



SOCIAL STUDIES CURRICULUM

1-5

2016

Acknowledgements:

This curriculum was collaboratively designed by members of the Social Studies Committee in North Kingstown, Rhode Island. Members of this task force worked together to ensure the district curriculum meets national standards and flows from first grade through fifth grade in a logical sequence.

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Mission Statement of the North Kingstown Social Studies Department

The focus of the History and Social Studies Department is to provide students with the skills and knowledge that are essential for effective citizenship in a democratic society that is part of an ever-changing world.

What is Social Studies?

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for Social Studies, 1992).

How do we ensure excellence in Social Studies?

In order to ensure that our students excel as students, and citizens, we must prepare them to:

- Be personally and socially aware
- Understand multiple perspectives
- Pursue life-long learning
- Develop critical thinking skills
- Develop a broad range of communication skills
- Assume responsibility for positive change and civic action
- Make decisions based on democratic principles
- Participate in the political, economic, and social process
- Acquire a sense of where they are historically

North Kingstown Social Studies K-12 Sequence

| <u>Grade</u> | <u>Content Focus</u> |
|---------------------|--|
| Grade K | Myself and My Community Helpers |
| Grade 1 | Understanding Families and Neighbors |
| Grade 2 | Understanding My World |
| Grade 3 | My Community and My State |
| Grade 4 | Geographic Regions of the United States |
| Grade 5 | Early North American History |
| Grade 6 | Ancient Civilizations |
| Grade 7 | Geography- The Eastern Hemisphere |
| Grade 8 | Geography- The Western Hemisphere |
| Grade 9 | Modern World History 1500- Present |
| Grade 10 | United States History I to 1877 |
| Grade 11 | United States History II 1877 to 1972 - OR - AP US History |
| Grade 11 or 12 | Democracy |

High School Electives: Economics/ Law/ Psychology/ Advanced Psychology/ History Through Film/
Sociology/ History of Rhode Island/ Sociology/ Current Issues/ AP Europe/ AP Psychology

National Council for the Social Studies (NCSS)
Curriculum Standards for Social Studies

The ten themes that form the framework of the social studies standards are:

I. Culture

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

II. Time, Continuity, and Change

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

III. People, Places, and Environments

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by “region”? How do landforms change? What implications do

these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

IV. Individual Development and Identity

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

V. Individuals, Groups, and Institutions

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

VI. Power, Authority, and Governance

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are

governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

VII. Production, Distribution, and Consumption

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

VIII. Science, Technology, and Society

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

IX. Global Connections

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment,

human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

X. Civic Ideals and Practices

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

The Eighteen National Geography Standards

The National Geography Standards were published in 1994 to guide geographic education in the United States. The eighteen standards shed light on what the geographically informed person should know and understand. The hope is that every student in America would become a geographically informed person through implementation of these standards in the classroom.

The geographically informed person knows and understands...

The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Places and Regions

4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
6. How culture and experience influence people's perception of places and regions.

Physical Systems

7. The physical processes that shape the patterns of Earth's surface.
8. The characteristics and spatial distribution of ecosystems on Earth's surface.

Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface.
10. The characteristics, distributions, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economics interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How forces of cooperation and conflict among people influence the division and control of Earth's surface.

Environment and Society

14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.

The Uses of Geography

17. How to apply geography to interpret the past.
18. To apply geography to interpret the present and plan for the future.

Source: *National Council for Geographic Education*

GSE's: History/Social Studies Standards Grades 1-5

<http://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx>

KEY to GSE Strands within Curriculum Document

C&G: Civics & Government

HP: Historical Perspectives

G: Geography

E: Economics

Grade 1 Social Studies Curriculum: Units 1-3

| Essential Question | GSE and CC Alignment | Essential Understanding | Example Resources | Example Assessments |
|--|---|---|--|--|
| <p>Unit 1 <u>Citizenship, Rules and Laws</u></p> <p>Why do we need rules/laws? Who makes the rules/laws?</p> <p>What makes a good rule/law?</p> <p>Why do rules and consequences vary in different settings?</p> | <p>C&G 1(K-2) -1 Students demonstrate an understanding of origins, forms and purposes of government by...</p> <p>a. identifying rules and consequences for them in different settings (e.g. home, bus, classroom cafeteria, etc.) and explaining why we need rules and who makes the rules.</p> <p>b. evaluating the rules in different settings (e.g. Is this a good rule and why/why not?)</p> | <p>I understand rules and laws are established to protect the safety, welfare and rights of all citizens.</p> <p>I understand our local communities have elected officials and appointed leaders who make, enforce and interpret rules/laws.</p> <p>I understand there are rules and laws that are fair to all citizens. There are consequences for breaking rules.</p> <p>I understand rules and laws are different in different settings.</p> | <p>Books: <u>Officer Buckle and Gloria</u> - Peggy Rathman <u>Arnie and the Stolen Markers</u> – Nancy Carlson <u>It’s Mine</u> – Leo Lionni <u>Strega Nona</u> – Tomie dePaola <u>What If Everybody Did That</u> – Ellen Javernick <u>We The Kids</u> – David Catro <u>The US Constitution</u> – Norman Pearl</p> <p>Websites: www.usconstitution.net/constkidsK.html www.readwritethink.org Creating Class Rules: A Beginning to Creating Community</p> <p>ReadWorks.org <u>What Is a Law?</u> <u>Why Do We Need Rules?</u></p> <p>Reading A-Z/Raz Kids: see <u>Content Area Reading, Social Studies</u></p> | <p>Generate classroom Constitution (class rules) for the school year.</p> <p>Create rules for home, school and community (or rules for being safe, rules for the classroom, rules for being respectful and responsible). Explain why each one is important.</p> <p>Sort created rules by categories: home, school, community, or by safety, classroom learning rule, personal responsibility rules. Children design and role play scenarios related to the rules in each settling.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|--|--|--|---|---|
| <p>What is “the common good”? How does a government serve the interest of the common good?</p> <p>Who are authority figures? How do they meet the needs of the common good?</p> <p>What is the difference between power and authority (e.g. bully, teacher, principal, police, etc)?</p> <p>What are the characteristics of a good leader?</p> | <p>c. exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community .</p> <p>C&G 1 (K-2) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</p> <p>a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good.</p> <p>b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain)</p> | <p>I can identify authority figures and understand how a good leader helps all members of a community.</p> <p>I understand the characteristics of a good leader.</p> | <p>http://teacherkimbo.blogspot.com/2013/08/rules-laws.html</p> <p>http://www.internet4classrooms.com/grade_level_help/governance_civics_rules_and_law_first_1st_grade_social_studies.htm</p> <p>edhelper.com/community-helpers.htm</p> <p>Character Education sites:</p> <p>librarylearners.com/leader-library-book-list/</p> <p>firstgradeandfabulous.blogspot.com/.../picture-book-linky-party-week-3.ht</p> | <p>Illustrate a rule/law that is important for all people to follow.</p> <p>Compare/contrast fair/unfair rules/laws. Divide the class in half and one group to create rules and one group to evaluate the fairness of the rules. What criteria can students use to determine what makes a rule fair/unfair.</p> <p>Invite a police officer to you classroom to talk about following rules and laws and being a good citizen.</p> <p>Create cause and effect scenarios of following and not following rules.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|---|--|---|--|---|
| <p>What rights and responsibilities do all citizens have?</p> <p>How can we be good citizens at home, at school and in our communities?</p> | <p>C&G 3 (K-2) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by...</p> <p>a. exhibiting respect (e.g., waiting one’s turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others</p> | <p>I understand the importance of being a responsible and respectful citizen.</p> | <p>Classroom Magazines: Scholastic News/ Time For Kids/Weekly Reader</p> <p>Open Circle curriculum</p> <p>Books: <u>The Lorax</u> – Dr. Seuss <u>Miss Rumphius</u> – Barbara Cooney <u>The Story of Ruby Bridges</u> – Robert Cole <u>Have You Filled a Bucket Today?</u> – Carol McCloud <u>Through My Eyes</u> – Ruby Bridges</p> <p>Websites: www.readwritethink.org It’s Too Loud In Here! Teamwork in the Classroom</p> <p>www.readworks.org: <u>Jose and the Blue Crayon</u></p> <p>www.fcps.edu/dss/ips/ssaw/SRR/2013-14/grade1-2.pdf</p> | <p>Classroom jobs are assigned and carried out by students.</p> <p>Students identify and list behaviors that show respect for others – create a class picture book.</p> <p>Match a given set of printed speech balloons to pictures showing the target behavior – “good game” balloon matching to a picture of athletes from opposing teams shaking hands.</p> <p>Write a sentence and draw a picture illustrating what happened to Ruby Bridges.</p> <p>Make a “citizen chain”. On strips of paper students write Or draw a good citizen action. Staple links together and form a chain to display in the classroom. Explain in a community we are all connected and must work together.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|---|---|--|---|--|
| <p>What are the characteristics of a good citizen? How are rights granted and/or denied?</p> <p>How do people participate in their civic responsibilities?</p> <p>What is conflict?</p> <p>In what ways can it be resolved?</p> <p>How do members of a group effectively work together?</p> <p>How do citizens effectively resolve conflicts?</p> | <p>C&G 3 (K-2) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</p> <p>a. demonstrating personal and group rights and responsibility (e.g, self - managing behavior, time, space, and materials)</p> <p>b. working cooperatively in a group, sharing responsibilities or individual roles within a group</p> <p>c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively</p> | <p>I understand citizens are members of a community.</p> <p>I understand citizens have rights and responsibilities within a community.</p> <p>I understand that members of a group share responsibilities and work cooperatively.</p> <p>I understand an important life skill is to be able to problem-solve, make wise decisions and settle conflicts peacefully.</p> | <p>Websites: ReadWorks.org: Who Is a Good Citizen at School?</p> <p>http://www.internet4classrooms.com/grade_level_help/governance_civics_citizenship_first_1st_grade_social_studies.htm</p> <p>http://teacherkimbo.blogspot.com/2013/10/good-citizenship.html</p> <p>Peddlesfoot citizenship: https://www.youtube.com/watch?v=2aNG9zXXLGU</p> <p>Lessons and activities that teach citizenship: http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf</p> <p>Lessons/activities/resources: http://www.eup.k12.mi.us/page/1336</p> | <p>Classroom discussions around personal responsibilities for creating a positive school community.</p> <p>Class role-playing</p> <p>School community service project.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|--|---|---|--|---|
| <p>What is a civil society?</p> <p>What problems can we work together to solve?</p> <p>What problems can better be solved by working together?</p> | <p>C&G 4 (K-2) –3 Students participate in a civil society by...</p> <p>a. identifying problems, planning and implementing solutions in the classroom, school, and community (e.g. problem of litter, solutions – each picks up one piece of trash, recycle, plan a clean-up day, etc.)</p> | <p>I understand working as a team allows all members of a community the opportunity to share in decision making that affects the community as a whole.</p> <p>I can identify problems within my community and work towards an effective solution.</p> | <p>Books: <u>Swimmy</u> – Leo Lionni <u>A Chair For My Mother</u> – Vera Williams <u>When Violet Was Blue</u> - Deb Troehler</p> | <p>Class room discussions</p> <p>Explore and Identify ways to make the classroom, school or community a better place.</p> <p>Community project</p> <p>Open Circle</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|--|--|--|---|--|
| <p>Unit 2 <u>My Place on the Map</u></p> <p>What are maps and globes?</p> <p>How are they the same/different?</p> <p>Why do we need maps?</p> <p>How can maps be used to locate and identify places?</p> | <p>G 1 (K-2) –1 Students understand maps, globes, and other geographic tools and technologies by...</p> <p>a. identifying the purpose of a variety of maps.</p> <p>b. describing where places are located on a map using relative distance and direction.</p> <p>c. organizing information about people, places and environments in a spatial context (e.g., the school is next to a store; a student’s house is across the street from the park).</p> | <p>I understand maps/globes/diagrams are used to locate places within a community, state, country and the world.</p> <p>I can identify places on a map or globe.</p> | <p>Books: <u>Me on the Map</u> – Joan Sweeney. <u>As the Crows Flies</u> – Gail Hartman <u>My Map Book</u> – Sara Fanelli <u>Follow That Map: A First Book of Mapping Skills</u>- Scot Ritchie</p> <p>Websites: www.readworks.org <u>Learn About Maps</u> <u>My School</u> <u>A School Map</u> <u>The Difference Between Maps and Globes</u> <u>A Community of People</u></p> <p><u>The Sun, Earth and Cardinal Directions</u> education.nationalgeographic.com/map-skills-elementary-students/</p> | <p>Create a map of a favorite room at home/classroom including a map key and compass rose.</p> <p>Demonstrate an understanding of directions by locating places on a variety of maps and or on a globe.</p> <p>Compare/contrast globes and different types of maps.</p> <p>www.readwritethink.org Our Community : Creating ABC books as Assessment</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|--|--|---|---|---|
| <p>What are the features of a map?</p> | <p>G 1 (K-2) –2 Students identify the characteristics and features of maps by...</p> <p>a. recognizing elements of a map (e.g., key, scale, compass rose).</p> <p>b. explaining how the elements are used (e.g., key explains symbols; scale indicates distance; compass rose indicates direction).</p> | <p>I understand maps have key elements that help people locate many places.</p> <p>I understand a compass rose and map keys are important symbols for reading and understanding maps.</p> | <p>Books: <u>I Read Symbols</u> – Tana Hoban</p> <p>Reading A-Z/Raz Kids: see <u>Content Area Reading, Social Studies</u></p> <p>http://www.internet4classrooms.com/grade_level_help/geography_first_1st_grade_social_studies.htm</p> <p><u>Title: Map</u> exchange.smarttech.com/search.html?q=%20map%20skills Title: Map</p> <p>K6educators.about.com/...kinderprimary/lessons/...Map-Activities-Thematic</p> <p>https://www.superteacherworksheets.com/map-skills.html</p> <p>Classroom Magazines: Scholastic News/ Time For Kids/Weekly Reader</p> | <p>Create and label a compass rose.</p> <p>Design a map key for a map of your school.</p> <p>Conduct a treasure hunt with the class. Students will look for treasure using a teacher made map.</p> <p>Create a <u>Me On The Map</u> classroom book based on the book by Joan Sweeney.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|---|---|--|--|---|
| <p>What are the natural/physical features of our world?</p> <p>What types of human-made features can be found in our world?</p> | <p>G 2 (K-2) –1 Students understand the physical and human characteristics of places by...</p> <p>a. identifying and describing natural, physical features (e.g., river, mountains, oceans, weather, climate).</p> <p>b. identifying and describing human-made features (e.g., buildings, streets, bridges).</p> <p>G 2 (K-2) –2 Students distinguish between regions and places by...</p> <p>a. identifying natural/physical features of different places and regions.</p> | <p>I understand physical features such as rivers, lakes, oceans and mountains can be found on a map.</p> <p>I understand manmade structures such as streets, roads, cities, towns, important buildings, monuments etc. can be found on a map.</p> <p>I can identify natural landforms and bodies of water.</p> | <p>Websites:</p> <p>Nature Made vs. Man Made exchange.smarttech.com</p> <p>Interactive weather maker: http://www.scholastic.com/kids/weather</p> <p>Our Natural Resources: https://www.pinterest.com/mrswalters14/first-grade-geography-unit/</p> <p>Books by Sheila Anderson: <u>Coasts</u> <u>Mountains</u> <u>Plains</u> <u>Plateaus</u> <u>Valleys</u></p> <p><u>Four Oceans</u> – Will Mara</p> | <p>With a friend, label a world map or globe with names of oceans and continents.</p> <p>Identify symbols of a map of NK that shows human and physical features.</p> <p>Students will locate landforms and oceans of North America using an atlas.</p> <p>Sort magazine pictures of natural/man-made structures.</p> <p>Describe and explain how the environment changes as seasons change in NK.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|---|---|---|---|--|
| <p>How do people in different places view their environment?</p> <p>How does geography contribute to how regions are defined?</p> | <p>b. comparing and contrasting human-made features of different places and regions.</p> <p>G 2 (K-2) –3 Students understand different perspectives that individuals/ groups have by...</p> <p>a. identifying and describing how people in different places view their environments (e.g., home, classroom, neighborhood and community).</p> <p>G 2 (K-2) –4 Students understand how geography contributes to how regions are defined / identified by...</p> <p>a. identifying natural physical boundaries of places (e.g., rivers, mountains).</p> | <p>I understand that places in the world may have structures created by people. These structures may be similar or different.</p> <p>I understand that people in different places view their environment differently.</p> <p>I can identify landforms and bodies of water that create regions and boundaries.</p> | <p>Book: <u>Imagine a House</u> – Angela Gustafson (15 countries, 22 houses and how they were built)</p> | <p>Reading response</p> <p>Classroom discussion</p> <p>Compare and contrast two different places in NK. (Wilson Park/Wide World Of Sports – Quonset)</p> <p>Using a sentence frame, write an opinion piece about why/why not one would live on a mountain, at the seashore, in a desert etc.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|--|--|---|--|---|
| <p>Why do some people migrate to other locations?</p> <p>Why do people choose to stay in their locations for extended periods of time?</p> | <p>G 3 (K-2) –1 Students understand why people do/do not migrate by...</p> <p>a. describing a reason why people have or have not moved.</p> | <p>I understand people move for many reasons: ie</p> <ul style="list-style-type: none"> -to be near family. - for job opportunities. - for climate. - for health. | <p>Book: <u>Gila Monsters Meet You at the Airport</u> – Marjorie Weinman Sharmat <u>Going Home</u> – Eve Bunting</p> <p>Websites: <u>Agatha’s Feather Bed</u> beyondpenguins.ehe.osu.edu</p> <p>Teacher resources: calisphere. universityofcalifornia.edu</p> | <p>Name places outside of NK where family members have shopped.</p> <p>Share stories about a trip to visit a relative or a trip to a place where the climate was different from NK.</p> |
| <p>What are natural resources?</p> <p>Where can specific natural resources be found in our world?</p> | <p>G 3 (K-2) –2 Students understand the interrelationships of geography with resources by...</p> <p>a. identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).</p> | <p>I understand what natural resources are.</p> <p>I understand that specific natural resources may be found in specific locations of the world.</p> | | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|--|---|--|---|--|
| <p>How does the geography of a location affect what activities can take place there?</p> <p>How do people who live near each other help one another?</p> | <p>G 3 (K-2) –3 Students understand how geography influences human settlement, cooperation or conflict by...</p> <p>a. describing how features of a place influence what activities do or do not take place there (e.g., soccer field on a flat plain, not on a hill).</p> <p>b. describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster).</p> | <p>I understand that the geography of a location influences the activities that can and cannot take place there.</p> <p>I understand that people who live in the same community sometimes help each other.</p> | <p>Books: <u>The Best Town in the World</u> - Byrd Ballor <u>City Green</u> – DyAnne DiSalvo-Ryan <u>Uncle Willie and the Soup Kitchen</u> – DyAnne DiSalvo</p> | <p>Create a class book about NK. As a class, make a list of the features of NK. Students choose a feature from the list to write about and illustrate.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
|---|---|--|---|--|
| <p>What are the natural resources people need each day that they can get from their environment?</p> <p>How can changes in the environment affect daily life?</p> | <p>G 4 (K-2) – 1 Students explain how humans depend on their environment by...</p> <p>a. identifying basic environmental resources needed in daily life (e.g., water, air, food).</p> <p>G 4 (K-2) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...</p> <p>a. identifying examples of how changes in the environment can change people’s behavior (e.g., we change how we dress depending on the weather or season).</p> | <p>I understand what natural resources are.</p> <p>I understand that people depend on the natural resources of their physical environment for their basic needs.</p> <p>I understand people make changes in their daily lives based on environmental conditions.</p> | <p>Books: <u>Why Should I Save Water</u>- Jen Green <u>How My Parents Learned to Eat</u> – Iva R. Friedman/Allen Say</p> | <p>Draw a seasonal picture depicting personal and physical changes based on environment (Light weight clothes for a summer day at the beach, heavy winter clothing for winter, a spring day playing baseball, a fall day playing soccer, etc).</p> <p>Students sort and match pictures showing physical activities from various environments – cold climate picture vs. warm climate pictures.</p> <p>Describe how location, weather and physical environment affect the way people live including the effects of their food, clothing, shelter, transportation and recreation.</p> <p>As a class, create lists that describe how we use land, air and water. Students choose one to write about and illustrate.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| <p>How do citizens change the space around them to better their environment and accommodate the needs of their community?</p> | <p>G 4 (K-2) –3 Students explain how human actions modify the physical environment by...</p> <p>a. identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).</p> <p>b. describing why people change the space around them.</p> | <p>I can identify how and why people change the space around them.</p> | <p>Books: Roxaboxen – Alice McLerran</p> <p>Websites: socialstudiesforkids.com/articles/geography/howpeoplechangegeography1.htm</p> | <p>Classroom discussions</p> <p>Reading Response</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| <p>Unit 3 <u>America, Our Country</u></p> <p>Who are the current elected officials?</p> <p>What are their roles and responsibilities?</p> <p>What is a symbol?</p> <p>What are the democratic values and where do they come from?</p> | <p>C&G 2 (K-2) –1 Students demonstrate an understanding of United States government (local, state, national) by...</p> <p>a. identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).</p> <p>C&G 2(K-2)-2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</p> <p>a. identifying symbols and national holidays used to depict Americans’ shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance Presidents’ Day, Independence Day,).</p> | <p>I understand leaders are important to all communities.</p> <p>I understand the roles and responsibilities of the elected officials of my community, state and country.</p> <p>I understand there are individuals, events and symbols that are important to our country. They have shaped our nation’s history, beliefs and values.</p> | <p>Books: <u>The Pledge Of Allegiance</u> – Bill Martin, Jr./Michael Sampson <u>I Read Symbols</u> – Tana Hoban <u>The Story of the Statue of Liberty</u> – Betsy and Giulio Maestro <u>Fireworks and Picnics and Flags: The Story of the Fourth of July Symbols</u> – James Giblin and Ursula Arndt <u>Honor Our Flag:</u> – David Singleton <u>Let’s Read About Betsy Ross-</u> Danielle Denega <u>Arthur Meets the President-</u> Marc Brown <u>President’s Day</u> – Anne Rockwell <u>What’s a Mayor</u> – Nancy Harris <u>What’s a Governor</u> – Nancy Harris <u>What Does the President Do?-</u> Amanda Miller <u>The Wall</u> – Eve Bunting <u>The Flag We Love</u> – Pam Munoz Ryan <u>The Pilgrim’s First Thanksgiving</u> – Ann McGovern <u>The National Anthem</u> – Patricia Ryon Quiri</p> <p>Website: http://learninggamesforkids.com/us_state_games/rhodeisland/</p> | <p>Persuasive writing: If I were the President... If I were the principal...</p> <p>Draw a picture of a famous American. Write sentences that tell what he/she did that made them famous and important to our country.</p> <p>Compare and contrast Washington and Lincoln using a Venn diagram. Write an opinion – Who do you think was the best President? Why?</p> <p>Learn to recite <u>The Pledge of Allegiance</u>. Discuss its meaning.</p> <p>Identify American symbols; flag, White House, Statue of Liberty, etc. Discuss what is significant or important about it.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| <p>What is a democracy?</p> <p>What are principles of democracy and what do they stand for?</p> <p>How does democracy work in a group?</p> | <p>b. using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, Grand Old Flag represents national unity, This Land is Your Land represents respect for diversity).</p> <p>c. identifying individual roles in a group and acting as a productive member of a group.</p> | <p>I can identify the symbols that represent the principles of democracy.</p> <p>I understand all members of any community have responsibilities to the community at large.</p> | <p>Websites: ReadWorks: What Is a Memorial? The Liberty Bell Martin Luther King, Jr.</p> <p>Reading A-Z/Raz Kids: see Content Area Reading, Social Studies</p> <p>https://www.pinterest.com/rendooly/american-symbols-fun/</p> <p>http://lessonplanspage.com/ssartla4thofjulyflagdayamerican-symbols12-htm/</p> <p>http://kidsarepatriots2.ning.com/forum/topics/patriotic-symbols</p> | <p>Sort pictures/labels of famous American people, special places and holidays (Picture of George Washington –people, Washington Monument – place, President’s Day – holiday).</p> <p>Create a student made/class picture book using symbols of the U.S. Reinforce the idea of the U.S. as one nation.</p> <p>Create a fact/opinion Columbus Day book.</p> <p>Compare and contrast the First Thanksgiving with student’s family celebration.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| | | | <p>https://www.internet4classrooms.com/grade_level_help/governance_civics_symbols_first_1st_grade_social_studies.htm</p> <p>http://www.enchantedlearning.com/history/us/symbols/ (good for student research)</p> <p>http://www.education.com/worksheets/national-symbols</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| <p>How are people interconnected?</p> <p>How are people interconnected? Where do things come from?</p> | <p>C&G 5 (K-2) -1</p> <p>Students demonstrate an understanding of the many ways earth's people are interconnected by...</p> <p>a. exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news).</p> <p>C&G 5 (K-2) –2</p> <p>Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p> <p>a. using a variety of print and non-print sources to explore other people and places.</p> | <p>I understand the world's people are interconnected and dependent on each other for their resources.</p> <p>I understand that the world's people are interconnected and this interconnectedness has benefits and challenges.</p> | <p>Books:</p> <p><u>Families Are Funny</u> – Nan Hunt <u>The Relatives Came</u> – Cynthia Rylant <u>Song and Dance Man</u> – Karen Ackerman <u>One Hundred Is a Family</u> – Pan Munoz Ryan <u>Tar Beach</u> – Faith Ringgold <u>Trees of the Dancing Goats</u> – Patricia Polacco <u>Too Many Tamales</u> – Gary Soto <u>Shades of People</u> – Shelley Rotner and Sheila M. Kelly <u>Everybody Cooks Rice</u> – Norah Dooley <u>Whoever You Are</u> – Mem Fox <u>Children Just Like Me</u> – Barnabas and Anabel Kindersley</p> <p>Cinderella/Red Riding Hood stories from multiple cultures.</p> | <p>Compare/contrast how children/families are alike and different.</p> <p>Graph student's eyes, skin and hair color.</p> <p>Compare/contrast holiday celebrations – Christmas, Hanukkah, Los Posadas, St. Lucia Day.</p> <p>Graph family origins and celebrations within the class.</p> <p>Locate the countries of student's origins on a world map.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| | | | <p><u>The Monkey and the Crocodile</u> – Paul Galdone</p> <p><u>The Boy Who Held Back the Sea</u> –Lenny Hort</p> <p>Websites:</p> <p>www.readworks.org: <u>We Are Americans</u> <u>So Many Kinds of Food</u></p> <p><u>Around the World With a Glass Slipper</u> readtennessee.org</p> <p><u>It’s Okay to be Different: Teaching Diversity</u> readwritethink.org</p> <p>www.scholastic.com/teachers/lesson-plan/multiculturalism-and-diversity</p> <p>users.manchester.edu/student/jlstiffler/profwebsite/Culture Unit.pdf</p> | <p>Draw a picture/make a diorama that represents you or your family participating in a custom/family tradition. Write a brief explanation.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| | | | <p>Video: Ourselves, Our Classroom, Our Families https://www.teachingchannel.org/videos/first-grade-social-studies</p> <p>Website of books on diversity: http://www.examiner.com/article/culturally-diverse-children-s-books</p> <p>Reading A-Z/Raz Kids: see <u>Content Area Reading, Social Studies</u></p> <p>Classroom Magazines: Scholastic News/ Time For Kids/Weekly Reader</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| <p><i>Unit 4 Midwest</i></p> <p><i>What happened in the past and how is it connected to me?</i></p> <p><i>How do we know the truth of the past? What sources do we trust?</i></p> <p><i>What can we infer using artifacts we find?</i></p> <p><i>How do the patterns of cause/effect show throughout history?</i></p> <p><i>Has the world changed and how has it impacted how we live today?</i></p> <p><i>Why did people migrate to the Midwest?</i></p> <p><i>What made farming such an important enterprise?</i></p> <p><i>How did settlement and farming help create the dust bowl?</i></p> | <p><u>Historical Perspectives</u></p> <p><i>HP 1 (3-4) –1</i> <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources)</i></p> <p>a. describing the difference between primary and secondary sources and interpreting information from each(e.g., asking and answering questions, making predictions)</p> | | | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments (Formative/Summative) |
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| <p><i>What other causes led to the dust bowl?</i></p> <p><i>How did people cope with daily life?</i></p> <p><i>What were the major impacts (effects) of the Dust Bowl?</i></p> <p><i>How did people determine whether to stay or continue migration?</i></p> | | | | |

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Grade 2 Social Studies Curriculum: Units 1-6

| Essential Questions | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p><u>Unit 1: Community</u></p> <p>Why do we need rules?</p> <p>Who makes rules?</p> <p>What makes a good rule?</p> <p>What are the boundaries/limits of rules (family, classroom, school, community)?</p> | <p>C&G1(K-2)-1 Students demonstrate an understanding of origins, forms, and purposes of government by...</p> <p>a. identifying rules and consequences for them in different settings (e.g. home, bus, classroom, etc.) and explaining why we need rules and who makes the rules.</p> <p>b. evaluating the rules in different settings (e.g. is this a good rule and why/why not?).</p> | <p>I understand that people in communities develop rules and laws to govern and protect community members.</p> <p>I understand that our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.</p> | <p>Scholastic News</p> <p>Open Circle</p> <p>Morning Meeting</p> <p><u>Read Alouds:</u></p> <p>Class Expectation and Consequences: <u>Officer Buckle and Gloria</u> by, Peggy Rathmann</p> <p>Ways to be a good citizen:</p> | <p>Classroom Discussions</p> <p>Creating Classroom Rules and Expectations</p> <p>Classroom Observations</p> <p>Response to Literature</p> <p>Analyze timelines</p> |

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| <p>What is the difference between power and authority (e.g. bully, teacher, principal, police, etc.)?</p> <p>What makes a good, effective leader?</p> <p>What are the characteristics of a good citizen?</p> | <p>C&G 1(K-2)-2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</p> <p>a. identifying authority figures who make, apply, and enforce rules and how these people help to meet the needs of the common good.</p> <p>b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g. line leader, team captain).</p> | <p>I understand that citizens participate in decision making, problem-solving, and conflict resolution.</p> <p>I understand the characteristics that make a good citizen and an effective leader.</p> | <p><u>Fireflies</u> by, Julie Brinckloe</p> <p><u>Dinner at the Panda Palace</u> by, Stephanie Calmenson</p> <p><u>Have you Filled a Bucket Today?</u> by, Carol McCloud</p> <p>Potential Conflicts and Conflict Resolution:</p> <p><u>The Zax</u> by, Dr. Seuss</p> <p><u>When Sophie Gets Angry- Really, Really Angry</u> by, Molly Bang</p> | |
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| <p>How do people participate in their civic responsibilities?</p> <p>What is conflict?</p> <p>In what ways can conflict be resolved?</p> <p>What problems can we work together to solve? What problems are better solved working together?</p> <p>How do our actions impact others?</p> | <p>C&G 2(K-2)-2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. Government by...</p> <p>c. identifying individual roles in a group and acting as a productive member of a group.</p> <p>C&G 3(K-2)-1 Students demonstrate an understanding of citizens' rights and responsibilities by...</p> <p>a. exhibiting respect (e.g. waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures and others.</p> | <p>I understand how people participate in their civic responsibilities.</p> <p>I understand conflict and ways in which conflict can best be resolved.</p> <p>I can identify problems that can better be solved by working together.</p> <p>I understand how an individual's actions affect others.</p> | <p><u>Cooperative Games:</u></p> <p>http://elementaryhealthphysicalactivity.wiki.westga.edu/file/view/Cooperative+Games.pdf</p> <p><u>Conflict Resolution:</u></p> <p>http://www.schoolcounselingbyheart.com/2012/03/18/introduce-conflict-resolution-with-the-zax/</p> <p><u>Other suggested Resources:</u></p> <p>http://lessonplanspage.com/lassolittlemousecompromiseandworkingtogetherstorydrama23-htm/</p> | |
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| <p>What are group rights and responsibilities within a community?</p> <p>How do members of a group effectively work together?</p> | <p>C&G3 (K-2)-2: Students demonstrate an understanding of how individuals and groups exercise or are denied their rights and responsibilities by...</p> <p>a. demonstrating personal and group rights and responsibilities (e.g. self-managing behavior, time, space, and materials).</p> <p>b. working cooperatively in a group, sharing responsibilities or roles within a group.</p> <p>c. identifying feelings in situations that lead to conflict and describing ways that people solve problems effectively.</p> <p>C&G4(K-2)-1 Students demonstrate an understanding of political systems and political processes by...</p> <p>a. identifying forms of civic participation (e.g. voting, conducting a survey).</p> | <p>I understand that citizens have rights and responsibilities within a community.</p> <p>I understand that members of a group share responsibilities and work cooperatively.</p> | <p><u>Surveys for beginning of the year:</u></p> <p>https://drive.google.com/file/d/0B8KgpKHEMxgobG9YbHlxRTRidWM/edit?pli=1</p> <p>https://drive.google.com/file/d/0ByaDTMPlyZHFNzdhyTVhZjQtZTNjMS00NDZjLWFKMzktZWRjODImOTUzN2U5/view?pli=1</p> <p><u>Timeline Activities:</u></p> <p>Create a classroom timeline. Throughout the year stop to assess changes and progressions.</p> <p>http://edsitement.neh.gov/lesson-plan/what-history-timelines-and-oral-histories#section-20475</p> | |
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| <p>In what ways can a citizen participate in political processes within their community?</p> | <p>C&G 4(K-2)-2 Students demonstrate their participation in political processes by... a. experiencing a variety of forms of participation (e.g. voting, conducting a survey, writing a class letter about an issue of concern).</p> | <p>I understand that I can take part in political processes within my community.</p> | | |
| <p>How can problems within our community be identified and effectively solved?</p> | <p>C&G 4(K-2)-3 Students participate in civil society by... a. identifying problems, planning and implementing solutions in the classroom, school, and community.</p> | <p>I can identify problems within my community and work towards an effective solution.</p> | | |
| <p>How are events connected and what effect do they have an effect on our lives?</p> | <p>HP 1(K-2)-2 Students interpret history as a series of connected events with multiple cause and effect relationships by... a. describing and organizing a sequence of various events in personal, classroom, or school life (e.g. organizing and interpreting data in timelines). b. explaining how a sequence of events affected people in home, classroom, or school (e.g. getting a new student in the classroom).</p> | <p>I understand that history is a series of connected events with multiple cause and effect relationships. I understand that sequences of events have an impact on my community.</p> | | |

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| <p>How can events within our community be chronicled?</p> | <p>HP 2(K-2)-2 Students chronicle events and conditions by... a. describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g. timeline or self-made informational text showing key events).</p> | <p>I understand that I can chronicle events in multiple ways, such as a timeline or self-made informational text.</p> | | |
| <p>How do events from the past and present affect and shape our lives?</p> | <p>HP 3(K-2)-Students demonstrate an understanding of how the past frames the present by... a. identifying how events and people shape family and school life (e.g. How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school busses?)</p> | <p>I understand how events from the past and present shape my family and school life.</p> | | |

| Essential Questions | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p>Unit 2: Types of Communities</p> <p>How are various communities similar and different?</p> <p>What type of community do I live in? What features distinguish my community as rural, urban, or suburban?</p> <p>What are the advantages and disadvantages of each type of community?</p> <p>What are the features of a map?</p> <p>How can I use a map to locate where I live?</p> | <p>G1 (K-2)-1 Students understand maps, globes, and other geographic tools and technologies by...</p> <ul style="list-style-type: none"> a. identifying the purpose of a variety of maps. b. describing where places are located on map using relative distance and direction. c. organizing information about people, places, and environments in a spatial context (e.g. the school is next to the store; a student's house is across the street from the park). <p>G1(K-2)-2 Students identify the characteristics and features of maps by...</p> <ul style="list-style-type: none"> a. recognizing elements of a map (e.g. scale, key, compass rose). b. explaining how the elements are used (e.g. key explains symbols; scale indicates distance; compass rose indicates direction). | <p>I understand the difference between rural, urban, and suburban communities.</p> <p>I can identify if my community is rural, urban, or suburban.</p> <p>I can locate my community on the map.</p> | <p>Scholastic News has a yearly article detailing rural, urban, and suburban communities and how they are similar and different.</p> <p>Suggested Activity: Create three anchor charts; one for each type of community. Post them in a visible location for students to access. As you learn about each type of community, create bulleted lists for each community's distinguishing features. After students have learned about the three types of communities, work together to create an advantages/disadvantages T-chart on each anchor chart.</p> | <p>Types of Communities Home Project:</p> <p>http://hippohoorayforsecondgrade.blogspot.com/2012/10/community-projects.html</p> <p>Project Planning Sheet and Letter Home:</p> <p>https://docs.google.com/a/nksd.net/file/d/0B3CoK6CEYIJKRmowdV9RRzBVclE/edit</p> |
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| | <p>G2(K-2)-2 Students distinguish between regions and places by...</p> <ul style="list-style-type: none"> a. identifying natural/physical features of different places and regions. b. comparing and contrasting human-made features of different places and regions. <p>G2(K-2)-3 Students understand different perspectives that individuals/groups have by...</p> <ul style="list-style-type: none"> b. identifying and describing how people in different places view their environments. <p>G3(K-2)-3 Students understand how geography influences human settlement, cooperation or conflict by...</p> <ul style="list-style-type: none"> a. describing how features of a place influence what activities do or do not take place there (e.g. soccer field on a flat plain, not on a hill). | <p>I understand that communities change over time.</p> | <p>Suggested Read Alouds:</p> <p><u>Me on the Map</u> by, J. Sweeney</p> <p><u>Armadillo from Armadillo</u> by, Lynne Cherry</p> <p><u>Mapping Penny's World</u> by, Loreen Leedy</p> <p><u>What is Community from A to Z?</u> by, Bobbie Kalman</p> <p><u>I Got Community</u> by, Melrose Cooper</p> <p><u>On the Town: A Community Adventure</u> by, Judith Caseley</p> <p>Suggested Trade Books:</p> <p><u>Three Cool Kids</u> by, R. Emberley</p> <p><u>The Big Orange Splot</u> by, D. Manus Pinkwater</p> <p><u>The Ox-Cart Man</u> by, D. Hall</p> | <p>After reading <u>Me on the Map</u> and <u>Armadillo</u> from <u>Amarillo</u>, open discussion about the relationship between a community and the geography around it. Students can label a local community map, using key symbols.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| | <p>G4(K-2)-2 Students explain how humans react or adapt to an ever-changing physical environment by...</p> <p>a. identifying examples of how changes in the environment can change people’s behavior (e.g. we change how we dress depending on the weather or season).</p> <p>C&G1(K-2)-1 Students demonstrate an understanding of origins, forms, and purposes of government by...</p> <p>c. exploring examples of services provided in their own community.</p> | | <p>Suggested Websites that Correlate with this Unit:</p> <p>This website has extensive mapping activities and lessons to choose from.</p> <p>https://www.teacherspayteachers.com/Product/Seasons-for-Social-Studies-745191?utm_campaign=V158_10FreeNL_Weekly_08112013&utm_source=Newsletter&utm_medium=email</p> <p>This is a free Teacher Pay Teachers resource that includes multiple activities on how seasons affect people’s culture.</p> <p>http://www.education.com/worksheet/article/neighborhood-map/</p> <p>Practice using a neighborhood map and key.</p> | |

| Essential Questions | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p><u>Unit 3: Geography</u></p> <p>What are the natural/physical features of our world?</p> <p>What types of human-made features are in our world?</p> <p>How does geography contribute to how regions are defined?</p> | <p>G 2(K-2)-1 Students understand the physical and human characteristics of places by...</p> <p>a. identifying and describing natural/physical features (e.g. river, mountains, oceans, weather, climate).</p> <p>b. identifying and describing human-made features (e.g. buildings, streets, bridges).</p> <p>G 2(K-2)-4 Students understand how geography contributes to how regions are defined/identified by...</p> <p>b. identifying natural physical boundaries of places (e.g. rivers, mountains).</p> | <p>I can identify natural physical features of a location.</p> <p>I can identify human-made features of a location.</p> <p>I understand how geography contributes to how regions are defined.</p> <p>I can identify physical boundaries of places.</p> | <p>Each year Scholastic News publishes an issue that identifies landforms.</p> <p>http://missiongeography.org/l-3-1.pdf</p> <p>http://education.nationalgeographic.com/education/encyclopedia/region/?ar_a=1</p> | <p>Classroom observation</p> <p>Classroom discussion</p> <p>Reading Responses</p> <p>Landform Matching:</p> <p>http://superteacherworksheets.com/landforms/landforms-1_WMWNF.pdf</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p>Why do some people migrate to new locations?</p> <p>Why do some people choose to stay in their location for extended periods of time?</p> <p>Where can specific natural resources be found in our world?</p> <p>How does the geography of a location affect what activities can take place there?</p> <p>How do people who live near each other help one another?</p> | <p>G 3 (K-2)-1 Students understand why people do/do not migrate by... a. describing a reason why people have or have not moved.</p> <p>G 3(K-2)-2 Students understand the interrelationships of geography with resources by... a. identifying specific origins of specific resources (e.g. fish from sea, wheat from plains).</p> <p>G 3(K-2)-3 Students understand how geography influences human settlement, cooperation or conflict by... a. describing how features of a place influence what activities do or do not take place there (e.g. soccer field on a flat plain, not on a hill). b. describing how people who live near each other sometimes help each other (e.g. sharing a set of markers among a desk cluster).</p> | <p>I understand why some people choose to migrate to new locations.</p> <p>I understand why some people choose to stay in one location for an extended period of time.</p> <p>I understand that specific natural resources are located in specific locations in our world.</p> <p>I understand that the geography of a location affects what activities can and cannot take place there.</p> <p>I understand that people that live near each other sometimes help each other.</p> | <p>http://education.nationalgeographic.com/education/activity/why-people-move/?ar_a=1</p> <p>Migration for Grades 3-5, but this resource can easily be adapted for grade two.</p> <p>http://education.nationalgeographic.com/education/activity/why-communities-move/?ar_a=1</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p><u>Unit 4: Economics</u></p> <p>How do communities meet people’s needs?</p> <p>What is a resource?</p> <p>What are basic needs and wants?</p> <p>What is scarcity?</p> | <p>E1 (K-2)-1 Students demonstrate an understanding of basic economic concepts by...</p> <p>a. identifying human, natural, and capital resources.</p> <p>b. explaining how the availability of resources affects production of goods and offering of services for their consumption.</p> <p>c. identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want.</p> <p>E1 (K-2)-2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</p> <p>a. recognizing and discussing the differences between basic wants and needs.</p> | <p>I understand how communities meet people’s needs.</p> <p>I understand basic needs and wants and what a resource is.</p> <p>I understand how geographic and environmental factors have an effect on rural, urban, and suburban communities.</p> <p>I can identify producers and consumers and their roles in a community.</p> | <p>Scholastic News often publishes an issue around the holidays that addresses goods and services, as well as consumers and producers.</p> <p><u>Suggested Read Alouds:</u></p> <p><u>The Big Green Pocketbook</u> by, C. Ransom</p> <p><u>When I Was Little</u> by, Tyomoi Igus</p> <p><u>If You Give a Mouse a Cookie</u> by, L.J. Numeroff (for needs and wants).</p> <p><u>The House on Maple Street</u> by, B. Pryor</p> <p><u>Uncle Jed’s Barbershop</u> by, B. Pryor</p> <p><u>Money Madness</u> by, David S. Adler</p> | <p>Classroom observations</p> <p>Classroom discussions</p> <p>Reading Responses</p> <p>Students can cut pictures from magazines or newspapers and match the occupations with the community in which it would most often occur (For example, farmers would occur in rural communities, whereas an office worker would occur in an urban community).</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments | | | | | | | | | | | | | | | | | | | | | |
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| <p>What are ways that producers and consumers exchange goods?</p> <p>How do prices affect the choices people make about buying or selling goods or services?</p> <p>How can people earn an income by exchanging the use of their labor for wages or salaries?</p> | <p>E 1 (K-2) -3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</p> <p>a. identifying how goods and services are shared as a family (e.g. taking turns washing dishes, setting the table, sharing clothes, etc.).</p> <p>E2(K-2)-1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</p> <p>a. identifying the ways in which people exchange goods and services (e.g. barter, money, commodity money).</p> <p>b. explaining how prices affect the choices people make about buying or selling goods or services.</p> <p>c. describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.</p> | <p>I understand how different types of communities provide goods and services to meet the needs and wants of its community members.</p> <p>I understand how prices affect the choices people make about buying or selling goods or services.</p> <p>I understand how people can earn an income by exchanging the use of their labor for wages or salaries.</p> | <p><u>When I Was Little</u> by, Toyomi Igus is a story of a little boy who learns about what life was like when his grandfather was growing up and how many things have changed, yet some have stayed the same. After reading this story, create a classroom chart to discuss how needs are met now versus then.</p> <table border="1" data-bbox="1293 740 1654 1023"> <thead> <tr> <th></th> <th>Then</th> <th>Now</th> </tr> </thead> <tbody> <tr> <td>Communication</td> <td></td> <td></td> </tr> <tr> <td>Shelter</td> <td></td> <td></td> </tr> <tr> <td>Getting and Preserving food</td> <td></td> <td></td> </tr> <tr> <td>Good Health</td> <td></td> <td></td> </tr> <tr> <td>Entertainment</td> <td></td> <td></td> </tr> <tr> <td>Travel</td> <td></td> <td></td> </tr> </tbody> </table> | | Then | Now | Communication | | | Shelter | | | Getting and Preserving food | | | Good Health | | | Entertainment | | | Travel | | | <p>Provide students with pictures of various goods and resources. After discussing the goods/resources with students, allow them the opportunity to sort them by the type of community (rural, urban, or suburban) where these would be provided.</p> |
| | Then | Now | | | | | | | | | | | | | | | | | | | | | | | |
| Communication | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shelter | | | | | | | | | | | | | | | | | | | | | | | | | |
| Getting and Preserving food | | | | | | | | | | | | | | | | | | | | | | | | | |
| Good Health | | | | | | | | | | | | | | | | | | | | | | | | | |
| Entertainment | | | | | | | | | | | | | | | | | | | | | | | | | |
| Travel | | | | | | | | | | | | | | | | | | | | | | | | | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p>How does technology affect the exchange of goods and services?</p> <p>How is interdependence created by economic decisions?</p> <p>What is the purpose of money and how can it be used?</p> | <p>E2(K-2) – 2 Students analyze how innovations and technology affects the exchange of goods and services by...</p> <p>a. identifying how technology has changed over time and explaining how they affect the way people live, work, or play.</p> <p>E3(K-2)-1 Students demonstrate an understanding of the interdependence created by economic decisions by...</p> <p>a. identifying how the classroom community members exchange and consume resources. (e.g. teacher distributes limited school supplies among students; students take turns using stations).</p> <p>b. recognizing the purposes of money and how it can be used (e.g. personal savings, personal spending).</p> | <p>I understand how technology affects the exchange of goods and services.</p> <p>I understand how economic decisions affect the interdependence created by economic decisions.</p> <p>I understand the purpose of money and how it can be used.</p> | <p><u>Read The House on Maple Street</u> by, B. Pryor.</p> <p>Possible Connections:</p> <ul style="list-style-type: none"> *How the physical setting helps satisfy wants and needs of the people within a community. * How the environment is used to meet people’s wants and needs. * How tools and techniques have changed over the course of time. * Why people moved as a result of a need for specific natural resources. <p>Create a T-chart where students identify their needs and wants for the classroom. For each item listed, students determine how that need/want could be met.</p> | <p>Economic Decision Making:</p> <p>Have students plan a class project and create a budget to carry it out.</p> <p>Economic decisions to consider:</p> <ul style="list-style-type: none"> a. How much money is needed? b. How will the money be raised? c. If there’s not enough money, how could students fundraise or eliminate items to make it work? |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| | | | <p>Read <u>Uncle Jed's Barbershp</u> by, M.K. Mitchell.</p> <p>Possible Connections:</p> <ul style="list-style-type: none"> * The reader learns of economic hardships faced during the Great Depression. * Uncle Jed provides a service in order to earn an income that will meet his family's wants and needs. * Compare and contrast the physical setting of communities then and now. <p>Come up with a class store based on play money. It can be used as incentive for positive behavior or as a payment for classroom jobs. Students can save money earned to purchase items from the store on Friday. Items could be things such as lunch with the teacher, sitting at the teacher's desk, choosing their own spot for the day, etc.</p> | |

| <u>Essential Question</u> <u>Unit 5: My Country</u> | <u>GSE and Common Core Alignment</u> | <u>Essential Understanding</u> | <u>Example Resources And Activities</u> | <u>Example Assessments</u> |
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| <p>How can I use different resources to be a historian?</p> | <p>HP 1 (K-2)-1 Students act as historians, using a variety of tools (e.g. artifacts and primary and secondary sources) by...</p> <p>a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g. What would this artifact tell us about how people lived?</p> <p>b. distinguishing objects, artifacts, and symbols from long ago and today (e.g. passage of time documented through family photos, evolution of household appliances).</p> | <p>I understand that I can gather information, categorize it, and learn from the past.</p> | <p>http://edsitement.neh.gov/lesson-plan/then-and-now-life-early-america-1740-1840#sect-activities</p> | <p>Classroom Observation</p> <p>Classroom Discussion</p> <p>Reading Response</p> |
| <p>How is life different now than it was in the past?</p> | <p>HP 2 (K-2) – 3 Students show understanding of change over time by...</p> <p>a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g. transportation, communication, school, and home life.</p> <p>HP 4 (K-2)-2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g. cooperation or conflict by)...</p> <p>a. identifying innovations or inventions that have impacted Interaction between people (e.g. the invention of the telephone allowed people to talk to each other at a distance).</p> | <p>I understand that life in our country now is different than it was in the past.</p> <p>I understand how advances in technology have changed the way that we interact and communicate.</p> | | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p>How do geographic factors and events affect how people interact?</p> | <p>HP 3 (K-2)-2 Students make personal connections in a historical context (e.g. source-to-source, source-to-self, source-to-world by... a. using a variety of sources (e.g. photographs, written text, clothing, oral history) to understand the present.</p> <p>HP4 (K-2)-1 Students demonstrate an understanding that geographic factors and shared past events can affect human interactions and changes in civilizations by... a. identifying geographic factors that can affect how people interact (e.g. students in the same desk cluster are more likely to interact). b. identifying events that can affect how people interact (e.g. beginning kindergarten means you play with classmates; moving to a new place means you need to make new friends).</p> | <p>I can make a connection between myself and the past by using a variety of sources.</p> <p>I understand that geographic factors and events affect how people interact.</p> | <p>http://edsitement.neh.gov/lesson-plan/my-piece-history#sect-activities</p> <p>http://edsitement.neh.gov/lesson-plan/reading-writing-and-rithmetic-one-room-schoolhouse#sect-activities</p> <p>This reinforces HP1-1 and lends itself to conversations to also meet this standard</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p>Who are the elected officials in my community? What are their roles and responsibilities?</p> <p>What are the democratic principles of the United States government?</p> | <p>C & G 2 (K-2)-1 Students demonstrate an understanding of United States government (local, state, national) by...</p> <p>a. identifying elected leadership titles/basic role at different levels of government (e.g. mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).</p> <p>C&G 2 (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</p> <p>a. identifying symbols and national holidays used to depict Americans’ shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents’ Day, Independence Day).</p> <p>b. using a variety of sources (e.g. trade books, picture books, songs, artwork) to illustrate basic values and principles of democracy (e.g. Statue of Liberty represents freedom, Independent Man on State House means individual rights, <i>Grand Old Flag</i> represents national unity, <i>This Land is Your Land</i> represents respect for diversity).</p> | <p>I understand the roles and responsibilities of the elected officials of my community.</p> <p>I understand the democratic principles of the United States government.</p> | <p>http://www.usflag.org/history.html</p> <p>http://www.usflag.org/writings.html</p> <p>http://www.usflag.org/special.html</p> <p>https://www.superteacherworksheets.com/patriotic-symbols.html</p> <p>http://www.nyctourist.com/liberty1.htm</p> <p>http://www.congressforkids.net/</p> | <p>U.S. Symbols matching:</p> <p>https://docs.google.com/a/nk.sd.net/file/d/0B3D5Bsh09DJKVWNTbUFpNjFaeVU/edit</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| | | | <p>A home connection to the U.S. Constitution. Families can create their own “constitution” and each member can sign:</p> <p>https://drive.google.com/a/nksd.net/file/d/0B-LNP23XFE6QYzc2MWM0NDgtNGVjMy00YzUOLTgwZDctZDFhN2MxOWQ4NTQz/view</p> <p><u>Suggested Read Alouds:</u></p> <p><u>If I Were President and If I Ran for President</u>, Catherine Stier</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| | | | <p><u>My Teacher for President</u> by, Kay Winteres</p> <p><u>Trade Books that align with this unit:</u></p> <p><u>By the Dawn's Early Light: The Story of the Star-Spangled Banner</u> by Steven Kroll</p> <p><u>Did You Carry the Flag Today, Charlie?</u> By R. Caudill</p> <p><u>A Flag for Our Country</u> by Eve Spencer</p> <p><u>House Mouse, Senate Mouse</u> by Peter Barnes</p> <p><u>Marshall, the Courthouse Mouse: The Tail of the U.S. Supreme Court</u> by Peter Barnes</p> <p><u>The Pledge of Allegiance</u> by Francis Bellamy</p> <p><u>The Story of the Statue of Liberty</u> by Betsy and Giulio Maestro</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| | | | <p><u>The Story of the White House</u> by Kate Waters</p> <p><u>Woodrow, the White House Mouse</u> by Peter Barnes</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p><u>Unit 6: Citizenship</u></p> <p>How do citizens change the space around them to better their environment and accommodate needs of their community?</p> <p>What are the rules, rights, and responsibilities that citizens have?</p> <p>How can citizens effectively resolve conflicts?</p> | <p>G4 (K-2) -3 Students explain how human actions modify the physical environments by:</p> <p>a. identifying examples of how people can change the space around them (e.g. a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).</p> <p>b. describing why people change the space around them.</p> <p>C&G1(K-2)-1 Students demonstrate an understanding of origins, forms, and purposes of government by...</p> <p>a. Identifying rules and consequences for them in different setting (e.g. home, bus, classroom, etc.) and explaining why we need rules and who makes the rules.</p> <p>b. Evaluating the rules in different settings (e.g. is this a good rule and why/why not?).</p> | <p>I understand that citizens can change the space around them to better their environment and meet the needs of their community.</p> <p>I understand that citizens can participate in decision-making, problem-solving, and conflict resolution.</p> <p>I understand that there are rules and consequences for breaking established rules.</p> | <p>These lessons address the meaning of citizenship, what it means to be a good citizen, and how the community would be affected if we were not good citizens.</p> <p>http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf</p> <p>Lesson: What does it mean to be a member of a community? What are our responsibilities as citizens?</p> <p>http://learningtogive.org/lessons/unit435/lesson1.html</p> <p>Being a responsible citizen:</p> <p>http://www.uen.org/Lessonplan/preview?LPid=25984</p> <p>Teaching Good Citizenship:</p> <p>http://www.educationworld.Com/a_curr/curr008.shtml#second</p> | <p>Classroom observations</p> <p>Classroom Discussions</p> <p>Reading Responses</p> <p>Service Learning project</p> <p>*Whole class project</p> <p>*Observe students' individual roles within the project, as well as how they interact and collaborate with their peers to achieve a common goal.</p> |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p>How do rules and consequences vary in different settings?</p> <p>How do the actions of citizens affect the community as a whole?</p> | <p>C&G 1(K-2)-2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</p> <p>a. identifying authority figures who make, apply, and enforce rules and how these people help to meet the needs of the common good.</p> <p>b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g. line leader, team captain).</p> <p>C&G3 (K-2)-2: Students demonstrate an understanding of how individuals and groups exercise or are denied their rights and responsibilities by...</p> <p>a. demonstrating personal and group rights and responsibilities (e.g. self-managing behavior, time, space, and materials).</p> <p>b. working cooperatively in a group, sharing responsibilities or roles within a group.</p> <p>c. identifying feelings in situations that lead to conflict and describing ways that people solve problems effectively.</p> | <p>I understand that different settings have similar and different rules and consequences.</p> <p>I understand that people living in rural, urban, and suburban communities have rules, rights, and responsibilities as citizens.</p> | <p>A lesson on good citizenship, paired with the read aloud Miss Rumphius by Barbara Cooney.</p> <p>http://web.archive.org/web/20090330054245/http://viking.coe.uh.edu/~dwiggins/cuin3113/citizenship.htm</p> <p>Being a Good Citizen(Includes a link to a powerpoint presentation on citizenship. This powerpoint addresses volunteers in a community, rights and responsibilities, and what it means to be a good citizen).</p> <p>http://www.vrml.k12.la.us/2nd/ss/Unit_activities08/unit4/un4_act6.htm</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| <p>Who are authority figures and how do they help meet the needs of the common good?</p> <p>How do citizens work together to achieve common goals in their community?</p> | <p>C&G4(K-2)-1 Students demonstrate an understanding of political systems and political processes by... a. identifying forms of civic participation (e.g. voting, conducting a survey).</p> <p>C&G 4(K-2)-3 Students participate in civil society by... a. identifying problems, planning and implementing solutions in the classroom, school, and community (e.g. problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.).</p> <p>C&G 5(K-2)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by... a. listing the pros and cons of personal decisions (e.g. littering, recycling).</p> | <p>I can identify authority figures and understand how they help meet the needs of the common good.</p> <p>I understand that citizens need to work together to meet the common goals of their community.</p> <p>I understand how the actions of citizens can affect the community as a whole.</p> | <p>Suggested Read Alouds:</p> <p><u>What if Everybody Did That?</u> By ,Ellen Javernick</p> <p><u>If Everybody Did</u> By, Jo Ann Stover</p> <p><u>Miss Rumphius</u> By, Barbara Cooney</p> <p><u>We Live Here Too! Kids Talk About Good Citizenship</u> By, Nancy Loewen</p> <p>Suggested Activities: Set up a classroom government. Students can elect leaders by using ballots. Hold elections often so many students may hold offices.</p> <p>Brainstorm ways to be good citizens. Interview others around the school.</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| | | | <p>Involve students in decision-making and problem-solving (Open Circle).</p> <p>Set up a service learning project for the classroom. Have students plan and carry out a school project. * Start with a brainstorm of ideas for improving the school. Students rate ideas in order of importance to the school (extremely, somewhat, or not important). Discuss how to decide which project will be done. Have students decide the best way to choose (classroom vote, teacher decision, etc.).</p> | |

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources And Activities | Example Assessments |
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| | | | <p>Making and Changing Rules and Laws:</p> <p><u>House Mouse, Senate Mouse</u> By, Peter Barnes</p> <p>http://www.teacherspayteachers.com/store/Cheryl-and-peter-barnes (this link includes lessons and books on the topic).</p> <p>Community Involvement:</p> <p>Invite police officers, judges, town board, or city council members, and/or principal to discuss rules and laws with the class.</p> <p>Homework: Ask families to help students research rules and laws of North Kingstown, RI. Students share what they found.</p> | |

Grade 3 Social Studies Curriculum: Units 1-4

Unit 1.1: Community

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| What is a community? | <p>C&G 1 (3-4) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...</p> <p>a. <u>making, applying, and enforcing rules (home, school, community).</u></p> <p>b. <u>comparing similarities between a rule and a law.</u></p> <p>c. <u>citing examples of services that local and state governments provide for the common good.</u></p> | <p style="text-align: center;"><u>Community</u></p> <p>Understanding that a community consists of a social group of any size whose members reside in a specific locality, share government and commerce, and often have common cultural traditions and historical backgrounds. These communities are also made up of authority figures with specific roles and limited powers associated with these roles.</p> | <p>https://drive.google.com/drive/u/0/folders/0Bw3N8wO7fEZlfnpfaTNOaTlxUGhTTnE4RHgwNIRvzbzUORXhwSnNINE95eiV6dVBSMnRX2c</p> <p>- Above link directs you to the Resources folder in Google Drive for Unit 1.1.</p> | <p style="text-align: center;"><u>Required</u></p> <ul style="list-style-type: none"> • Flipbook Project <p>Students create a flipbook that describes the three types of communities, including a deeper understanding of their own community. Students respond in paragraph format providing an illustration to support their reasoning (illustrations as text).</p> |
| What are the three types of communities? | <p>C&G 1 (3-4) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</p> <p>a. <u>identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and</u></p> | <p style="text-align: center;"><u>Three Types of Communities</u></p> <p>Understand that there are three different types of communities - urban, suburban, and rural.</p> <p>Urban, suburban, or rural communities can be located on a map.</p> <p>Rural, urban, and suburban communities are influenced by geographic and environmental factors.</p> | <p>Although this Slideshare says it is for 2nd grade, it is a nice way of introducing the three types of communities in kid friendly terms. http://www.slideshare.net/antarcticaroma/community-types-for-kids-2nd-grade</p> <p>Interactive Map that shows three types of communities. http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/</p> | <p>My school: Rural, Urban, or Suburban? Writing response. -Students respond in paragraph form explaining why their school is in a rural, urban, or suburban community (OR why their school is that community--chose one and have them respond). Students provide at least 3 pieces of evidence to support their choice of community. (It says second grade but it is from another state so you will need to cut that off. There is also a rubric provided but another one will work as well.) http://www.pnwbores.org/ssela/Sample_Lessons/SecondGrade/Unit2/Unit2-Lesson2.htm http://www.pnwbores.org/ssela/Sample_Lessons/SecondGrade/pdf_files/Unit2/Unit2_Lesson2_Graphic_Organizer.pdf http://www.pnwbores.org/ssela/Sample_Lessons/SecondGrade/pdf_files/Unit2/Unit2_Lesson2_Essay_Template.pdf http://www.pnwbores.org/ssela/Sample_Lessons/SecondGrade/pdf_files/Unit2/Unit2_Lesson2_rubric.pdf</p> |

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| <p>How can we exhibit and explain what it means to be a responsible member of a group with a common goal?</p> | <p><u>explaining how there are limits to their power (e.g., <i>What are police not allowed to do?</i>).</u></p> <p><u>b. recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they affect others .</u></p> <p>C&G 2 (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</p> | <p>Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.</p> <p>Roles and responsibilities in these communities differ.</p> <p>Events, people, traditions, and ideas make up the communities. These communities have changed over time.</p> <p>Students have an understanding that they play an active role in their community. The actions that they take prove this. Understand that as a community member they have rights and responsibilities. People plan, organize, and make decisions for the common good.</p> <p>Understand that roles and responsibilities differ due to different type of community. This is mainly due to the geographic location of the community and what the community needs to survive and thrive.</p> | <p>Lesson that uses The Little House picture book to show change over time from rural to suburban and then urban. Has full lesson layout. http://www.pnwbores.org/ssela/Sample_Lessons/SecondGrade/Unit2/Unit2-Lesson2.htm</p> | |
| <p>How am I a part of my community?</p> | <p>c. exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group.</p> <p>C&G 3 (3-4) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...</p> | | | |
| <p>How do my actions affect my community?</p> | <p><u>a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders).</u></p> | | <p>Basic introduction video set to music about the various roles people play in the community. https://www.youtube.com/watch?v=mw6RBvUmayA</p> | |

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| <p>How does my community affect the way I live?</p> | <p><u>and others, and demonstrating an understanding of others' points of view</u></p> <p><u>b. using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)</u></p> <p><u>C&G 3 (3-4) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by a. demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn)</u></p> | <p>Understand that the availability and price of vital life necessities (i.e. food, building materials, clothing, etc) is affected by the region or type of community they live in (north, south, east, west, rural, urban, suburban).</p> <p>Students understand that a lack of goods or an excessive amount of goods force people to make certain choices and affects their lifestyle.</p> | <p>Video made by a child regarding supply and demand. Very kid friendly and helps drive home this concept. This is great for introducing the concept and then teachers can branch out into more community specific concepts. https://www.youtube.com/watch?v=7lPMovzDiNo</p> | |
| <p>How do prices and scarcity of available resources affect the choices people make about buying or selling goods or services?</p> | <p><u>b. working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or</u></p> | <p>Students understand that this lack and excessive amounts of goods differ from place to place. This is due to location as well as trading and sharing with others (in relation to school, people and other communities).</p> | <p>News interview from February 2014 regarding the impact of the drought in California on the economy. https://www.youtube.com/watch?v=bguzSvTAzTA</p> | |

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| <p>How can societies develop different ways to deal with scarcity and abundance?</p> | <p><u>community activities, school-wide groups or clubs working toward a common goal)</u></p> <p><u>c. explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities</u></p> <p><u>E 1 (3-4) –1</u> <u>Students demonstrate an understanding of basic economic concepts by...</u></p> | <p>Students understand that there are various factors that influence the price of goods (lack of, abundance, competition, need, necessity, popularity).</p> <p>Students understand that the economy is the driving force and determining factor that contributes to one’s income and wealth.</p> | | |
| <p>What are some factors that affect the price of goods and one’s income?</p> | <p><u>*a. differentiating between human, natural, and capital resources.</u></p> <p><u>*c. explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).</u></p> | <p>Students understand that technology and new innovations can be both positive and negative (new innovations-too new? not relevant or useful OR great and help rather than deter).</p> | | |
| <p>How can innovations in technology have positive and negative affects on how people produce and exchange goods and services?</p> | <p><u>E 1 (3-4) –2</u> <u>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</u></p> | | | |

*a. explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.

E 1 (3-4) –3
Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...

a. comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.).

E 2 (3-4) –1
Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...

b. identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).

*c. explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).

E 2 (3-4) – 2
Students analyze how innovations and technology affects the exchange of goods and services by...

a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.

Unit 2.1: Native Americans

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Assessments |
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| <p>How can historical tools help us understand the past? What are primary and secondary source documents?</p> <p>How do we differentiate between things from long ago and today?</p> <p>How did geography influence why and where people migrated to?</p> | <p>HP 1 (3-4) –1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</p> <p>a. <u>describing the difference between primary and secondary sources and interpreting information from each</u> (e.g., asking and answering questions, making predictions)</p> <p>b. <u>classifying</u> objects, artifacts, and symbols from long ago and today <u>and describing how they add to our understanding of the past</u></p> <p>c. <u>organizing information obtained to answer historical questions</u></p> <p>G 3 (3-4) –1 Students understand why people do/do not migrate by...</p> <p>a. <u>comparing reasons why people have moved.</u></p> | <p>Students understand that there is a difference between primary and secondary sources. Students will also understand that the two different sources can be used for varying reasons/projets. Students understand what an artifact and symbol is and how they deepen our understanding of history.</p> <p>Students understand that people move and migrate for certain reasons (these reasons vary from group to group).</p> <p>Students understand that geography and location effects where people live, what they do and how they live and interact.</p> | <p>http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx</p> <p>- Lesson on the difference between primary and secondary sources. Includes links, meanings, samples, stems, and organizers. -Various example of primary and secondary resources relevant to the topic.</p> <p>Artifact lesson- This lesson is for 6-8 but is a good guide and some can be used. -http://www.discovereducation.com/teachers/free-lesson-plans/what-artifacts-reveal-about-the-past.cfm</p> <p>creative symbol project for the end of the unit-choose a couple and explain why it is important. - http://mrshallfabulousinfourth.blogspot.com/2013/08/isymbols-us.html</p> <p>Geography and migration lesson: http://teachers.net/lessons/posts/891.html</p> <p>http://www.p12.nysed.gov/ciai/socst/grade3/geograp.html</p> <p>-Lesson on geography and culture. Shows many examples from around the world.</p> | <p>Students write a compare and contrast essay about three different Native American tribes and how their geographical location affected how they lived. (Example paper and rubric to be uploaded).</p> |

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| <p>What human, natural, and capital resources were seen as valuable to the Native Americans?</p> <p>What were some influencing factors that led to Native American tribes trading between themselves and other non-Native Americans (i.e. Vikings, Settlers, Colonists)?</p> | <p><u>G 3 (3-4) –3</u> <u>Students understand how geography influences human settlement, cooperation or conflict by...</u></p> <p><i>* a. <u>describing how features of a place influence human decision making (e.g., activities, settlement, employment).</u></i></p> <p><i>* b. <u>describing how features of a place affect human cooperation or conflict.</u></i></p> <p><u>E 1 (3-4) –1</u> <u>Students demonstrate an understanding of basic economic concepts by...</u></p> <p><i>* a. <u>differentiating between human, natural, and capital resources.</u></i></p> <p><u>E 1 (3-4) –2</u> <u>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</u></p> <p><i>a. <u>explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.</u></i></p> | <p>Students understand what the term economy means.</p> <p>Students are able to differ and provide examples of human resources, natural resources, and capital resources.</p> <p>Students understand that the economy of an individual (and availability of resources) or a group affects how the individual/ groups lives and makes choices.</p> <p>Students understand that buyers and sellers work with one another and are codependent on one another.</p> <p>Students understand that there are certain influences on income (less skills=less money, more skills=more money).</p> <p>Students understand that innovations/technology can be a positive or a negative for service exchange.</p> | <p>Economy lesson grade 3 from Scholastic: http://www.scholastic.com/browse/article.jsp?id=3750575</p> <p>Scholastic Special Reports- Economy for Kids- Current News: http://www.scholastic.com/browse/collection.jsp?id=455</p> <p>-World Resource Guide available on TPT-also comes with assessment. https://www.teacherspayteachers.com/Product/Social-StudiesNatural-Human-Capital-Resources-Test-St-Guide-78954</p> <p>Types of resources sort. http://tpsna.sonjara.com/teaching_materials/learning_experience/print.php?experiences_key=4568</p> <p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0CCsQFjAC&url=http%3A%2F%2Fnjcss.weebly.com%2Fuploads%2F1%2F3%2F0%2F2%2F13026706%2Fgrade_three_social_studies.docx&ei=ZH-JVZbgGlmoNve8oKAO&usg=AFQjCNG-6VjXMXyDEjBpWC9oLq1o3XzOcw&sig2=5 - FAoIIPeUri1vLx9puMA&bvm=bv.96339352,d.eXY</p> <p>-Native American and Geography lesson. Great ideas for projects-book comparing and contrasting and creating a documentary. **Need to scroll down. Other lessons/ materials that are relevant are here too.</p> <p>-Information regarding the relationship between the Wampanoag and the Colonists and their relationship. http://www.gilderlehrman.org/history-by-era/early-settlements/resources/differing-views-pilgrims-and-native-americans-seventeenth</p> | |
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| <p>How did geographic factors and shared past events affect the interactions between Native American tribes and non-Native Americans?</p> | <p><u>E 2 (3-4) –1</u> <u>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</u></p> <p>* a. <u>explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</u></p> <p>* c. <u>explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).</u></p> <p><u>E 2 (3-4) – 2</u> <u>Students analyze how Innovations and technology affects the exchange of goods and services by...</u></p> <p><u>a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.</u></p> <p><u>HP 4 (3-4) –1</u> <u>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</u></p> | <p>Students understand the term civilization as related to a group of people.</p> <p>Students understand that geography, history, as well as human interactions affect changes in civilizations (movement and interaction with own civilization as well as others).</p> <p>Students understand what innovations and inventions are.</p> <p>Students understand that innovations and inventions affect how a group of people live.</p> <p>Students understand that the expansion of the colonists affect the daily lives of the Native Americans.</p> <p>Students understand what a culture is and what the characteristics of a culture are.</p> | <p>-Inventions lesson/information. Various levels available. Good lesson ideas that can be adapted towards Native Americans as well. *Also includes links to other resources.</p> <p>http://www.scholastic.com/teachers/unit/native-americans-everything-you-need</p> <p>-Native American History information via Scholastic.</p> | |
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| <p>How did the innovations, inventions, and expansion of the colonists affect their lives and the lives of the Native American tribes?</p> | <p><u>*a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).</u></p> <p><u>*b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).</u></p> <p><u>HP 4 (3-4) –2</u> <u>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...</u></p> <p><u>*a. explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.</u></p> <p><u>*b. identifying how expansion has influenced interactions between people.</u></p> | <p>Students understand what the Native American culture is.</p> <p>Students understand that the culture between two tribes can be similar and different.</p> <p>Students understand what the term perspective is and how it can differ from person to person.</p> <p>Students understands that the perspective from a Colonists is different from that of a Native American. This is due to lifestyle and goals for life.</p> | | |
| <p>How can the culture between Native American tribes be different and similar?</p> | <p><u>HP 5 (3-4) –1</u> <u>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...</u></p> <p><u>a. comparing cultural differences and similarities between individuals, groups, or</u></p> | | | |

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| <p>How do the perspectives of Native Americans and Colonists differ regarding colonization?</p> | <p><u>communities (e.g., customs, beliefs, language, religious faiths).</u></p> <p><u>HP 5 (3-4) – 2</u> <u>Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</u></p> <p><u>* a. comparing how members within cultures interact with each other and their environment.</u></p> <p><u>HP 5 (3-4) – 3</u> <u>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</u></p> <p><u>* a. comparing how people with different perspectives view events in different ways.</u></p> | | | |
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**** <http://porterroom.csusb.edu/modelLessons/documents/5.Unit3.5Lesson1TypesofResources.pdf> (Symbolism resource!)

Unit 2.2: Pilgrims

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p>How do geographic factors as well as historical events affect human interaction and changes in a civilization?</p> | <p>HP 4 (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).</p> | <p>Students understand how geographical factors affect a civilization.</p> <p>Students understand how historical events affect human civilization.</p> <p>Students understand that both geographical factors as well as historical factors affect human civilization.</p> | <p>https://www.teachervision.com/thanksgiving/lesson-plan/793.html</p> <p>Pre-written lesson plan on the arrivals of the Pilgrims and their interactions with the Wampanoag tribe.</p> <p>http://www.scholastic.com/teachers/lesson-plan/thanksgiving-lessons-grades-3-5</p> <p>This lesson plan from Scholastic introduces the Pilgrims, the Mayflower, compares the Native Americans and Pilgrims, and the first Thanksgiving, while providing interactive materials.</p> | <p>Students write and illustrate essay comparing and contrasting their lives and the lives of the Pilgrims. They will conduct research via packet that has been sent out interoffice mail. They will take notes for the Pilgrim's life and their life in different categories. They will also research information via the scholastic website. Students will then choose at least three points to compare and contrast in written form (houses, chores, school, etc).</p> |
| <p>How were the Pilgrims and Native Americans lives affected by the introduction of their different innovations, inventions, and increased interactions?</p> | <p>HP 4 (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...identifying how expansion has influenced interactions between people.</p> | <p>Students understand what expansion is.</p> <p>Students understand how expansion (due to innovations, inventions, and change) influences the relationship between people/communities.</p> | <p>http://www.scholastic.com/teachers/article/native-american-perspective-fast-turtle-wampanoag-tribe-member</p> <p>-Scholastic information comparing and contrasting Pilgrims and Native Americans.</p> | |
| <p>What are the similar and different aspects of the Pilgrims and Native</p> | <p>HP 5 (3-4) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by comparing</p> | <p>Students understand the term cultural diversity (language, beliefs, customs, and faith).</p> | <p>http://www.gilderlehrman.org/history-by-era/early-settlements/resources/differing-views-pilgrims-and-native-americans-seventeenth</p> <p>-Differing Views of Pilgrims and Native Americans in Seventeenth-Century New England.</p> | |

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| <p>American cultures, as well as the factors that affected their cultures?</p> | <p>cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).</p> | <p>Students understand that individuals, groups, and communities may be similar or different in terms of the culture they have.</p> | | |
| <p>How did the various roles of the Pilgrims support their community and what environmental aspects affected these roles?</p> | <p>HP 5 (3-4) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by comparing how members within cultures interact with each other and their environment.</p> | <p>Students understand that culture affects the everyday life of a group/society. It affects how a group interacts and how the group interacts with the environment as well.</p> | <p>* Hardcopy packet of Pilgrim lives.</p> | |
| <p>How does the perspective of the Pilgrims differ from that of the Native Americans regarding the Pilgrims expansion into Native lands?</p> | <p>HP 5 (3-4) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by comparing how people with different perspectives view events in different ways.</p> | <p>Students understand that various perspectives lead to different interpretations of events.</p> <p>Students understand that these perspectives also have an influence on how people view consequences.</p> | <p>http://www.gilderlehrman.org/history-by-era/early-settlements/resources/differing-views-pilgrims-and-native-americans-seventeenth -Differing Views of Pilgrims and Native Americans in Seventeenth-Century New England.</p> | |
| <p>What are the human, natural, and capital resources that the Pilgrims utilized to help them prosper?</p> | <p>E 1 (3-4) –1 Students demonstrate an understanding of basic economic concepts by differentiating between human, natural, and capital</p> | <p>Students understand what the term economy means.</p> <p>Students are able to define and differentiate between human, natural, and capital resources.</p> | | |

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| <p>How did the environment and its limited natural resources affect the economy and everyday lives of the Pilgrims?</p> | <p>E 1 (3-4) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.</p> | <p>Students understand that the economy is a huge factor in how a society lives and functions.</p> <p>Students understand what the terms scarcity and abundance mean understand if there is a lack of resources certain choices must be made.</p> | | |
| <p>How did the various roles and skills of Pilgrims enhance their interdependence of each other within their community?</p> | <p>E 2 (3-4) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> | <p>Students understand that people are producers and consumers. They understand the interdependence of the two and that the two survive and depend on one another.</p> | | |

Unit 3.1 Continents and Oceans

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p>How can we accurately identify locations, understand distance and time, and organize information about people, places, and environments?</p> <p>How can we use our map skills to identify, describe and represent a location on a map?</p> <p>How can we transfer these map and location skills to become a cartographer?</p> | <p>G 1 (3-4) –1 Students understand maps, globes, and other geographic tools and technologies by...</p> <p>a. accurately using maps to identify locations.</p> <p>b. identifying relationships between time, space, and distance.</p> <p>c. organizing information about people, places, and environments in a spatial context (e.g., the school is <i>to the east</i> of the store; the house is <i>northeast</i> of the mountains).</p> <p>G 1 (3-4) –2 Students identify the characteristics and features of maps by...</p> <p>a. applying map skills to represent a location (e.g., design a map).</p> <p>b. identifying and describing locations.</p> <p>G 2 (3-4) –1 Students understand the physical and human characteristics of places..</p> <p>a. explaining ways in which geographical features determine</p> | <p>Students understand what the purpose of a map is (to find and show the differences between locations)</p> <p>Students are aware that there are different time zones in world and not everyone is in the same time.</p> <p>Students understand what the key, legend, and compass rose on a map is for. Students can define the difference between these tools.</p> <p>Students can decipher the difference between the different cardinal directions and are able to tell you which direction a location is in.</p> <p>Students can name a location in relation to a nearby location. They will be able to name the location using the cardinal directions.</p> | <p>http://www.ashleigh-educationjourney.com/2013/11/social-studies-interactive-notebook.html -Great interactive notebook sample. Can purchase if you would like.</p> <p>http://www.nea.org/tools/teaching-with-maps.html -National education association resources for what a map is and map skills. Various levels included as well as various interactive tools. -Videos, quizzes etc</p> <p>http://www.educationworld.com/a_lesson/lesson287.shtml Map skills lessons and links. Good ideas and ways to use maps in the classroom.</p> <p>https://books.google.com/books?id=ys9hSduLEnQC&pg=PA2&lpg=PA2&dq=grade+3+creating+a+map&source=bl&ots=cVyHiaZGsY&sig=7Zr00JDkPa5bGk8OEjb3Hg5W Sfo&hl=en&sa=X&ei=5HuJVauJLYOZNqvXgagP&ved=0CCsQ6AEwAg#v=onepage&q=grade%203%20creating%20a%20map&f=false -Google Book including introducing skills and using and referring to cardinal directions. Can print these.</p> <p>http://education.nationalgeographic.com/education/map-skills-elementary-students/?ar_a=1 - National Geographic Map Skills for Elementary Students resources. Includes</p> | <p>Required</p> <p>Social Studies Lesson Plans chrome-extension://bpmcpldpdmajfigpckhicefoigmkfalcv/ views/ap.html -Physical environment and adaptation lesson. Editable google doc., includes technology and interactive. Includes important vocabulary and assessments.</p> <p>-Two separate ocean and continent quizzes. **uploaded in resources.</p> <p>-Label a blank map with the continents and oceans.</p> |

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| <p>How does geographic location determine what foods we grow to survive?</p> <p>How does geographic location determine what products we produce and how does this differ from place to place?</p> | <p>how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).</p> <p>b. explaining how natural/physical features and human-made features makes a place unique.</p> <p>G 4 (3-4) – 1 Students explain how humans depend on their environment by...</p> <p>a. identifying how needs can be met by the environment (e.g., we grow food to eat.).</p> <p>G 3 (3-4) –2 Students understand the interrelationships of geography with resources by...</p> <p>a. comparing products produced locally and far away (e.g., apples from Scituate, oranges from Florida).</p> | <p>Students understand that certain geographical features of a community determine how people work and live. This includes temperatures, location, man-made features, and natural features of the location.</p> <p>Students understand what a product is. Students understand that they can be produced locally, nationally, and worldwide.</p> <p>Students understand that these products can be shared and bought by different regions/communities to help live and survive (a place on the coast might sell fish to a community inland).</p> | <p>examples, printouts, technology slides and more.</p> <p>http://www.educationworld.com/a_lesson/lesson287.shtml</p> <p>-Includes an intro to maps as well links to various lessons on creating a map, comparing countries, and global economy.</p> <p>http://education.nationalgeographic.com/archive/xpeditions/lessons/01/g35/gpaf_rica2.html?ar_a=1</p> <p>-National geographic lesson on where we live and how we live. Includes interactive technology.</p> <p>http://www.studyzone.org/testprep/ss5/b/comenvl.cfm</p> <p>-New York State test prep lesson. Exploring Communities- How people are affected by their communities. -Gives various examples from places around the world.</p> <p>Social Studies Lesson Plans</p> <p>chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalcv/views/app.html</p> <p>-Physical environment and adaptation lesson. Editable google doc., includes technology and interactive. Includes important vocabulary and assessments.</p> <p>https://education.skype.com/projects/10699-grade-3-students-learning-about-how-geography-affects-daily-life</p> <p>http://www.educationworld.com/a_lesson/02/lp287-03.shtml</p> | |
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Unit 3.2 Introduction to Rhode Island and Roger Williams

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p>What is the difference between a cause and an effect?</p> <p>How will understanding cause(s) and effect(s) help us understand the past?</p> <p>Why do we chronicle events? How do the events relate to the context/conditions of the time?</p> <p>How has day-to-day life changed in the past ___ years? Where can you find evidence of some of those changes?</p> | <p>HP 1 (3-4) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...</p> <p>a. describing and organizing a sequence of significant events in Rhode Island history (e.g., interpreting and analyzing data in timelines)</p> <p>b. explaining and inferring how a sequence of events affected people of Rhode Island (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)</p> <p>HP 2 (3-4) – 2 Students chronicle events and conditions by...</p> <p>a. describing, defining, and illustrating by example Rhode Island historical individuals, groups and events (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after)</p> | <p>Students will understand how Rhode Island historical events shaped our present day lives. Students will understand that these historical events (such as a new settlement) affect the people of RI and how they live.</p> <p>Students will identify the symbols that represent our state (anchor, state seal, arms, as well as specific state symbols such as flower, bird, fruit).</p> <p>Students will understand how the initial relationships between Roger Williams and the Native Americans were forged by the events preceding them.</p> | <p>Rhode Island power point presentation in the Social Studies Resources folder. https://docs.google.com/presentation/d/1afSmcZAwsSMPpriTwANwostTtyvFi-ddN2d3Qu1bKaM/edit</p> <p>Roger Williams and Anne Hutchinson lesson plan from Splash! Productions http://www.splashpublications.com/files/colonypreview.pdf http://www.nps.gov/rowi/learn/education/classrooms/guestspeakers.htm</p> <p>John McNiff and the National Park Service visitation to school maps out the original 4 tribes and walks children through the events that led up to Roger Williams founded Providence.</p> <p>Roger Williams fact site http://www.landofthebrave.info/roger-williams.htm</p> <p>You Tube video discussing Roger Williams and the First Baptist Church. It ends stating how our view on religion today was formed by Roger Williams. https://www.youtube.com/watch?v=rsvbHgE1ees</p> | <p>Required https://docs.google.com/document/d/1_zirisInk4BwSeGr_7ukX7dxKgF8NgvgBkhiHWHVd9k/edit Link is for the RI quiz that has been uploaded to resources.</p> |

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| <p>How does our understanding of the past influence our actions in the present and the future?</p> <p>How are we connected to the past? How do our personal connections help us understand the past, present, and make predictions for the future?</p> | <p>HP 2 (3-4) – 3 Students show understanding of change over time by...</p> <p>a. interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.)</p> <p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by...</p> <p>a. recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island</p> <p>HP 3 (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source to-self, source-to-world) by...</p> <p>a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future</p> | <p>Students will identify similarities and differences between modern living in Rhode Island and early Rhode Island circa 1636 through analyzing artifacts, objects, ideas, and beliefs from both time periods.</p> <p>Students will understand that historical events shape our community.</p> <p>Students will understand that we are personally connected to our past and that the decisions we make in the present shape our future.</p> | | |
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Unit 4.1 Rhode Island Economics and Government

If you can integrate any of the introduction to government, and being an active community member into the communities, that would be a good idea/intro. Save economics and change over time.

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p>How can the changes in society affect culture(s) over time?</p> <p>What are the levels and three branches of the US government and their roles?</p> <p>What are the Constitution and the Bill of Rights and how are they important to the structure of our society?</p> | <p>HP 5 (3-4) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p> <p>b. identifying how a culture has changed over time.</p> <p>C&G 2 (3-4) –1 Student demonstrate an understanding of United States government (local, state, national) by...</p> <p>a. identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each (e.g., checks and balances).</p> <p>b. describing the U.S. Constitution and Bill of Rights and explaining why they are important.</p> <p>C&G 2 (3-4) –2 Students demonstrate an understanding of the democratic values and</p> | <p>Students understand what a society is and that each society has a separate culture.</p> <p>Students understand that the culture can change over time. Students understand that this culture change affects how a society interacts with others and their environment (for example new innovations mean a new or different way to advertise, produce goods, or elect a representative).</p> <p>Students understand that The United States is a Republic - a democratic republic. Its citizens elect representatives (the Congress).</p> <p>Students understand that the Constitution is the framework for the federal government of the United States. It is the highest form of law in the country. The Constitution creates the branches of government and gives them the power to govern. However, it also protects the citizens of the United States and guarantees their basic rights. Understand that The Bill of Rights are the first 10 amendments to</p> | <p>http://www.ashleigh-educationjourney.com/2013/11/social-studies-interactive-notebook.html -Great interactive notebook sample. Can purchase if you would like.</p> <p>Read aloud book for unit- http://midhudsonlibraries.org/search~S34/?searchtype=t&searcharg=d+is+for+democracy&searchscope=34&sortdropdown=-&SORT=D&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=tpaper+boats</p> <p>Read aloud book- http://www.barnesandnoble.com/w/i-need-my-own-country-rick-walton/1111944181?ean=9781599905594 -I need my own country! - great ideas to create own country, currency, and laws.</p> <p>http://www.ducksters.com/history/us_government/democracy.php -democracy for kids. Compares the different types and explains them as well. Includes links to the Branches of Government, The Constitution, Bill of Rights, and more.</p> <p>http://apps.irs.gov/app/understandingTaxes/teacher/index.jsp -understanding taxes for teachers. Includes lesson plans and activities. there is also a link to a student site as well.</p> | <p>Required http://www.trumanlibrary.org/whistlestop/teacher-lessons/3branches/2.htm Three Branches of Government quiz. http://www.congressforkids.net/games/threebranches/branchesofgovernment.htm -Government Multiple Choice Quiz. -As a whole class brainstorm local community problems. Split students into small groups with a problem. Students work together to research the problem and find possible solutions. Students then draft a letter and type a final copy with their possible solution to hand or mail into Mr. Embry.</p> <p>Possible assessment: https://www.teacherspayteachers.com/Product/Economy-101-Lapbook-Unit-201282 -Need to purchase on TPT BUT includes a lot for lessons as well-Vocabulary pages and each strand. \$4.75</p> |

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| <p>How can we identify and understand the democratic values and principles of the US government?</p> | <p>principles underlying the U.S. government by...</p> <p>a. identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day).</p> <p>b. using a variety of sources (e.g., Bill of Rights, Declaration of Independence, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, E Pluribus Unum represents national unity, This Land is Your Land represents respect for diversity)</p> <p>E 1 (3-4) –1 Students demonstrate an understanding of basic economic concepts by...</p> <p>b. identifying the types of resources available and the corresponding goods and services produced in real world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's</p> | <p>the United States Constitution. The idea behind the Bill of Rights was to insure certain freedoms and rights to the citizens of America. It put limits on what the government could do and control. Freedoms protected include freedom of religion, speech, assembly, the right to bear arms, unreasonable search and seizure of your home, the right to a speedy trial, and more.</p> <p>Students are able to explain why these two documents are important to our society and how they contribute to our lifestyle.</p> <p>Students understand that there are three branches of government (executive, legislative, and judicial) and what they are. They have been designed to "check one another and keep one another in balance". Students understand that these derive from the US Constitution.</p> <p>Students will understand that something visible that by association or convention represents something else that is invisible; "the eagle is a symbol of the United States". Students are able to provide example of US symbols and explain why they are a good representation.</p> <p>Students will be able to compare and contrast the resources we have available now compared to earlier times (we have more available due to technology and what we need). Students will be</p> | <p>http://ecedweb.unomaha.edu/lessons/lesson_s.cfm -Great link to economic lessons for students. Various levels as well as topics. Allows for hands on learning and participation.</p> <p>http://pbskids.org/democracy/vote/ -PBS for kids the democracy project. Interactive and teaching about the voting process.</p> <p>http://www.educationworld.com/a_lesson/02/lp287-02.shtml -Students discover how we rely on our global neighbors by collecting data about where in the world the goods we use every day are produced. Includes mapping, data collection, and comparing and contrasting.</p> <p>http://www.educationworld.com/a_lesson/02/lp287-03.shtml -comparing countries lesson and organizer. '</p> <p>-Government and Politics- Decision Making. -Sample Lesson Idea- Need to scroll down to unit 4. **Resource in folder.</p> <p>Use same resource scroll to unit 5 for problem solving ideas.</p> | |
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| <p>How has our economy changed over time as a result of our available resources?</p> <p>How do our economic decisions and the monetary system create and affect the interdependence between individuals, institutions, and governments?</p> | <p>industrial products were primary).</p> <p>E 3 (3-4) –1 Student demonstrates an understanding of the interdependence created by economic decisions by...</p> <p>a. comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).</p> <p>b. describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.</p> <p>E 3 (3-4) – 2 Students demonstrate an understanding of the role of government in a global economy by...</p> <p>a. identifying how government redistributes tax income for public benefit through taxes (e.g., paying for workforce training through schools).</p> <p>C&G 4 (3-4) –1 Student demonstrate an understanding of political systems and political processes by...</p> | <p>able to tell that these resources have changed due to the time periods, the need/want of the society, and the economy of the society.</p> <p>Students will be able to explain that taxes are collected to pay for things that we all share, like roads, parks, and playgrounds. We also share in the cost of services such as the public school system or the police department. Students will understand that in order to ensure and support economic freedom as well as political freedom, the founders of our nation envisioned a very limited role for the government in economic affairs. In a market economy, such as the one established by our Constitution, most economic decisions are made by individual buyers and sellers, not by the government. Economists, however, identify six major functions of governments in market economies. Governments provide the legal and social framework, maintain competition, provide public goods and services, redistribute income, correct for externalities, and stabilize the economy.</p> <p>Students will understand that today we buy and sell goods to make money and survive. We do this because the monetary system is easier than trading product for product.</p> <p>Students will be able to explain that all these systems of money collection (mentioned above)</p> | | |
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| <p>How does the government's role in tax redistribution support our economy?</p> | <p>a. identifying forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (local, state, national, world)</p> <p>C&G 4 (3-4) – 2 Students demonstrate their participation in political processes by...</p> <p>a. engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form</p> | <p>help to create the interdependence of the government and the people.</p> <p>Students will be able to compare and contrast our current political system (voting, ballots, three branches) to a previous system in our history (RI-when Roger Williams arrived).</p> <p>Students understand that by voting, people can make sure that their opinion is shared with community leaders. People vote for a number of reasons. They vote to decide how their cities, counties, states and the country should be governed and by whom.</p> <p>Students will then be able to differ between voting, a petition and a survey (used just to collect data).</p> | | |
| <p>How has political system evolved since our nation was founded?</p> | <p>C&G 4 (3-4) –3 Students participate in a civil society by...</p> <p>a. identifying problems, planning and implementing solutions, and evaluating the outcomes in the classroom, school, community, state, nation, or world (e.g., problem of global warming/solutions - recycling, energy conservation)</p> | <p>Students understand that their actions can affect/do affect not only their immediate community but surrounding communities and possibly the nation (for example-if they raise money for a local cause, that cause can then be linked to a larger cause and help more OR if they litter in their neighborhood the effects could travel throughout the town, then state).</p> | | |
| <p>How can we be active participants in our political system?</p> | <p>b. explaining how individuals can take responsibility for their actions and how their actions impact the community</p> <p>C&G 5 (3-4) –1 Students demonstrate an understanding of the</p> | <p>Students are able to problem solve a real world issue and act as active participants in their communities (littering, recycling, a local medical cause).</p> | | |

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| <p>What are the benefits and challenges of living in an interdependent and interconnected global society?</p> <p>How is our evolution into a global community having positive and negative effects on our society?</p> <p>How do humans react and adapt to an ever-changing physical environment?</p> <p>How can we be an agent of positive change regarding community based environmental issues?</p> | <p>G 4 (3-4) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...</p> <p>a. identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).</p> <p>b. generating a possible solution for a community environmental problem (e.g., if there is a lot of litter, create an action plan to clean it up).</p> <p>G 4 (3-4) –3 Students explain how human actions modify the physical environment by...</p> <p>a. using maps and graphs to illustrate changes in the physical environment of the local community or region.</p> <p>b. comparing and contrasting the effects of changing a place (e.g., irrigation creates opportunity to produce crops).</p> | <p>Students will choose one community issue- pollution in the Bay (Save the Bay, community food bank, etc) and work with a group to create possible solutions.</p> <p>Students will understand that maps can be utilized to represent physical and environmental changes in the environment (aerial maps from the town showing environmental and physical changes). Students will then compare and contrast two or more of the time periods by utilizing the maps.</p> | | |
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Grade 4 Social Studies Curriculum: Units 1-5

Unit 1: Map Skills/World Geography

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p>How is the world organized?</p> <p>How are people interconnected?</p> <p>What happened in the past and how is it connected to me?</p> | <p><u>Civics and Government</u></p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p> <p><i>a. explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming).</i></p> <p>C&G 5 (3-4) –1 Students demonstrate an understanding of the many ways Earth’s people are</p> | <p><u>Compass Rose</u></p> <p>Understand Neighborhood to World Comparisons</p> <p><u>Earth</u></p> <p>Identify location of equator, latitude/ longitude, hemispheres, geographic</p> <p><u>Oceans and Continents</u></p> <p>Identification and Recall</p> <p><u>World Regions</u></p> <p>Understand cultural differences of people/ geography due to location</p> | <p><u>Compass Rose</u></p> <p>http://prezi.com/g13yhlujaifn/compass-rosepractice/ (Compass Rose Prezi-Presentation)</p> <p>http://mapzone.ordnancesurvey.co.uk/mapzone/PagesHomeworkHelp/mapability/startingmapping/ (Compass Rose and general mapping skills interactive)</p> <p>http://www.enchantedlearning.com/geography/printouts/compassrose.shtml</p> | <p><u>Required Common Assessments:</u></p> <ul style="list-style-type: none"> • Formative • Summative <p><u>Suggested Formative/ Summative Assessments:</u></p> <ul style="list-style-type: none"> • AccountableTalk • Journals • Graphic organizing • Map creation • Oral presentation • Project based learning • Tests • Quizzes • Essay based on research skills and informative writing |

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| <p>How are maps and globes effective tools in determining location?</p> | <p>Interconnected by...</p> <p><i>a. locating where different nations are in the world in relation to the United States (e.g., related to current events, literature, trade books.</i></p> <p><u>Geography</u></p> <p>G 1 (3-4) –1 Students understand maps, globes, and other geographic tools and technologies by...</p> <p><i>a. accurately using maps to identify locations.</i></p> <p><i>b. identifying relationships between time, space, and distance.</i></p> <p><i>c. organizing information about people,</i></p> | <p><u>Countries</u></p> <p>Independent research study of singular country.</p> | <p><i>(Compass Rose)</i></p> <p><u>Earth</u></p> <p>http://www.google.com/earth/ <i>(Interactive globe)</i></p> <p>https://www.youtube.com/watch?v=DYwA_8qMt9I <i>(Video clip introducing the hemispheres)</i></p> <p><u>Oceans and Continents</u></p> <p>https://www.youtube.com/watch?v=urr53arh--E <i>(Video introducing the 7 continents)</i></p> <p><u>World Regions</u></p> <p>http://www.ducksters.com/geography/ <i>(Kid friendly)</i></p> | |
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| <p>What directional aids help us understand how to read a map?</p> | <p><i>places, and environments in a spatial context (e.g., the school is to the east of the store; the house is northeast of the mountains).</i></p> <p>G 1 (3-4) –2 Students identify the characteristics and features of maps by...</p> <p><i>a. applying map skills to represent a location (e.g., design a map).</i></p> <p><i>b. identifying and describing locations.</i></p> | | <p><i>continent research tool)</i></p> <p>http://prezi.com/opfuzuxvtvil/oceanscontinents/ <i>(Represents differences in cultures within the continents. In addition, reinforces oceans and continents)</i></p> <p><u>Countries</u></p> <p>http://www.timeforkids.com/around-theworld <i>(Information on each country)</i></p> <p>http://www.sciencekids.co.nz/sciencefacts/countries.html <i>(Country quick facts)</i></p> <p>http://www.kids-world-travelguide.com/ <i>(More facts)</i></p> | |
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| <p><i>Why do maps and globes change?</i></p> <p><i>What attributes identify a "region"?</i></p> <p><i>What story do maps and globes tell about the people who live there?</i></p> <p><i>What are primary and secondary sources and how do they help us to identify a culture?</i></p> | <p>G 2 (3-4) –2 Students distinguish between regions and places by...</p> <p><i>a. defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhood).</i></p> <p><i>b. explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet).</i></p> <p><u>Historical Perspective</u> HP 1 (3-4) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and</p> | | <p>http://www.worldbookonline.com/kids/home <i>(Kid friendly online resources for research)</i></p> <p>http://macmillanmh.com/ccsreading/treasures/grade6/ccslh_g6_hs_3_3c.html <i>(Teaching resource for primary sources)</i></p> | |
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secondary sources) by...

(Reading: Informational Text

Reading: Range of Reading

Reading: Key Ideas and Details

Writing: Research to Build and Present Knowledge)

a. describing the difference between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions).

Unit 2: The Northeast

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p><i>What is power?</i></p> <p><i>What are the roles and responsibilities of a citizen living in a democracy?</i></p> <p><i>Can an individual make a difference?</i></p> <p><i>What happened in the past and how is it connected to me?</i></p> <p><i>How do we know the truth of the past? What sources do we trust?</i></p> | <p>Civics and Government</p> <p>C&G 2 (3-4) –2 <i>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</i></p> <p>b. using a variety of sources (e.g., Bill of Rights Declaration of Independence trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents Freedom.</p> <p>c. exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal.</p> <p>Historical Perspectives</p> <p>HP 1 (3-4) –1 <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources).</i></p> <p>a. describing the difference</p> | <p>Freedom and Democracy The ideals that brought people to America</p> <p>Citizenship Then and Now Making connections between immigration and citizenship today.</p> <p>Informational Text Understanding how text and pictures teach the past.</p> <p>Research Utilizing documents and artifacts.</p> <p>Organizing information as cause/effect or chronologically.</p> | <p>Government and Symbols of Freedom http://tinyurl.com/kqn9jrm (Unit lesson introducing government)</p> <p>http://www.pinterest.com/pin/253749760225779728/ (3 Branches of government note taking)</p> <p>http://www.readworks.org/passages/american-government-branches-government-closer-look (Informational text with ELA CC comp questions)</p> <p>http://www.thestatueofliberty.com/ (Interactive site and historical documents.)</p> <p>http://www.socialstudiesforkids.com/articles/cultures/statueofliberty.htm (Non-fiction read on the Statue of Liberty as a symbol)</p> <p>http://www.readworks.org/passages/immigration-statue-liberty (Informational text with ELA CC comp questions)</p> <p>Immigration Resources http://quizlet.com/1899127/immigration-vocabulary-flash-cards/. (Online flashcards as an option)</p> <p>http://teacher.scholastic.com/activities/immigration/tour/index.htm (Overall excellent site into the concept of immigration)</p> | <p>Required Common Assessments:</p> <ul style="list-style-type: none"> Formative Summative <p>Suggested Formative/Summative Assessments:</p> <ul style="list-style-type: none"> Accountable Talk Journals Map Identification Graphic Organizers Oral presentation Project based learning with paper or technological final presentation Tests/Quizzes Research based assignment with final informative essay. |

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| <p><i>What can we infer using artifacts we find?</i></p> <p><i>How do the patterns of cause/effect show throughout history?</i></p> <p><i>Has the world changed and how has it impacted how we live today?</i></p> <p><i>Why did our ancestors emigrate from their homelands?</i></p> <p><i>How did groups from different countries come together to create the Northeast region?</i></p> | <p>between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions).</p> <p>b. classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past.</p> <p>c. organizing information obtained to answer historical questions.</p> <p>HP 2 (3-4) – 3 Students show understanding of change over time by...</p> <p>a. interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present</p> <p>HP 3 (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world)</p> <p>a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present,</p> | <p>Immigration</p> <p>Recognize the reasons that cause people to leave their homelands.</p> <p>Understand how people migrated then versus today.</p> <p>Differentiate between life then and life now.</p> <p>Explain how the region affected the outcome of the immigrant lives/settlement.</p> <p>Identify the concepts of nationality, ancestors, and ethnic groups.</p> <p>Discover how people interacted and created communities even with language barriers.</p> <p>Compare/Contrast the groups that created the Northeast. (Religion, language, trades...)</p> <p>Develop a sense of where “my family” originated and make connections to the past.</p> | <p>http://www.readworks.org/passages/immigration (Reading passage with ELA CC comp questions)</p> <p>http://www.tenement.org/immigrate/ (Amazing kid-friendly interactive allowing them to become an immigrant and experience life in 1916.)</p> <p>http://www.ellisland.org/TorchCam/ (Fun, live cam on Lady Liberty)</p> <p>http://www.amazon.com/City-Orphans-Avi/dp/1416971084 (Great higher level read aloud. Gives students a clear example of the immigrant groups, trades, and trials of that era.)</p> <p>http://tinyurl.com/nbv3r65 (This is ancestry.com Fun for parents to use with their children to explore the past.)</p> | |
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| <p>and make predictions for the future.</p> <p>HP 4 (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations.</p> <p>a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).</p> <p>b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).</p> <p>HP 4 (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...</p> <p>a. explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.</p> | | <p>Regions of the United States http://education.nationalgeographic.com/education/maps/united-states-regions/?ar_a=1 (Map and lesson)</p> <p>http://www.freeworldmaps.net/united-states/northeast/printable.html (Printable map-blank)</p> <p>http://www.enchantedlearning.com/usa/statesbw/northeast/northeast.shtml (Printable map-with states)</p> <p>http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g4n_u2/ (Interactive online map)</p> <p>State/Capital Study Interactives http://prezi.com/k3ggruamcpbp/the-northeast-region-of-the-united-states/ (Great Prezi of each state in NE. Great background info. Good for note taking.)</p> <p>http://www.yourchildlearns.com/mappuzzle/us-states-capitals-regions.html?ne (Great identification game. No password required.)</p> <p>http://quizlet.com/434367/northeast-states-capitals-cj-flash-cards/ (Online flashcards, spelling, and identification practice. **Includes a few non-Northeast states. Warn the kids.)</p> | |
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b. identifying how expansion has influenced interactions between people.

***HP 5 (3-4) –1
Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...***

a. comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).

***HP 5 (3-4) – 2
Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...***

a. comparing how members within cultures interact with each other and their environment.

b. identifying how a culture has changed over time.

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| <p>How does a region define the people who live there?</p> | <p>HP 5 (3-4) – 3 <i>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</i></p> <p>a. comparing how people with different perspectives view events in different ways. Geography and Regions</p> <p>G 2 (3-4) –1 <i>Students understand the physical and human characteristics of places by...</i></p> <p>a. explaining ways in which geographical features determine how people live and work(e.g., living near the ocean gives opportunity to be fishermen or marine biologist).</p> <p>b. explaining how natural/physical features and human-made features make a place unique.</p> | <p>Creation of a Region and its Geographical Landforms</p> <p>Define a region and its communities within.</p> <p>Recognize and locate the states/capitals of the Northeast.</p> <p>Identify the landforms of the Northeast.</p> <p>Compare these landforms with landforms in other areas of the world. <i>(Having referred back to world geography skills)</i></p> <p>Distinguish between the landforms in the Northeast and those found in Rhode Island.</p> | <p>Northeastern Landforms, Climate and Resources</p> <p>http://maps.howstuffworks.com/united-states-climate-map.htm <i>(General interactive climate map for the U.S.)</i></p> <p>http://www.slideshare.net/NancyBarrows/landforms-and-waterways-of-the-united-states-regions <i>(Excellent power point breaking down the landforms of each region.)</i></p> <p>http://schoolmediainteractive.com/view/object/clip/D338EAAC7252CA4039DDFB20CF16D868 <i>(Video about the NE landforms)</i></p> <p>http://prezi.com/bybs5cihn5hs/the-northeast-region/ <i>(Great overview of the region in the present. Good for note taking.)</i></p> <p>http://www.scholastic.com/kids/weather/ <i>(Scholastic interactive weather maker.)</i></p> <p>Major Storm of the Northeast- Nor'easters</p> <p>http://www.weatherwizkids.com/weather-winter-storms.htm <i>(Non-fiction writing piece. Great for note taking.)</i></p> | |
| <p>What is a region? What are the similarities and differences of the regions in our country?</p> | <p>G 2 (3-4) –2 <i>Students distinguish between regions and places by...</i></p> <p>a. defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).</p> <p>b. explaining the difference between regions and places</p> | <p>Climate and Resources</p> <p>Analyze how climate and resources determine the values, trades, and settlements of a community.</p> <p>Examine the climate of the Northeast and how it affects both the geography and the resources in this region.</p> | <p>http://tinyurl.com/n6lfgfo <i>(Links to a fast fact website.)</i></p> <p>http://www.raz-kids.com/main/BookDetail/id/924/from/quizroom <i>(RAZ book Level Q on a Nor'easter.)</i></p> <p>http://www.scholastic.com/browse/article.jsp?id=3757889 <i>(Nor'easter article from Scholastic)</i></p> | |

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| <p><i>How does a region affect what a community values?</i></p> <p><i>Do geography, climate, and natural resources affect the way a community lives and works?</i></p> <p><i>How does where we live influence how we live?</i></p> | <p>(e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).</p> <p>G 2 (3-4) –3 Students understand different perspectives that individuals/ groups have by...</p> <p>a. contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted.)</p> <p>G 2 (3-4) –4 Students understand how geography contributes to how regions are defined / identified by...</p> <p>a. describing how physical geography defines boundaries of regions.</p> <p>G 3 (3-4) –1 Students understand why people do/do not migrate by...</p> <p>a. comparing reasons why people have moved.</p> | <p>Conclude not every region has all resources available.</p> <p>Evaluate how regions depend on each other for different resources. Investigate the resources available in the Northeast and how these resources differ from community to community.</p> <p>Compare and contrast how a region and its resources can change over time.</p> <p>Explain how humans can have a negative effect on their environments.</p> <p>Recognize current problems in the Northeastern environment and provide solutions.</p> | <p style="text-align: center;">Economy Basics</p> <p>https://www.uakron.edu/dotAsset/2250169.pdf (Unit gives excellent vocabulary)</p> <p>http://tinyurl.com/84zegxm (General website with other links to help teach the concept of economics.)</p> <p>http://printables.scholastic.com/printables/search/?query=economics (More worksheets to support the area of economics.)</p> <p style="text-align: center;">Early Northeastern Economy</p> <p>http://www.slatermill.org/ (Great historical pics and history of mill)</p> <p>http://www.nha.org/sites/ (Great historical pics and history of whaling)</p> | |
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| <p><i>What do people do to adapt to a changing environment?</i></p> | <p>G 3 (3-4) –2 Students understand the interrelationships of geography with resources by...</p> <p>a. comparing products produced locally and far away (e.g., apples from Scituate, oranges from Florida).</p> | | | |
| <p><i>How do humans cause change to the environment. (Positive or negative?)</i></p> | <p>G 3 (3-4) –3 Students understand how geography influences human settlement, cooperation or conflict by...</p> <p>a. describing how features of a place influence human decision making (e.g., activities, settlement, employment).</p> <p>b. describing how features of a place affect human cooperation or conflict.</p> | | | |
| | <p>G 4 (3-4) – 1 Students explain how humans depend on their environment by...</p> <p>a. identifying how needs can be met by the environment (e.g., we grow food to eat).</p> | | | |

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| <p><i>What is economics?</i></p> <p><i>How do people determine what the value of an item is?</i></p> <p><i>What is the difference between "need" vs. "want".</i></p> <p><i>What impact does scarcity have on the production, distribution, and consumption of goods?</i></p> | <p>G 4 (3-4) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...</p> <p>a. identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).</p> <p>b. generating a possible solution for a community environmental problem.</p> <p>G 4 (3-4) –3 Students explain how human actions modify the physical environment by ...</p> <p>b. comparing and contrasting the effects of changing a place (e.g., irrigation creates opportunity to produce crops).</p> <p>Economics</p> <p>E 1 (3-4) –1 Students demonstrate an understanding of basic economic concepts by...</p> <p>a. differentiating between human, natural, and capital resources.</p> | <p><u>General Economic Concepts</u></p> <p>Define economics.</p> <p>Identify and explain the types of economic resources available.</p> <p><u>Northeastern Economy Then and Now</u></p> <p>Determine the value of goods/services.</p> <p>Identify what were critical services/goods the immigrant population needed vs. today.</p> <p>Assess how immigrant groups view cost vs. benefit.</p> <p>Connect how the scarcity of resources/capital/freedom contributed to the migration of immigrants to the U.S. Examine how groups will find a balance between scarcity and abundance.</p> <p>Describe the methods people buy and sell. Explore the difference between immigrants and today.</p> <p>Understand those with greater skill have more market value.</p> | | |
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Does technology have a positive or negative effect on economics?

E 2 (3-4) –1
Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...

a. explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).

b. identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).

c. explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).

E 2 (3-4) – 2
Students analyze how innovations and technology affects the exchange of goods and services by...

a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.

Unit 3: The South

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Assessments |
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| <p><i>What happened in the past and how is it connected to me?</i></p> <p><i>How do we know the truth of the past? What sources do we trust?</i></p> <p><i>What can we infer using artifacts we find?</i></p> <p><i>How do the patterns of cause/effect show throughout history?</i></p> <p><i>Has the world changed and how has it impacted how we live today?</i></p> <p><i>Why did slavery begin?</i></p> | <p><u>Historical Perspectives</u></p> <p><i>HP 1 (3-4) – 1</i> Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources)</p> <p>a. describing the difference between primary and secondary sources and interpreting information from each(e.g., asking and answering questions, making predictions).</p> <p>b.classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past.</p> <p>c. organizing information obtained to answer historical questions.</p> <p><i>HP 2 (3-4) – 3</i> Students show understanding of change over time by...</p> <p>a. interpreting and explaining similarities and differences in objects, artifacts,</p> | <p><u>Informational Text</u> Understanding how text and pictures teach the past.</p> <p><u>Research</u> Utilizing documents and artifacts.</p> <p>Organizing information as cause/effect or chronologically.</p> <p><u>Slavery</u> Identify what drew people to migrate to the Southern states.</p> <p>Understand how people migrated then verses today.</p> <p>Differentiate between life then and life now.</p> <p>Explain how the region affected the outcome of the lives/settlement.</p> <p>Discover other types of migration taking place from Africa and the Caribbean.</p> <p>Locate and break down the routes of the triangle trade.</p> <p>Understand the conditions of slaves on their voyage to the New World. Contrast how the slaves family/personal lives different than the Southern settlers.</p> | <p><u>Slavery Resources</u></p> <p>http://tinyurl.com/n6tnbuu (Interactive triangle trade map)</p> <p>http://prezi.com/fnv79pa4yu21/grade-four-slave-trade-prezi/ (Created by Robert Degnan. Used in conjunction with the Scholastic Interactive.)</p> <p>http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm (Online interactive escaping slavery. Perfect to use in conjunction with 1st person vs. 2nd person accounts in ELA.)</p> <p>http://www.pbs.org/wnet/slavery/memories/index_flash.html (Recorded audio of actual slaves and their accounts. Pre-listen.)</p> <p>http://pathways.thinkport.org/following/ (Questions, interactive, and narratives about escaping freedom/Harriet T.)</p> <p>http://www.readworks.org/passages/famous-african-americans-frederick-douglass (Reading passage with ELA CC comp)</p> <p>http://quizlet.com/4353616/slavery-vocabulary-flash-cards/ (Slavery vocabulary flash cards)</p> | <p>Required Common Assessments:</p> <ul style="list-style-type: none"> • <i>Formative</i> • <i>Summative</i> <p>Suggested Formative/Summative Assessments:</p> <ul style="list-style-type: none"> • <i>Accountable Talk</i> • <i>Journals</i> • <i>Map Identification</i> • <i>Graphic Organizers</i> • <i>Oral presentation</i> • <i>Project based learning with paper or technological final presentation</i> • <i>Tests/Quizzes</i> • <i>Research based assignment with final informative essay.</i> |

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| <p><i>What made African Americans become slaves rather than indentured servants or Native Americans?</i></p> <p><i>What was the life of a slave?</i></p> <p><i>How difficult was the journey to freedom?</i></p> <p><i>What events led up to the abolishment of slavery?</i></p> | <p>technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present.</p> <p>HP 3 (3-4) – 2 <i>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world)</i></p> <p>a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future.</p> <p>HP 4 (3-4) –1 <i>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations.</i></p> <p>a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).</p> <p>b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).</p> | <p>Explain why slavery continued to grow across the Southern region.</p> <p>Experience the escape to freedom the slaves endured.</p> <p>Define an abolitionist.</p> <p>Design a timeline illustrating the events that led up to abolishment of slavery.</p> | <p>http://www.softschools.com/teacher_resources/timeline_maker/ (Gives online creation option)</p> <p>http://www.factmonster.com/spot/bhmtimeline.html (Gives outline of history for kids.)</p> <p>http://www.readworks.org/passages/slavery-civil-war-reconstruction-emancipation-proclamation (Reading passage with ELA CC comp)</p> | |
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HP 4 (3-4) –2
Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

a.
explaining
how
innovations or inventions
have impacted interactions
between people,
communities, regions, and
nations.

b. identifying
how
expansion
has influenced interactions
between people.

HP 5 (3-4) –1
Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

a. comparing
cultural
differences and similarities
between individuals, groups, or
communities (e.g.,
customs, beliefs, language,
religious faiths).

HP 5 (3-4) – 2
Students demonstrate an understanding that culture has affected how

Southern Region of the United States

http://education.nationalgeographic.com/education/maps/united-states-regions/?ar_a=1 (Map and lesson)

<http://www.enchantedlearning.com/usa/label/south/southstates.shtml>
(Printable map to fill in)

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g4n_u3/ (Interactive online map)

State/Capital Study Interactives

<http://quizlet.com/7905301/southern-states-map-quiz-flash-cards/> (Online flashcards, spelling, and identification practice.)

<http://www.yourchildlearns.com/map/puzzle/us-states-capitals-regions.html>
(Great identification game. No password required.)

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| <p><i>How does a region define the people who live there?</i></p> | <p><i>people in a society behave in relation to groups and their environment by...</i></p> <p>a. comparing how members within cultures interact with each other and their environment</p> <p>b. identifying how a culture has changed over time.</p> <p>HP 5 (3-4) – 3 <i>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</i></p> <p>a. comparing how people with different perspectives view events in different ways</p> <p>Geography and Regions</p> <p>G 2 (3-4) –1 <i>Students understand the physical and human characteristics of places by...</i></p> <p>a. explaining ways in which geographical features determine how people live and work(e.g., living near the ocean gives opportunity to be fishermen or marine biologist).</p> <p>b. explaining how natural/physical features and human-made features make a place unique.</p> | <p>Creation of a Region and its Geographical Landforms</p> <p>Define a region and its communities within.</p> <p>Recognize and locate the states/capitals of the South.</p> <p>Identify the landforms of the South</p> <p>Compare the Southern landforms with Northeastern landforms. <i>(Do they share landforms?)</i></p> <p>Climate and Resources</p> <p>Analyze how climate and resources determine the values, trades, and settlements of a community.</p> <p>Examine the climate of the South and how it affects both the geography and the resources in this region.</p> <p>Evaluate how regions depend on each other for different resources.</p> <p>Investigate the resources available in the South and how these resources differ from community to community.</p> <p>Compare and contrast how a region and its resources can change over time.</p> <p>Explain how humans can have a negative effect on their environments.</p> | <p>Major Storm of the South- Hurricanes</p> <p>https://www.youtube.com/watch?v=zP4rgvu4xDE <i>(National Geographic Video explaining how a hurricane forms.)</i></p> <p>http://www.weatherwizkids.com/weather-hurricane.htm <i>(Informational Text for research and learning purposes. Great for notes.)</i></p> <p>http://www.superteacherworksheets.com/reading-comp/5th-hurricanes_WMWFT.pdf <i>(Hurricane reading and questions)</i></p> <p>http://www.scholastic.com/aboutscholastic/files/ArielCreamer.pdf <i>(Narrative Non-fiction from Scholastic)</i></p> <p>http://www.vrml.k12.la.us/weather/quiizzes/Hurricanes.htm <i>(Online quiz)</i></p> | |
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| <p><i>What is a region? What are the similarities and differences of the regions in our country?</i></p> <p><i>How does a region affect what a community values?</i></p> | <p>G 2 (3-4) –2 <i>Students distinguish between regions and places by...</i></p> <p>a. defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).</p> <p>b. explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).</p> <p>G 2 (3-4) –3 <i>Students understand different perspectives that individuals/ groups have by...</i></p> <p>a. contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted.)</p> <p>G 2 (3-4) –4 <i>Students understand how geography contributes to how regions are defined / identified by...</i></p> <p>a. describing how physical geography defines boundaries of regions.</p> | <p>Recognize current problems in the Southern environment and provide solutions.</p> | | |
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| <p><i>Do geography, climate, and natural resources affect the way a community lives and works?</i></p> <p><i>How does where we live influence how we live?</i></p> | <p>G 3 (3-4) –1 Students understand why people do/do not migrate by...</p> <p>a. comparing reasons why people have moved.</p> <p>G 3 (3-4) –2 Students understand the interrelationships of geography with resources by...</p> <p>a. comparing products produced locally and far away (e.g., apples from Scituate, oranges from Florida).</p> <p>G 3 (3-4) –3 Students understand how geography influences human settlement, cooperation or conflict by...</p> <p>a. describing how features of a place influence human decision making (e.g., activities, settlement, employment).</p> <p>b. describing how features of a place affect human cooperation or conflict.</p> | | <p>Economy Basics https://www.uakron.edu/dotAsset/2250169.pdf (Unit gives excellent vocabulary)</p> <p>http://tinyurl.com/84zegxm (General website with other links to help teach the concept of economics.)</p> <p>http://printables.scholastic.com/printables/search/?query=economics (More worksheets to support the area of economics.)</p> <p>Economy and Slavery http://teachinghistory.org/history-content/ask-a-historian/24411 (Informative text for teacher use. Information explains how the cotton gin affected slavery.)</p> | |
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| <p><i>What is economics?</i></p> <p><i>How do people determine what the value of an item is?</i></p> <p><i>What is the difference between "need" vs. "want".</i></p> <p><i>What impact does scarcity have on the production, distribution, and consumption of goods?</i></p> | <p><u>Economics</u></p> <p><i>E 1 (3-4) –1</i> <i>Students demonstrate an understanding of basic economic concepts by...</i></p> <p>a. differentiating between human, natural, and capital resources.</p> <p>b. identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).</p> <p>c. explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).</p> <p><i>E 1 (3-4) –2</i> <i>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</i></p> <p>a. explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.</p> | <p><u>General Economic Concepts</u></p> <p>Define economics.</p> <p>Identify and explain the types of economic resources available.</p> <p><u>Southern Economy Then and Now</u></p> <p>Examine the resources available in the Southern states and what drew people to migrate there.</p> <p>Determine the value of goods/services and how this concept related to slavery.</p> | | |
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| <p><i>In what ways do people exchange goods and services?</i></p> <p><i>How does technology change and influence work/society?</i></p> | <p>E 1 (3-4) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</p> <p>a. comparing the advantages and disadvantages of allocating various goods and services.</p> <p>E 2 (3-4) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</p> <p>a. explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>b. identifying factors that affect price (e.g., scarcity/abundance, incentives, competition)</p> <p>c. explaining how market forces determine the amount of income for most people. (e.g., people with rare skills can charge more).</p> <p>E 2 (3-4) – 2 Students analyze how innovations and technology affects the exchange of goods and services by...</p> | <p>Identify what were critical services/goods the Southern population needed vs. today.</p> <p>Assess how plantation owners view cost vs. benefit.</p> <p>Connect how the scarcity of resources/capital/freedom contributed to the migration of immigrants to the U.S. Examine how groups will find a balance between scarcity and abundance.</p> <p>Compare and contrast the methods people buy and sell. (<i>Historical South vs. Today</i>)</p> <p>Understand those with greater skill have more market value. (<i>Relate to the value of a slave.</i>)</p> <p>Recognize the affect technology has on products and the economy.</p> <p>Formulate the best way to capitalize on the resources the South has to offer today.</p> | | |
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Does technology have a positive or negative effect on economics?

a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.

Unit 4: The Midwest

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p><i>What happened in the past and how is it connected to me?</i></p> <p><i>How do we know the truth of the past? What sources do we trust?</i></p> <p><i>What can we infer using artifacts we find?</i></p> <p><i>How do the patterns of cause/effect show throughout history?</i></p> <p><i>Has the world changed and how has it impacted how we live today?</i></p> <p><i>Why did people migrate to the Midwest?</i></p> <p><i>What made farming such an</i></p> | <p><u>Historical Perspectives</u></p> <p>HP 1 (3-4) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources)</p> <p>a. describing the difference between primary and secondary sources and interpreting information from each(e.g., asking and answering questions, making predictions).</p> <p>b.classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past.</p> <p>c. organizing information obtained to answer historical questions.</p> <p>HP 2 (3-4) – 3 Students show understanding of change over time by...</p> <p>a. interpreting and explaining similarities and differences in</p> | <p><u>Informational Text</u> Understanding how text and pictures teach the past.</p> <p><u>Research</u> Utilizing documents and artifacts.</p> <p>Organizing information as cause/effect or chronologically.</p> <p><u>Dustbowl</u> Identify what drew people to migrate to the Midwestern states.</p> <p>Understand how people migrated then verses today.</p> <p>Differentiate between life then and life now.</p> <p>Explain how the region affected the outcome of the lives/settlement.</p> <p>Discover why farming was an important trade.</p> <p>Evaluate the causes of the dust bowl.</p> <p>Experience the daily lives during such a catastrophic event through text.</p> | <p><u>Dust Bowl Resources</u></p> <p>http://education.nationalgeographic.com/education/photo/dust-bowl/?ar_a=1 (Dust bowl interactive map)</p> <p>http://www.phschool.com/atschool/us_history/history_interactive/nep-0809/common_player.html (Kid-friendly interactive diary journal of surviving the dust bowl)</p> <p>http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCO-PE-031212-DustBowl.pdf (Can only access on line with Smart board)</p> <p>http://www.amazon.com/Out-The-Dust-Karen-Hesse/dp/0590371258 (Read read aloud)</p> <p>http://www.pbs.org/kenburns/dustbowl/interactive/ (Overall excellent site for historical documents and photos)</p> <p>http://www.history.com/topics/dust-bowl (Another great site for historical information and photos)</p> | <p>Required Common Assessments:</p> <ul style="list-style-type: none"> • <i>Formative</i> • <i>Summative</i> <p>Suggested Formative/ Summative Assessments:</p> <ul style="list-style-type: none"> • <i>Accountable Talk</i> • <i>Journals</i> • <i>Map Identification</i> • <i>Graphic Organizers</i> • <i>Oral presentation</i> • <i>Project based learning with paper or technological final presentation</i> • <i>Tests/Quizzes</i> • <i>Research based assignment with final informative essay.</i> |

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| <p><i>important enterprise?</i></p> <p><i>How did settlement and farming help create the dust bowl?</i></p> <p><i>What other causes led to the dust bowl?</i></p> <p><i>How did people cope with daily life?</i></p> <p><i>What were the major impacts (effects) of the Dust Bowl?</i></p> <p><i>How did people determine whether to stay or continue migration?</i></p> | <p>objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present.</p> <p>HP 3 (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world)</p> <p>a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future.</p> <p>HP 4 (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations.</p> <p>a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).</p> <p>b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe)</p> | <p>Produce evidence to explain the major effects of the dust bowl both on the land and the people.</p> <p>Debate whether or not communities should migrate again.</p> <p>Research and compare what Midwestern farming is like today.</p> | | |
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| | <p>HP 4 (3-4) –2 <u>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...</u></p> <p>a. explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.</p> <p>b. identifying how expansion has influenced interactions between people.</p> <p>HP 5 (3-4) –1 <i>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...</i></p> <p>a. comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).</p> <p>HP 5 (3-4) – 2 <i>Students demonstrate an understanding that</i></p> | | <p><u>Midwestern Region of the United States</u></p> <p>http://education.nationalgeographic.com/education/maps/united-states-regions/?ar_a=1 (Map and lesson)</p> <p>http://www.enchantedlearning.com/usa/label/south/southstates.shtml (Printable map to fill in)</p> <p>http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g4n_u4/ (Interactive online map)</p> | |
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| | <p><i>culture has affected how people in a society behave in relation to groups and their environment by...</i></p> <p>a. comparing how members within cultures interact with each other and their environment</p> <p>b. identifying how a culture has changed over time.</p> <p>HP 5 (3-4) – 3 <i>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</i></p> <p>a. comparing how people with different perspectives view events in different ways.</p> <p><u>Geography and Regions</u></p> <p>G 2 (3-4) –1 <i>Students understand the physical and human characteristics of places by...</i></p> <p>a. explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).</p> <p>b. explaining how natural/physical features and human-made features make a place unique.</p> | <p><u>Creation of a Region and its Geographical Landforms</u></p> <p>Define a region and its communities within.</p> <p>Recognize and locate the states/capitals of the Midwest.</p> <p>Identify the landforms of the Midwest.</p> <p>Compare the Midwestern landforms with Eastern coast landforms. (<i>Do they share landforms?</i>)</p> | <p><u>State/Capital Study Interactive</u> http://quizlet.com/192136/midwest-states-and-capitals-flash-cards/ <i>Online flashcards, spelling, and identification practice.)</i></p> <p>http://www.yourchildlearns.com/mappuzzle/us-states-capitals-regions.html (Great identification game. No password required.)</p> <p><u>Midwestern Landforms, Climate and Resources</u></p> <p>http://maps.howstuffworks.com/united-states-climate-map.htm (General interactive climate map for the U.S.)</p> <p>http://www.slideshare.net/NancyBarrows/landforms-and-waterways-of-the-united-states-regions (Excellent power point breaking down the landforms of each region.)</p> <p><u>Sod Houses-Sod, A Natural Resource</u> http://amhistory.si.edu/ourstory/activities/sodhouse/more.html (Information about sod houses)</p> <p>http://www.pbs.org/wnet/frontierhouse/frontierlife/essay4_2.html (Essay based on the pioneer life)</p> | |
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| <p><i>How does a region define the people who live there?</i></p> | <p>G 2 (3-4) –2 Students distinguish between regions and places by...</p> <p>a. defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).</p> <p>b. explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).</p> | <p>Climate and Resources</p> <p>Analyze how climate and resources determine the values, trades, and settlements of a community.</p> <p>Examine the climate of the Midwest and how it affects both the geography and the resources in this region.</p> <p>Evaluate how regions depend on each other for different resources.</p> <p>Investigate the resources available in the Midwest and how these resources differ from community to community.</p> <p>Compare and contrast how a region and its resources can change over time.</p> | <p>Major Storm of the Midwest-Tornados http://video.nationalgeographic.com/video/101-videos/tornadoes-101 (Scientific video explaining how a tornado forms)</p> <p>http://skydiary.com/kids/tornadoes.html (Informative text)</p> <p>https://www.youtube.com/watch?v=Fxvj1mgPdA&app=desktop (Explanation through video by Macomi Kids)</p> <p>http://www.readworks.org/passages/earth-science-tornadoes (Reading passage and ELA CC comp)</p> <p>http://rwdcomputerlab.wikispaces.com/file/view/storyworks-sample-nonfiction.pdf (Non-fiction Story works reading piece.)</p> | |
| <p><i>What is a region? What are the similarities and differences of the regions in our country?</i></p> | <p>G 2 (3-4) –3 Students understand different perspectives that individuals/ groups have by...</p> <p>a. contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted).</p> <p>G 2 (3-4) –4 Students understand how geography contributes to how regions are defined / identified by...</p> <p>a. describing how physical geography defines boundaries of regions.</p> | <p>Explain how humans can have a negative effect on their environments.</p> <p>Recognize current problems in the Midwestern environment and provide solutions.</p> | | |

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| <p><i>What do people do to adapt to a changing environment?</i></p> | <p>G 4 (3-4) – 2 <i>Students explain how humans react or adapt to an ever-changing physical environment by...</i></p> <p>a. identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).</p> <p>b. generating a possible solution for a community environmental problem.</p> <p>G 4 (3-4) –3 <i>Students explain how human actions modify the physical environment by ...</i></p> <p>b. comparing and contrasting the effects of changing a place (e.g., irrigation creates opportunity to produce crops).</p> <p><u>Economics</u></p> <p>E 1 (3-4) –1 <i>Students demonstrate an understanding of basic economic concepts by...</i></p> <p>a. differentiating between human, natural, and capital resources.</p> | <p><u>General Economic Concepts</u></p> <p>Define economics.</p> <p>Identify and explain the types of economic resources available.</p> | <p><u>Economy Basics</u></p> <p>https://www.uakron.edu/dotAsset/2250169.pdf (Unit gives excellent vocabulary)</p> <p>http://tinyurl.com/84zegxm (General website with other links to help teach the concept of economics.)</p> <p>http://printables.scholastic.com/printables/search/?query=economics (More worksheets to support the area of economics.)</p> | |
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| <p><i>How do humans cause change to the environment. (Positive or negative?)</i></p> <p><i>What is economics?</i></p> <p><i>How do people determine what the value of an item is?</i></p> <p><i>What is the difference between "need" vs. "want"?</i></p> <p><i>What impact does scarcity have on the production, distribution, and consumption of goods In what ways do people exchange goods and services?</i></p> | <p>b. identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).</p> <p>c. explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).</p> <p>E 1 (3-4) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</p> <p>a. explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.</p> <p>E 1 (3-4) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</p> <p>a. comparing the advantages and disadvantages of allocating various goods and services.</p> | <p><u>Midwestern Economy Then and Now</u></p> <p>Examine the resources in the Midwestern states and what drew people to migrate there.</p> <p>Determine the value of goods/services and how this concept related to farming.</p> <p>Identify what were critical services/goods the Midwestern population needed vs. today.</p> <p>Connect how the scarcity of resources/capital/ contributed to the migration of farmers to the West.</p> <p>Examine how groups will find a balance between scarcity and abundance.</p> <p>Recognize the affect technology has on products and the economy.</p> | <p><u>Other Contributors to the Farming Economy</u></p> <p>http://www.education.com/study-help/article/us-history-great-depression-stock-market-crash/ (An extra resource to explain how economics were affecting the states during this time period.)</p> | |
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| <p><i>Could technology have helped end the Dust Bowl?</i></p> <p><i>Does technology have a positive or negative effect on economics?</i></p> | <p><i>E 2 (3-4) –1</i> <i>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</i></p> <p>a. explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>b. identifying factors that affect price (e.g., scarcity/abundance, incentives, competition)</p> <p>c. explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).</p> <p><i>E 2 (3-4) – 2</i> <i>Students analyze how innovations and technology affects the exchange of goods and services by...</i></p> <p>a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.</p> | | | |
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Unit 5: The West

| Essential Question | GSE and Common Core Alignment | Essential Understanding | Example Resources | Example Assessments |
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| <p><i>What happened in the past and how is it connected to me?</i></p> <p><i>How do we know the truth of the past? What sources do we trust?</i></p> <p><i>What can we infer using artifacts we find?</i></p> <p><i>How do the patterns of cause/effect show throughout history?</i></p> <p><i>Has the world changed and how has it impacted how we live today?</i></p> <p><i>Why did people migrate to the West? What drew them to settle there?</i></p> <p><i>Why was the passage West so difficult? What routes were taken there?</i></p> | <p><u>Historical Perspectives</u></p> <p>HP 1 (3-4) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources)</p> <p>a. describing the difference between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions).</p> <p>b. classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past.</p> <p>c. organizing information obtained to answer historical questions.</p> | <p><u>Informational Text</u></p> <p>Understanding how text and pictures teach the past.</p> <p><u>Research</u></p> <p>Utilizing documents and artifacts.</p> <p>Organizing information as cause/effect or chronologically.</p> <p><u>Wagon Trains</u></p> <p>Identify what drew people to migrate to the Western states.</p> <p>Understand how people migrated then versus today.</p> <p>Differentiate between life then and life now.</p> <p>Explain how the region affected the outcome of the lives/settlement.</p> | <p><u>Wagon Trains</u></p> <p>http://www.kidsconnect.com/subjectindex/16-educational/history/276-pioneers.html (<i>Fast facts on pioneers</i>)</p> <p>http://www.kidsdiscover.com/shop/issues/pioneers-for-kids/ (<i>Free downloadable info graphics to support learning.</i>)</p> <p>http://www.blm.gov/or/oregontrail/education-kids-trail.php (<i>Life for a child on the trail west. Informative text</i>)</p> | <p>Required Common Assessments:</p> <ul style="list-style-type: none"> • <i>Formative</i> • <i>Summative</i> <p>Suggested Formative/Summative Assessments:</p> <ul style="list-style-type: none"> • <i>Accountable Talk</i> • <i>Journals</i> • <i>Map Identification</i> • <i>Graphic Organizers</i> • <i>Oral presentation</i> • <i>Project based learning with paper or technological final presentation</i> • <i>Tests/Quizzes</i> • <i>Research based assignment with final informative essay.</i> |

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| <p>How is the settlement of the West and its nationalities different from the settlements in the East?</p> <p>How did the news of the gold rush impact Western life?</p> <p>How did the Transatlantic Railroad change travel forever in America?</p> | <p>HP 2 (3-4) – 3 Students show understanding of change over time by...</p> <p>a. interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present.</p> <p>HP 3 (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world)</p> <p>a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future.</p> <p>HP 4 (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations.</p> <p>a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).</p> | <p>Gold Rush</p> <p>Discover how the Gold Rush changed the Western United States and California.</p> <p>Identify and understand key terms and vocabulary belonging to the Gold Rush era.</p> <p>Present their thoughts based on their research.</p> <p>Transcontinental Railroad</p> <p>Analyze where people migrated from just to find work on the railroad.</p> <p>Differentiate how the population of the West is different from the Eastern states.</p> | <p>Gold Rush</p> <p>http://eduplace.com/kids/socsci/books/applications/imaps/maps/g4CA_u3/ (Map of routes to partake in the rush.)</p> <p>http://www.legendsofamerica.com/ca-goldrush.html (Research text piece to use with the students)</p> <p>http://prezi.com/sxxbnr2n-bvj/california-gold-rush/ (Prezi outlining historical facts)</p> <p>http://www.watchknowlearn.org/Video.aspx?VideoID=20874&CategoryID=5423 (Video to support and build background knowledge)</p> <p>https://www.readworks.org/sites/default/files/bundles/passages-westward-expansion-california-gold-rush_files.pdf (ELA reading piece and comp questions.)</p> <p>http://www.scholastic.com/browse/article.jsp?id=3756816 (Extension article from Scholastic)</p> <p>http://www.capstonepub.com/library/products/california-gold-rush-3/ (Interactive read aloud gold rush book)</p> <p>Transcontinental Railroad</p> <p>http://www.k12reader.com/worksheet/transcontinental-railroad/ (Non-fiction read with quick questions.)</p> | |
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b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).

HP 4 (3-4) –2
Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

a.
explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.

b. identifying how expansion has influenced interactions between people.

HP 5 (3-4) –1
Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

a. comparing cultural differences and similarities

<http://www.watchknowlearn.org/Video.aspx?VideoID=27328>
(Wonderful video explaining in detail the history behind the creation of the railroad.)

<http://www.janeseswanson.info/Railroad.html> *(A website offering a project based on the railroad and online supportive resources.)*

[http://cpr.org/Game/Interactive Railroad Project/indexy.htm](http://cpr.org/Game/Interactive_Railroad_Project/indexy.htm)
(Interactive, cooperative learning game for students.)

between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).

HP 5 (3-4) – 2
Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

a. comparing how members within cultures interact with each other and their environment.

b. identifying how a culture has changed over time.

HP 5 (3-4) – 3
Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

a. comparing how people with different perspectives view events in different ways.

Geography and Regions

G 2 (3-4) –1
Students understand the physical and human characteristics of places by...

Western Region of the United States

http://education.nationalgeographic.com/education/maps/united-states-regions/?ar_a=1 (Map and lesson)

<http://www.enchantedlearning.com/usa/label/west/weststates.shtml> (Printable map to fill in)

<http://www.eduplace.com/kids/ocsci/books/applications/imaps/>

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| <p><i>Do geography, climate, and natural resources affect the way a community lives and works?</i></p> <p><i>How does where we live influence how we live?</i></p> <p><i>What do people do to adapt to a changing environment?</i></p> <p><i>How do humans cause change to the environment. (Positive or negative?)</i></p> | <p>different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted.)</p> <p>G 2 (3-4) –4 Students understand how geography contributes to how regions are defined / identified by...</p> <p>a. describing how physical geography defines boundaries of regions.</p> <p>G 3 (3-4) –1 Students understand why people do/do not migrate by...</p> <p>a. comparing reasons why people have moved.</p> <p>G 3 (3-4) –2 Students understand the interrelationships of geography with resources by...</p> <p>a. comparing products produced locally and far away (e.g., apples from Scituate, oranges from Florida).</p> | <p>Climate and Resources</p> <p>Analyze how climate and resources determine the values, trades, and settlements of a community.</p> <p>Examine the climate of the West and how it affects both the geography and the resources in this region.</p> <p>Evaluate how regions depend on each other for different resources.</p> <p>Investigate the resources available in the West and how these resources differ from community to community.</p> <p>Compare and contrast how a region and its resources can change over time.</p> <p>Explain how humans can have a negative effect on their environments.</p> <p>Recognize current problems in the Western environment and provide solutions.</p> | <p>http://video.nationalgeographic.com/video/101-videos/earthquake-101 (Scientific video explaining how a tornado forms)</p> <p>http://www.weatherwizkids.com/weather-earthquake.htm (Reference facts from non-fiction text)</p> <p>http://mocomi.com/what-is-an-earthquake/ (Kid friendly video with excellent images breaking down how an earthquake works.)</p> <p>http://www.readworks.org/passes/earth-science-earthquakes (ELA non-fiction text with comp questions)</p> <p>http://www.gcs.k12.nc.us/cms/lib05/nc01000806/centricity/domain/1202/whenearthsplitopen.pdf (Online reading historical fiction piece from Scholastic. References Midwest but great connection.)</p> | |
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G 3 (3-4) – 3
Students understand how geography influences human settlement, cooperation or conflict by...

a. describing how features of a place influence human decision making (e.g., activities, settlement, employment).

b. describing how features of a place affect human cooperation or conflict.

G 4 (3-4) – 1
Students explain how humans depend on their environment by...

a. identifying how needs can be met by the environment (e.g., we grow food to eat.).

G 4 (3-4) – 2
Students explain how humans react or adapt to an ever-changing physical environment by...

a. identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).

b. generating a possible solution for a community environmental problem.

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| <p>What is economics?</p> <p><i>How do people determine what the value of an item is?</i></p> <p><i>What is the difference between "need" vs. "want".</i></p> <p><i>What impact does scarcity have on the production, distribution, and consumption of goods In what ways do people exchange goods and services?</i></p> <p><i>How does technology change and influence work/society?</i></p> | <p>G 4 (3-4) –3 Students explain how human actions modify the physical environment by ... b. comparing and contrasting the effects of changing a place (e.g., irrigation creates opportunity to produce crops).</p> <p>Economics</p> <p>E 1 (3-4) –1 Students demonstrate an understanding of basic economic concepts by...</p> <p>a. differentiating between human, natural, and capital resources.</p> <p>b. identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800’s industrial products were primary).</p> <p>c. explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).</p> | | <p><u>Economy Basics</u></p> <p>https://www.uakron.edu/dotAsset/2250169.pdf (Unit gives excellent vocabulary)</p> <p>http://tinyurl.com/84zegxm <i>(General website with other links to help teach the concept of economics.)</i></p> <p>http://printables.scholastic.com/printables/search/?query=economics <i>(More worksheets to support the area of economics.)</i></p> <p><u>Transcontinental Railroad and the Economy</u></p> <p>http://tinyurl.com/n3o5gs9 <i>(Online reading piece. Lower half explains economic impact. With free trial you can utilize the quiz attached).</i></p> | |
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| <p><i>Does technology have a positive or negative effect on economics?</i></p> | <p>E 1 (3-4) –2 <i>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</i></p> <p>a. explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.</p> <p>E 1 (3-4) –3 <i>Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</i></p> <p>a. comparing the advantages and disadvantages of allocating various goods and services.</p> <p>E 2 (3-4) –1 <i>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</i></p> <p>a. explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>b. identifying factors that affect price (e.g., scarcity/abundance, incentives, competition)</p> | <p><u>General Economic Concepts</u></p> <p>Define economics.</p> <p>Identify and explain the types of economic resources available.</p> <p><u>Western Economy</u></p> <p>Examine the resources in the Western states and what drew people to migrate there.</p> <p>Determine the value of goods/services and what the pioneers needed as they traveled across the land.</p> <p>Connect how the scarcity of resources/capital/ contributed to the migration of farmers to the West.</p> <p>Assess how the need for gold determined the behavior of a person.</p> <p>Examine how groups will find a balance between scarcity and abundance.</p> <p>Understand those with greater skill did not always receive the right pay. <i>(Relate to the work on the railroad.)</i></p> <p>Consider how the railroad made trade and money more accessible through the country.</p> <p>Recognize the affect technology has on products and the economy.</p> | | |
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c. explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).

***E 2 (3-4) – 2
Students analyze how
Innovations and
technology affects the
exchange of goods and
services by...***

a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.

Grade 5 Social Studies Curriculum: Units 1-5

| Unit 1: Native Americans | | | | |
|---|---|--|--|---|
| Essential Questions | Grade Span Expectations | Essential Understanding | Example Resources | Example Assessments |
| <p><i>How did geography and other factors (political, economic, environmental ...) impact the settlement of native people in North America?</i></p> | <p>HP 4 (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by</p> <p>a. identifying and explaining, using specific example show geographic factors shape the way humans organize themselves in communities, government, and businesses.</p> <p>b. identifying and explaining using specific examples, how shared events affect how individuals and societies adapt and change.</p> | <p>Civics and Government Native American tribes settled in regions and adapted to their unique environments. (EX: Algonquian tribes along NE coast; Inuit in the Arctic).</p> | <p>Native Americans http://www.loc.gov/teachers/classroommaterials/themes/native-americans/</p> <p>http://www.smithsonianeducation.org/educators/resource_library/american_indian_resources.html</p> <p>http://nativeamericanheritagemonth.gov/teachers/</p> <p>http://www.scholastic.com/teachers/unit/native-americans-everything-you-need</p> <p>Algonquian resources: http://www.ushistory.org/us/1c.asp</p> <p>https://www.nea.org/tools/lessons/native-american-and-alaska-native-heritage-month-grades-k-5.html</p> | <p>Assessments</p> <ul style="list-style-type: none"> • accountable talk • graphic organizers • project-based learning • note-taking • research and written assignments (e.g. compare and contrast 2 tribes), • oral presentations • tests/quizzes. |

G 1 (5-6) –1

Students understand maps, globes, and other geographic tools and technologies by...

a. identifying physical features of maps and globes.

G 3 (5-6) –1

Students understand why people do/do not migrate by...

a. identifying and explaining the push and pull factors that lead to a decision to migrate.

G 4 (5-6) -1

Students explain how humans depend on their environment by...

- a. researching and reporting how humans depend on the environment.
- b. explaining how human dependence on environment influenced development of civilizations.

Literature Connection:
The Sign of the Beaver

What geographical factors influenced native cultures?

HP 5 (5-6) – 1

Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

- a. comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time.
- b. providing examples of cultural diversity.

G 4 (5-6) -2

Students explain how humans react or adapt to an ever-changing physical environment by...

- a. identifying and describing human reactions to changes in their physical environment.

Historical Perspectives

Each tribe maintained own cultural identities. Their unique environment influenced culture.

How did geographic factors shape human interactions and changes in native civilizations?

HP 5 (5-6) – 2

Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

- a. identifying how cultural expectations impact people's behavior in their community.
- b. using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline.
- c. describing challenges or obstacles a civilization/ country/ nation faced as it grew over time.

E 1 (5-6) –1

Students demonstrate an understanding of basic economic concepts by...

- a. differentiating between human, natural, capital, man-made, and renewable vs. finite resources.

Historical Perspectives

Tribes with different resources traded goods; Conflicts arose over competing interests

Unit 2: Exploration

| Essential Questions | Grade Span Expectations | Essential Understanding | Suggested Resources | Assessments |
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| <p><i>What factors motivated exploration?</i></p> | <p>G 1 (5-6) –1 Students understand maps, globes, and other geographic tools and technologies by... a. identifying physical features of maps and globes.</p> <p>E 1 (5-6) –1 Students demonstrate an understanding of basic economic concepts by... a. differentiating between human, natural, capital, man-made, and renewable vs. finite resources.</p> <p>E 1 (5-6) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</p> | <p>Economics Exploration was driven by a desire to seek fortune and knowledge, as well as the expansion of political power and religion.</p> | <p>http://www.loc.gov/teachers/classroommaterials/primarysourcesets/wdl/</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/exploration/</p> <p>Online games: http://exploration.marinersmuseum.org/</p> <p>Marco Polo unit: http://edsitement.neh.gov/curriculum-unit/road-marco-polo#sect-theunit</p> <p>http://www.kidsdiscover.com/free-lesson-plans/tg-marco-polo/</p> <p>This website contains links to research/lesson plans for teachers: http://betterlesson.com/community/lesson/29923/age-of-exploration-how-europeans-came-to-the-new-world</p> | <p>Assessments</p> <ul style="list-style-type: none"> • accountable talk • graphic organizers • project-based learning • note-taking • research and written assignments (e.g. compare and contrast 2 tribes), • oral presentations • tests/quizzes. |

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| | <p>a. describing the distribution of goods and services.</p> <p>E 2 (5-6) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</p> <p>a. identifying the benefits and barriers of different means of exchange (e.g., barter, credit, and currency).</p> <p>b. identifying and explaining how supply, demand, and incentives affect consumer and producer decision making (e.g., division of labor/specialization).</p> <p>E 2 (5-6) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...</p> <p>a. identifying how inventions, innovations, and</p> | | | |
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| | <p>technology stimulate economic growth.</p> <p>b. providing examples of how innovations and technology positively or negatively impact industries, economies, cultures, and individuals.</p> | | | |
| <p><i>How did exploration change the settlement of North America and affect trade between continents?</i></p> | <p>C&G 5 (5-6)– 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...</p> <p>a. identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others</p> <p>b. locating where different nations are in the world in relation to the U.S.</p> <p>C&G 5 (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an</p> | <p>Civics and Government European nations claimed and settled North American regions. Resources between Europe, North America and Africa increased with new trade partnerships and sea routes.</p> | <p>Ages of Exploration http://exploration.marinersmuseum.org/</p> | |

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| | <p>interconnected world by...</p> <p>a. identifying and analyzing the effects of consumer choice (environmental, communication, political).</p> <p>HP 4 (5-6) –1</p> <p>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p> <p>a. identifying and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.</p> | | | |
| <p><i>How did native societies change as a result of European</i></p> | <p>C&G 3 (5-6) –2</p> <p>Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities by</p> <p>a. identifying and explaining specific</p> | <p>Civics and Government</p> <p>Benefits and challenges surfaced as native groups encountered European settlers.</p> <p>Some native peoples</p> | | |

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| <p><i>contact and settlement?</i></p> | <p>ways rights may or may not be exercised (e.g., civil rights)</p> <p>C&G 5 (5-6) -2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p> <p>a. identifying and discussing factors that lead to the breakdown of order among societies (e.g., natural disasters, wars, plagues, population shifts, natural resources)</p> <p>b. citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</p> <p>C&G 5 (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an</p> | <p>migrated to new territories, others were forced into conflict, while others developed trade and political partnerships. Native peoples and Africans were forced into slavery.</p> | | |
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interconnected world
by...

a. identifying and
analyzing the effects
of consumer choice
(environmental,
communication,
political)

b. explaining how
actions taken or not
taken impact societies
(e.g., natural disasters,
incidences of social
injustice or genocide)

HP 1 (5-6) –2

Students interpret
history as a series of
connected events with
multiple cause-effect
relationships,
by...

a. investigating and
summarizing historical
data in order to draw
connections between
two events and to
answer related
historical questions

HP 3 (5-6) – 1

Students demonstrate
an understanding of
how the past frames
the present by...

b. answering “what if”
questions and using
evidence to explain

how history might have been different (e.g., How might history be different if Anne Hutchinson hadn't dissented? How might native groups and North America be different if Europeans did not settle there?)

HP 5 (5-6) – 2

Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

- a. identifying how cultural expectations impact people's behavior in their community.
- b. using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline.

HP 5 (5-6) – 3

Various perspectives have led individuals and/or groups to interpret events or

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| | <p>phenomena differently and with historical consequences by...</p> <p>a. identifying various factors that impact individual and or group's perspective of events (e.g., social, intellectual, political, economic).</p> <p>G 3 (5-6) –1</p> <p>Students understand why people do/do not migrate by...</p> <p>a. identifying and explaining the push and pull factors that lead to a decision to migrate.</p> | | | |
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Unit 3: North American Colonization

| Essential Questions | Grade Span Expectations | Essential Knowledge & Understanding | Suggested Resources | Example Assessments |
|---|---|---|--|---|
| <p><i>How did geography affect the colonization of different regions in North America by different countries?</i></p> | <p>HP 4 (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p> <p>a. identifying and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.</p> <p>G 1 (5-6) –2 Students interpret the characteristics and features of maps by...</p> | <p>Historical Perspectives</p> <p>England, France and Spain colonized different regions of North America for economic and political gain, as well as cultural influence.</p> | <p>Colonial America Jamestown http://www.loc.gov/teachers/classroommaterials/primarysourcesets/jamestown/</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/civics/ Jamestown interactive web-based game: http://kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/</p> <p>https://kids.usa.gov/history/index.shtml</p> <p>Courtesy of Stephen Skaggs: https://www.blendspace.com/lessons/d3GKqoWsQS4CuQ/jamestown-colony-1607</p> | <p>Assessments</p> <ul style="list-style-type: none"> • accountable talk • graphic organizers • project-based learning • note-taking • research and written assignments (e.g. compare and contrast 2 tribes), • oral presentations • tests/quizzes. |

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| | <p>a. recognizing spatial information provided by different types of maps (e.g., physical, political, map projections).</p> <p>b. interpreting the spatial information from maps to explain the importance of the data.</p> | | <p>Colonial Williamsburg (games and resources for teaching/student research) http://www.history.org/kids/visitUs/</p> <p>PBS Teacher Resource K-12 http://www.pbslearningmedia.org/</p> <p>Literature Connection: <i>Blood on the River</i></p> <p><i>The Earliest Americans</i> by Helen Roney Salter</p> | |
| <p><i>Will the differences between the colonial regions promote conflict or unity?</i></p> | <p>HP 5 (5-6)- 1</p> <p>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...</p> <p>a. comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time.</p> | <p>Historical Perspective</p> <p>The colonial settlements and European contact influenced population, settlement patterns and economic activities.</p> <p>The effects of physical and human geographic factors also played an important role on historical events during the era of colonization.</p> | | |

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| <p><i>How did the unique environments of the 3 regions within the English colonies affect life?</i></p> | <p>b. providing examples of cultural diversity.</p> <p>G 4 (5-6) -2 Students explain how humans react or adapt to an ever-changing physical environment by...</p> <p>a. identifying and describing human reactions to changes in their physical environment.</p> <p>b. analyzing the impact of human reactions to environmental changes.</p> <p>E 1 (5-6) -1 Students demonstrate an understanding of basic economic concepts by...</p> <p>a. differentiating between human, natural, capital,</p> | <p>Geography</p> <p>The unique environments of the NE, middle and southern regions played an important role in shaping economic and cultural life.</p> | | <p>Research how regions affected Native American culture.</p> |
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| | man-made, and renewable vs. finite resources. | | | |
| <p><i>What historical/cultural factors made the RI colony unique? How are they still evident today?</i></p> | <p>HP 2 (5-6) – 1 Students connect the past with the present by...</p> <p>a. identifying sequential events, people, and societies that have shaped RI today</p> <p>b. comparing and contrasting the development of RI ethnic history to the nation's history (e.g., What historical factors makes RI unique?; immigration, settlement patterns, religion, resources, geography)</p> <p>HP 2 (5-6) – 3 Students show understanding of change over time by...</p> | <p>Historical Perspectives</p> <p>Roger Williams' beliefs in religious toleration led to the separation of church and state, a guiding principle that exists today. Other historical influences: Newport's slave trade, the establishment of the first Jewish synagogue.</p> | <p>Historical Rhode Island</p> <p>http://www.historicnewengland.org/</p> <p>Connections to Literature:</p> <p><i>The Rhode Island Colony</i> by Dennis Brindell Fradin</p> <p><i>A Primary Source History of the Colony of Rhode Island</i> by Joan Axelrod-Conrada</p> | |

a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time

HP 3 (5-6) – 1

Students demonstrate an understanding of how the past frames the present by...

a. identifying historical conditions and events that relate to contemporary issues (e.g., separation of church state, treatment of Native Americans, immigration, gender issues)

Unit 4: American Revolution & U.S. Government

| Essential Questions | Grade Span Expectations | Essential Knowledge & Understanding | Suggested Resources | Example Assessments |
|---|---|---|---|---|
| <p><i>What conflicts led to the call for independence from Great Britain?</i></p> <p><i>Why are the significant documents of our country important?</i></p> | <p>HP 2(5-6)- 2</p> <p>Students chronicle events and conditions by... placing key elements and people of a particular historical era in chronological sequence</p> | <p>Historical Perspectives</p> <p>Conflict and compromise were driven by the nation’s political, social and economic development.</p> <p>An example of conflict that led to the call for independence is when the British Parliament passed the Stamp Act a taxation measure to raise revenues for a standing British army in America.</p> | <p>American Revolution Contains many general links, with an emphasis on Pennsylvania http://www.ushistory.org/congress.htm</p> <p>Political Cartoons http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</p> <p>Washington, Jefferson http://www.loc.gov/teachers/classroommaterials/primarysourcesets/presidents/</p> <p>https://www.kids.usa.gov/history/index.shtml</p> <p>Maps - How our nation evolved in geography</p> | <p>Assessments</p> <ul style="list-style-type: none"> • accountable talk • graphic organizers • project-based learning • note-taking • research and written assignments (e.g. compare and contrast 2 tribes), • oral presentations • tests/quizzes. <p>Connections to literature: <i>Johnny Tremain, My Brother Sam is Dead, The Winter of Red Snow</i></p> |

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| <p><i>How did our founding fathers play an important role in the creation of government?</i></p> | <p>C&G 2 (5-6)- 2</p> <p>Students demonstrate an understanding of the democratic values and principles underlying the U.S governments by...</p> <p>a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination</p> <p>b. identifying enduring documents (e.g; Bill of Rights, U.S. Constitution) that reflect the underlying principles of the United States.</p> | <p>Civics & Government</p> <p>Individuals with shared values and principles can shape the development of a nation.</p> <p>The Declaration of Independence was significant to the American people because it led to our independence from King George III.</p> <p>Civics & Government</p> <p>Individual leaders helped shape the development of a nation.</p> <p>The Constitution brought together ideas and several existing documents like the Declaration of Independence.</p> <p>Our founding fathers not only exhibited leadership and bravery but also became a role model for</p> | <p>http://www.loc.gov/teachers/classroommaterials/themes/geography/</p> <p>US Civics and Government (early US government)</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/civics/</p> <p>Connections to Literature:</p> <p><u>April Morning</u> by Howard Fast</p> <p><u>Early Thunder</u> by Jean Fritz</p> <p><u>Traitor: The Case of Benedict Arnold</u> by Jean Fritz</p> | |
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| <p><i>How does a society develop its own set of ideals?</i></p> | <p>C&G 2 (5-6) - 1</p> <p>Students demonstrate an understanding of the United States government (local, state, national)</p> <p>a. identifying and describing the function of the three branches (i.e, checks and balances, separation of powers)</p> <p>b. identifying how power is divided and shared among the levels of the United States government</p> <p>c. explaining how a bill becomes a law</p> <p>C&G 4 (5-6) -1</p> | <p>other countries who were experiencing things similar to what Americans were suffering from King George III and England.</p> <p>Civics & Government</p> <p>People in the same society often hold different ideals which can lead to conflict.</p> <p>The Revolutionary War split the people of the American colonies into two groups the Loyalists and Patriots.</p> | <p>Founding Fathers - National Constitution Center</p> <p>http://www.constitutioncenter.org/resources/founding</p> | <p>Informal Assessment</p> <p>Divide the class into two groups – one group will be the Loyalist and one group will be the Patriots. Give each individual group time to discuss the beliefs of their assigned group (either the Loyalist or the Patriots) and have a recorder for the group write down the important ideas mentioned. Have a list of prompts ready for the students to discuss and debate. Emphasize to the student that it is important for them to justify their beliefs.</p> |
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Students demonstrate an understanding of political systems and political processes by...

b. listing the "labels" that individuals may give themselves within a political process (e.g; radical, liberal, conservative, environmentalist, Democrat, Republican