes in the 16th and 17th century maps of the world.</p>	<ul style="list-style-type: none"> • Explorer research project 	<p>literature accessed in classroom libraries</p> <ul style="list-style-type: none"> • Note taking chart and graphic organizers
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Social Studies Curriculum Map – Grade 5

The American Revolution

Standard(s):

- 5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)
- 5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)
- A. legislative bodies
 - B. town meetings
 - C. charters on individual freedom and rights
- 5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)
- A. Sugar Act (1764)
 - B. Stamp Act (1765)
 - C. Townsend Duties (1767)
 - D. Tea Act (1773) and the Intolerable Acts (1774)
 - E. the slogan, “no taxation without representation”
 - F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)
- 5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)
- 5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)
- A. Lexington and Concord (1775)
 - B. Bunker Hill (1775)
 - C. Saratoga (1777)
 - D. Valley Forge (1777-1778)
 - E. Yorktown (1781)
- 5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)
- A. John Adams
 - B. Benjamin Franklin
 - C. King George III
 - D. Alexander Hamilton
 - E. Thomas Jefferson
 - F. James Madison
 - G. George Washington

Social Studies Curriculum Map – Grade 5

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Who were the “winners” and who were the “losers” in the American Revolution? • Whose story is it? 	<ul style="list-style-type: none"> • Geography • Economics • History • Civics & Government 	<ul style="list-style-type: none"> • Give examples of how changes in supply and demand affected prices in colonial history. • Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>) • Interpret and create timelines of events studied. • Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. • Analyze and interpret historical maps. • Demonstrate understanding of the purpose of the Declaration of Independence. • Explain the events leading up to and the causes of the American Revolution. • Explain how the War was eventually won. • Describe the major battles of the Revolution. • Identify key leaders during this period. 	<ul style="list-style-type: none"> • Teacher-created quizzes and tests • Type I, II, and III writing prompts • Graphic organizers, worksheets, & homework assignments • Role play/simulation activities 	<ul style="list-style-type: none"> • <u>America Will Be</u> text • Grade 5 <u>Houghton Mifflin Reading Anthology: <i>Explorations</i></u> • Handouts from various teacher-collected resources • Teacher read alouds of picture books • Classroom posters • Historical fiction and nonfiction trade books • Copies of Freedom Documents • DVDs/videos • Brain Pop & United Streaming online video clips • <i>Concord Museum School Programs</i> Culminating Field Trip

Social Studies Curriculum Map – Grade 5

Cape Cod Studies – an Interdisciplinary Unit

- Standard(s):**
 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)
 3.3 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. (H G, C, E)
 A. the purpose of the Mayflower Compact and its principles of self-government
 B. challenges in settling in America
 C. events leading to the first Thanksgiving
 5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g. the Pequot and King Philip’s Wars in New England). (H, G, E)

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
Unit Essential Questions: <ul style="list-style-type: none"> • How does where you live affect how you live? • How do geography and climate affect the way of life of all living organisms – humans, plants, and animals – and their ability to adapt and survive? Social Studies Focus Questions: <ul style="list-style-type: none"> • Why leave home? • Do the benefits outweigh the risks? • How are intercultural relationships important? 	<ul style="list-style-type: none"> • Geography • Economics • History • Civics & Government 	<ul style="list-style-type: none"> • Builds on third grade instruction. • Give examples of how changes in supply and demand affected prices in colonial history. • Explain the economic, geographic, and historical impact of the following topics related to Cape Cod: <ul style="list-style-type: none"> • Aptuxcet trading post • Cape Cod Canal • Lifesaving Service • Lighthouses • Saltworks • Whaling • Windmills 	<ul style="list-style-type: none"> • Teacher-created quizzes and tests • Cape Cod Field Trip personal reflective journal • Type I, II, and III writing prompts 	<ul style="list-style-type: none"> • <u>America Will Be</u> text • Plimoth Plantation videos • Handouts from various teacher-collected resources • <u>The Guide’s Guide to the National Seashore</u> binder • <u>Pilgrims’ Journal</u> (primary source document) • Literature connections, including: <u>Back to Early Cape Cod</u> and <u>Who’s that Stepping on Plymouth Rock</u> by Jean Fritz, <u>People of the Breaking Day</u> by Marcia Sewall, <u>A Journey to the New World: The Diary of Patience Whipple</u> by Kathryn Lasky, <u>The Journal of Jasper Jonathan Pierce</u> by Ann Rinaldi • Teacher read alouds of picture books • Classroom posters • Culminating Activity: 3-Day Hands-on Field Trip

Social Studies Curriculum Map – Grade 5

Let's Compromise - The Creation of a More Perfect Union (U. S. Government & the Constitution)

Standard(s):

- 3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)
- 5.20** Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)
- 5.21 Describe Shay's Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)
- 5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)
- A. distribution of political powers
 - B. rights of individuals
 - C. rights of states
 - D. the Great Compromise
 - E. slavery
- 5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)
- A. individual rights and responsibilities
 - B. equality
 - C. the rule of law
 - D. limited government
 - E. representative democracy
- 5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g. the presidency and the Independent judiciary). (H, C)
- 5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)
- 5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)

Social Studies Curriculum Map – Grade 5

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Is government necessary? • In what ways does a government shape its citizens, and in turn, how do citizens shape their government? • How should we balance the rights of individuals with the common good? 	<ul style="list-style-type: none"> • History • Geography • Economics • Civics & Government 	<ul style="list-style-type: none"> • Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). • Interpret timelines of events studied. • Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. • Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal</i>. • Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). • Give examples of why it is necessary for communities to have governments (e.g. governments provide order and protect rights). 	<ul style="list-style-type: none"> • Teacher-created quizzes and test • worksheets and homework assignments • activities and mini-projects (i.e. Branches of Government flip book, Constitution definition poetry) • Type I, II, and III writing prompts • Bill of Rights Collage and Essay 	<ul style="list-style-type: none"> • <u>We the People</u> – Center for Civic Education (U.S. Dept. of Education) • <u>Shh! We're Writing the Constitution</u> by Jean Fritz • <u>America Will Be</u> text • video collection • classroom posters • student packets & handouts from various teacher resources • non-fiction literature in classroom libraries • Brain Pop video segments • Ben's Guide to U.S Government for Kids 3-5 (http://bensguide.gpo.gov/3-5/index.html)

Social Studies Curriculum Map – Grade 5

Westward Expansion - The Growth of Our Nation

Standard(s):

5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

5.34 Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the

5.35 frontier. (H, G, C, E)

A. wagon train journeys on the Oregon and Santa Fe trails

B. their settlements in the western territories

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why leave home? • Do the benefits outweigh the risks? • How are intercultural relationships important? • Is there truth to the statement, “No Pain, No Gain”? 	<ul style="list-style-type: none"> • History • Economics • Geography • Civics & Government 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The students will understand the reasons people migrated westward. • The students will understand how pioneers prepared for their journey westward. • The students will understand the hardships, sacrifices, and rewards experienced by pioneers of the 19th century. • The students will understand the impact on the relations between pioneers and Native Americans. • Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). • Interpret timelines of events studied. 	<ul style="list-style-type: none"> • Teacher-created quizzes and test • Type I, II, and III writing prompts • Research conducted in library and culminating PowerPoint presentation incorporating timelines, pictures, maps, and text • Rubrics & checklists 	<ul style="list-style-type: none"> • <u>America Will Be</u> text (chapters 14 & 15) • <u>Wagons West</u> (Prentice Hall Program) • Video collection • Classroom posters • Handouts from various teacher-collected resources • <u>Oregon Trail</u> CD-Rom • Nonfiction literature • Encyclopedias (print & online) • Teacher-selected websites • TimeLiner and PowerPoint software • School librarian

Social Studies Curriculum Map – Grade 6

Culture and Geography Review				
Standards: <u>History and Geography</u>				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *What accomplishments of civilization influence our lives? • *How are different cultures alike and how are they different then and now? • *How does physical geography affect the growth of cultures then and now? 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Identify the 16 elements of culture • Describe how people learn about their own culture • Explain why culture is important to people everywhere • Identify and describe the factors that influence the way cultures develop and change 	<ul style="list-style-type: none"> • Geography quiz • Culture quiz • Culture project; note cards, poster, presentation 	<ul style="list-style-type: none"> • <u>To See a World: World Cultures and Geography</u> text book • atlas

Mesopotamia and Middle East Today

Standards:

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)

7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)

7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)

7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E)
its system of writing (and its importance in record keeping and tax collection)
monumental architecture (the ziggurat)
art (large relief sculpture, mosaics, and cylinder seals)

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (H, C, E)

Phoenicia, c. 1000-300 BC/BCE

7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)

7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)

The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE

7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)

7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)

7.21 Describe the monotheistic religion of the Israelites. (H)
the belief that there is one God
the Ten Commandments
the emphasis on individual worth and personal responsibility
the belief that all people must adhere to the same moral obligations, whether ruler or ruled
the Hebrew Bible (Old Testament) as part of the history of early Israel.

7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)

7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)

Western Asia (the Middle East)

WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)

WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)

WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *What accomplishments of civilization influence our lives? • *How are different cultures alike and how are they different then and now? • *How does physical geography affect the growth of cultures then and now? 	<ul style="list-style-type: none"> • History • Geography • Economics 	<ul style="list-style-type: none"> • Locate and identify Mesopotamia and various other Middle Eastern countries on a map • Locate and identify geographic features and landforms on a map • Relate the geographic features to the settlement and development of the Mesopotamian and Middle Eastern civilizations 	<ul style="list-style-type: none"> • Mesopotamia Test • Middle East Today quiz • Mapping activity • Class discussion 	<ul style="list-style-type: none"> • <u>The Ancient World</u> text book • <u>To See a World: World Cultures and Geography</u> text book

Social Studies Curriculum Map – Grade 6

Ancient Egypt

Standards:

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)

7.13 Describe 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 social and economic characteristics of Ancient Egypt. (H, G)

7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)

7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)

7.16 Summarize important achievements of Egyptian civilization. (H)

- the agricultural system
- the invention of a calendar
- monumental architecture and art such as the Pyramids and Sphinx at Giza
- hieroglyphic writing
- the invention of papyrus

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *What accomplishments of civilization influence our lives? • *How are different cultures alike and how are they different then and now? • *How does physical geography affect the growth of cultures then and now? 	<ul style="list-style-type: none"> • History • Civics and Government • Geography • Economy 	<ul style="list-style-type: none"> • Identify geographic features of the Nile River and relate this to the social and economical development of the Ancient Egyptians • Describe the various achievements of the Ancient Egyptians and explain their significance for us today 	<ul style="list-style-type: none"> • Geography of the Nile quiz • 3D map activity • Ancient Egypt test 	<ul style="list-style-type: none"> • <u>The Ancient World</u> text book • Websites • “Golden Empire” video

Social Studies Curriculum Map – Grade 6

Africa				
<p>Standards:</p> <p>A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)</p>				
<p>A.2 Use a map key to locate countries and major cities in Africa. (G, E)</p>				
<p>A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)</p> <p>A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size</p>				
<p>A.4 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)</p> <p>Optional Topics for Study</p> <p style="padding-left: 20px;">Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)</p> <p style="padding-left: 20px;">Describe the political and social status of women in selected countries in Africa. (G, H, E)</p> <p style="padding-left: 20px;">Describe major ethnic and religious groups in various countries in Africa. (G, H, E)</p> <p style="padding-left: 20px;">Explain how drought and desertification affect parts of Africa. (G, E)</p> <p style="padding-left: 20px;">Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)</p> <p style="padding-left: 20px;">Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19th century by European nations and the legacy of their rule. (G, H, C, E)</p> <p style="padding-left: 20px;">Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)</p>				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *How does physical geography affect the growth of cultures then and now? 	<ul style="list-style-type: none"> • Geography • History • Economics • Civics and Government 	<ul style="list-style-type: none"> • Locate and identify various countries and landforms of Africa • Evaluate how the various climates, natural resources, and physical characteristics helped to influence the different settlements and economies of Africa 	<ul style="list-style-type: none"> • Africa political and physical mapping activity • Africa atlas scavenger hunt • Teacher created quizzes 	<ul style="list-style-type: none"> • <u>To See a World: World Cultures and Geography</u> text book • Various trade books • Power point presentations • United Streaming videos • Guest speakers who either lived in Africa or visited • Websites

		<ul style="list-style-type: none">• Analyze and explain how selected African nations gained their independence		
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Social Studies Curriculum Map – Grade 6

Asia
Standards: <u>Central and South Asia</u>
CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)
CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)
CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size
CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)
<u>Southeast Asia and Oceania</u>
SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)
SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)
SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. (G, E) A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size
SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)
<u>North and East Asia</u>
NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)
NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)

NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

NEA.4 Identify when North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *What accomplishments of civilizations influence our lives? • *How does physical geography affect the growth of cultures then and now? • *How are cultures alike and how are they different then and now? 	<ul style="list-style-type: none"> • Geography • History • Economics 	<ul style="list-style-type: none"> • Locate on a map countries and major cities in Central and South East Asia • Describe climate, landform, and resources of Central and South East Asia • Identify and describe how these features have influenced the settlements, economy, and culture of Central and South East Asia 	<ul style="list-style-type: none"> • Teacher created Asia Geography test • Use Atlas to fill in maps of countries and major landform features of Central and South East Asia • Central and South East Asia Atlas scavenger hunt • Asia Culture day group research and presentation project 	<ul style="list-style-type: none"> • Classroom atlas • <u>To See a World: World Cultures and Geography</u> text book • United Streaming Videos • Websites • Encyclopedia • Trade books

Social Studies Curriculum Map – Grade 6

Ancient Greece

Standards:**The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE**

7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.

(H, G)

7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)

7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C)

- A. the “polis” or city-state
- B. civic participation and voting rights
- C. legislative bodies
- D. constitution writing
- E. rule of law

7.27 Compare and contrast life in Athens and Sparta. (H)

7.28 Describe the status of women and the functions of slaves in ancient Athens. (H)

7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)

7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)

7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)

7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)

7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)

7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)

Thales (science)

Pythagoras and Euclid (mathematics)

Hippocrates (medicine)

Socrates, Plato, and Aristotle (philosophy)

Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)

the Parthenon, the Acropolis, and the Temple of Apollo (architecture)

the development of the first complete alphabet with symbols for consonants and vowels

Social Studies Curriculum Map – Grade 6

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *What accomplishments of civilizations influence our lives? • *How are cultures alike and how are they different then and now? • *How does physical geography affect the growth of cultures then and now? 	<ul style="list-style-type: none"> • History • Civics and Government • Geography • Economy 	<ul style="list-style-type: none"> • Locate geographical features of Ancient Greece and describe how they contributed to the economic, political, and cultural growth of that nation and the influence they had on other countries • Explain the democratic political concepts developed in Athens 	<ul style="list-style-type: none"> • Teacher made quizzes and tests • Greek Olympics • Creation of Greek God • Dramatic plays 	<ul style="list-style-type: none"> • <u>The Ancient World</u> text book • Maps of Ancient Greece • Ancient God/Goddess packet • Greek Theater packet • Athena’s City and Greek pottery video • Greek Olympic packet

Social Studies Curriculum Map – Grade 6

Ancient Rome

Standards:**The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE**

7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)

7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.

(H, G, E)

7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)

- A. Romulus and Remus
- B. Hannibal and the Carthaginian Wars
- C. Cicero
- D. Julius Caesar and Augustus
- E. Hadrian

7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)

7.39 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. (H, E)

- A. Military organization, tactics, and conquests; and decentralized administration
- B. the purpose and functions of taxes
- C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
- D. the benefits of a Pax Romana

7.40 Describe the characteristics of slavery under the Romans. (H)

7.41 Describe the origins of Christianity and its central features. (H)

- A. monotheism
- B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
- C. the concept of salvation
- D. belief in the Old and New Testament
- E. the lives and teachings of Jesus and Saint Paul
- F. the relationship of early Christians to officials of the Roman Empire

7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *What accomplishments of civilizations influence our lives? • *How are cultures alike and how are they different then and now? • *How does physical geography affect the growth of cultures then and now? 	<ul style="list-style-type: none"> • History • Civics and Government • Geography • Economy 	<ul style="list-style-type: none"> • Describe the government of the Roman Republic and explain its contribution to the development of the democratic principles • Explain how internal and external forces led to the distraction of the Roman Empire • Identify and Explain the spread and influence of the Roman civilizations on the world then and now 	<ul style="list-style-type: none"> • Expansion map activity • Teacher created quizzes and tests • Dramatic plays 	<ul style="list-style-type: none"> • <u>The Ancient World</u> text book • United Streaming Videos • Decline of Rome packet • Roman society packet • Reader's theater

Social Studies Curriculum Map – Grade 6

Europe and South America				
Standards:				
Europe				
E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.				
E.2 Use a map key to locate countries and major cities in Europe. (G)				
E.3 Explain how the following five factors have influenced settlement and the economies of major European countries. (G, E)				
<ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size 				
South America				
SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)				
SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)				
SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. (G, E)				
<ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size 				
SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G).				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • *What accomplishments of civilizations influence our lives? • *How does physical geography affect the growth of cultures then and now? • *How are cultures alike and how are they different then and now? 	<ul style="list-style-type: none"> • Geography • History • Economics 	<ul style="list-style-type: none"> • Locate on a map countries and major cities in Europe and South America • Describe climate, landform, and resources of Europe and South America • Identify and describe how these features have influenced the 	<ul style="list-style-type: none"> • Map activities –Political and Physical • Teacher created quizzes • Trip Planning project • Internet scavenger hunt 	<ul style="list-style-type: none"> • <u>To See a World: World Cultures and Geography</u> text book • atlas • trade books • Websites

		settlements, economy, and culture of Europe and South America		
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