

KINDERGARTEN - What is a Community?

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Ongoing	<i>What does it mean to be a member of a community?</i>	<p>Morning meeting discussions, stories, projects about national holidays:</p> <ul style="list-style-type: none"> • Columbus Day • Thanksgiving • Martin Luther King Day • Presidents' Day • Independence Day <p>Create opportunities to vote, write class rules, and create small group rules or decision-making models for taking turns/who goes first.</p> <p>Journal entries could reflect discussions.</p> <p>Second Step lesson, recycling in the classroom, class jobs (including putting out trash barrels, turning off the lights, closing windows to conserve energy.)</p> <p>Everyday Math activities include coins and presidents.</p> <p>Learn/recite the Pledge of Allegiance, create a class pledge.</p> <p>Discuss parts of the flag, what they represent, how do we show respect for the flag.</p> <p>Sing or play the National Anthem. Sing other patriotic songs.</p>	<p>MA Frameworks:</p> <p>K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them.</p> <p>K.5 Retell stories of honesty, courage, friendship, respect, responsibility and the wise or judicious exercises of authority and explain how the characters in the stories show those qualities.</p> <p>K.7 Demonstrate understanding that there are important holiday symbols.</p> <p>NAEYC:</p> <p>2L.3 Children are provided varied opportunities and materials to build their understanding of diversity.</p> <p>2L.6 Children have varied opportunities to engage in discussion about fairness, friendship, responsibility, authority and differences.</p> <p>2L.11 Kindergarteners are provided opportunities and materials that help them link their learning about their hometown, state, United States, and country of origin to previous learning as a foundation for learning geography, history and social studies.</p>	<p>Literature: Fiction, non-fiction, Internet, songs, poems, graphs, journals, flag, Everyday math coins, classroom calendar, Second Step kit.</p> <p>Rigby Literature:</p>	<p>Listen to read alouds.</p> <p>Participates in discussions.</p> <p>Identifies picture of current US President.</p> <p>Identifies past Presidents on US coins.</p> <p>Participates in daily calendar activities.</p> <p>Participates in daily Pledge.</p> <p>Participates in singing patriotic songs.</p> <p>Participates in creating classroom rules.</p> <p>Follows classroom rules.</p> <p>Participates in voting activities.</p> <p>Participates in clean up activities.</p> <p>Participates in Second Step lessons.</p> <p>Applies knowledge to daily interaction with schoolmates.</p> <p>Journal entries</p> <p>Recycles in classroom</p> <p>Completes class job</p> <p>Adjusts to school routines</p> <p>Shows consideration & respect for others</p> <p>Takes responsibility for self and others.</p>

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Ongoing	<i>Who are some of the members of your community?</i>	<p>Morning meeting discussions.</p> <p>Community visitors; bus evacuation, fire department, dental assistant, parents to share about their jobs.</p> <p>Dramatic play – take on the role of a nurse, firefighter, postal worker, etc.</p> <p>Read Alouds</p> <p>Journal writing</p>	<p>MA Frameworks:</p> <p>K.6 Identify and describe family of community members who promote welfare and safety of children and adults.</p> <p>NAEYC:</p> <p>2L.08 Children are provided varied opportunities to learn how people affect their environment in positive (recycling) and negative (pollution) ways.</p> <p>2L. 09 Children are provided varied opportunities and materials that allow them to contribute to the well being of their classroom and community, including the care for the social and physical environments in which they live.</p>	<p>Literature: Fiction, non-fiction, pictures or posters of community helpers.</p> <p>Visitors from the fire department, dental clinic, transportation department.</p> <p>Journals</p> <p>Dramatic play areas/dress up</p>	<p>Participates in bus safety demonstration.</p> <p>Participates in fire safety assembly.</p> <p>Participates in dental clinic presentation.</p> <p>Plays and interacts in dramatic play using content knowledge.</p> <p>Listens to read alouds</p> <p>Participates in discussions about community members</p> <p>Journal entries reflect class discussions.</p>

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Ongoing	<i>What does a community look like?</i>	<p>Morning meeting discussions:</p> <ul style="list-style-type: none"> ▪ School ▪ Neighborhood ▪ Home <p>Neighborhood</p> <p>Walking field trip around school property/neighborhood. Take pictures during walk.</p> <p>Discuss local environment: streets, parks, beaches, and oceans.</p> <p>Field trip to the beach</p> <p>Read Alouds</p> <p>Dramatic play/block area</p> <p>Journal Entries</p>	<p>MA Frameworks:</p> <p>K.3 Identify the students' street address, city and MA as the state and USA as the country. Identify the name of the student's school and city where it is located. Describe the natural features of places in the immediate neighborhood of the student's home or school.</p> <p>NAEYC:</p> <p>2L.05 Children are provided varied opportunities and materials to learn about the community in which they live.</p> <p>2L.07 Children are provided varied opportunities and materials learn about the physical characteristics of their local environment as a foundation for early geography.</p>	<p>Literature: Fiction, non-fiction, maps, photos or pictures of neighborhoods and parts of Beverly</p> <p>Camera, film</p> <p>Block area with vehicles, road signs</p> <p>Journals</p>	<p>Child participates in walks to explore the school grounds or school's local neighborhoods or communities.</p> <p>Child participates in discussions about home or school neighborhoods or communities.</p> <p>Listens to read alouds.</p> <p>Plays in block area using signs, buildings, and cars with understanding.</p> <p>Journal entries reflect understanding.</p> <p>Participates in discussions about local environment/geography (coast, ocean, beaches)</p>

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Ongoing	<i>Why do people work in a community?</i>	<p>Match coins Identify coins Sort coins Discuss shopping, jobs, salaries, allowances, team work, trading, classroom helpers.</p> <p>Graphing (Ex. Do you get an allowance? Do you spend or save your allowance?)</p> <p>Dramatic Play (Ex. Post office, restaurant, store)</p> <p>Read Alouds</p> <p>Conversations about book clubs, purchases in cafeteria, field trip payments, etc.</p>	<p>MA Frameworks: K.2 Puts events in their own and their families' lives in temporal order. K.8 Give examples of different kinds of jobs that people do, including the work they do at home. K.9 Explain why people work (to earn money to buy things). K.10 Give examples of things that people buy with money they earn.</p> <p>NAEYC: 2L.03 Children are provided varied opportunities and materials to build their understanding of diversity. 2L.10 Children have varied opportunities and materials that build a foundation for understanding economic concepts. 2L.11 Kindergarteners are provided opportunities and materials that help them link their learning about their hometown, state, United States, and country of origin to previous learning.</p>	<p>Coins, magnifying glasses Literature: fiction and non-fiction</p> <p>Materials to set up dramatic play areas (store, restaurant, post office, etc.)</p> <p>Everyday Math</p> <p>Chart paper for graphs</p> <p>Scholastic Book clubs.</p>	<p>Child plays in dramatic play area (post office, restaurant, house, story). Child is heard conversing with others about using money for real purposes while playing. Participates in creating graphs about economics (allowance). Listens to stories read about people and their work. Participates in class discussions about how scholastic book clubs work and who brought in checks, cash to pay. Applies knowledge about money and worth to play "store" using real money to buy real things. Teachers use cafeteria purchases, field trips, book clubs, etc. to discuss how children use money for real purposes. Child is able to sort and classify coins. Child is able to identify coins by name and/or worth.</p>

Grade K Rigby Literacy Resources:

Level	Title	Author	Code	Level	Title	Author	Code
	Living in Alaska	Lisa Schulman		B	See Me Work	Ellen Catala	33876
A	Happy Fourth of July	Daniel Jacobs	33791	B	Banana on My Table	Eduardo Aparicio	33883
B	This is George Washington	Daniel Shepard	33838	C	Isabel's Day	Katie Sharp	44476
A	I Am Growing!	Susan Ring	33746	A	All About Me!	Dana Carroll	33227
A	On My Block	Alan Rubin	33753	BB	School Rules!	Nina Tsang	30134
BB	Our Country, Our Flag	Patricia Almada	30257	BB	Families One and All	Marilee Robin Burton	30172
BB	Is this My Classroom?	Ellen M. Balla	3012730226	BB	The Four Boxes	Brenda Parkes	

GRADE ONE – United States Leaders, Symbols, Events, and Holidays

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Ongoing	<p><i>What is the reason for celebrating each state and national holiday?</i></p> <p>What did famous Americans contribute to our country?</p>	<p>Literature based discussion School-wide holiday programs Community visitors to talk about traditions and customs Journal writing Family traditions Letters to veterans Poetry writing Crafts</p> <p>KWL Charts Literature based discussions Posters/pictures Mini-books Journal writing Opportunities to vote (teachers choice about what to vote for</p>	<p>1.5 Students will be able to give reasons for celebrating the events or people commemorated in national and state of Massachusetts holidays. On a calendar of the current year, students will be able to identify the months for Labor Day, Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King, Jr. Day, President’s Day, Patriot’s Day, Memorial Day, Flag Day and Independence Day.</p> <p>1.9 Explain that Americans have a variety of different religious, community and family celebrations or customs held by members of the class and their families.</p> <p>1.2 Identify the current President of the US; describe what presidents do explain that they get authority from a vote by the people.</p> <p>1.7 After reading or</p>	<p>Holiday Books (fiction and non-fiction) Internet resources Classroom calendar Journals Poems, plays, and songs Holiday crafts Community visitors Rookie Read Aloud Holidays (Children’s Press (2001)</p> <p>Biographies Internet resources 15 Easy Read Biographies Mini Books (Famous Americans, Scholastic, 2000) Easy Reader Biographies (Scholastic, 2007)</p>	<p>For 5 state/national holidays students must:</p> <ol style="list-style-type: none"> Name it Tell how it is celebrated Tell why it is celebrated <p>Suggested Rubric: Beginning (a) Developing (alb) Secure (a, b&c)</p> <p>Develop a skit that tells about meeting a famous American and a conversation that you had with him/her.</p> <p>Create a book that illustrates a famous American and his/her contribution. Create an illustration that shows what the world would be like without a famous American. Explain it to the class. (We Are Americans, student made handbook)</p>

			<p>listening to folktales, legends, and stories from America (e.g. Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g. Anansi, Issun Boshi, the Knee High Man, Lon Po Po and Medioa Polito) describe the main characters and their qualities. (H)</p> <p>1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g. Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C)</p> <p>*Teachers are free to choose whatever biographies they wish</p>		
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<p>March/ April</p>	<p><i>What is the significance of major American symbols?</i></p>	<p>KWL Charts Literature Based Discussions Posters and Pictures Say the Pledge Sing patriotic songs Journal writing</p>	<p>1.3 Identify and explain the meaning of American national symbols. 1.4 Demonstrate ability to recite the Pledge of Allegiance; explain its general meaning and sing patriotic songs.</p>	<p><u>Symbols of Freedom</u> (Heinemann, 2001) <u>Our Country – Write and Read Books</u> (Scholastic, 2006) <u>Teachers’ Helper</u> (Aug/Sept, 2003 “American Symbols”) <u>Landmarks & Symbols of America poster pack</u> (Lakeshore, 2003) Websites: www.bensguide.gpo.gov www.kidport.com</p>	<p>Open response booklets. Create a new American symbol and explain its significance. Name and explain American national symbols: Flag, White House, Liberty Bell, bald eagle, Statue of Liberty</p>
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GRADE ONE – Economics

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
January/ February	<i>How do people earn and spend money?</i>	Literature based discussions <ul style="list-style-type: none"> ▪ Wants and needs ▪ Goods/services ▪ Producer/consumer Visits from community workers Journal writing Role Play opportunities	Economics 9. Give examples of products (goods) that people buy and use. 10. Give examples of services that people do for each other 11. Give examples of the choices people have to make about goods and services that they buy (e.g. a new coat, a tie, a pair of shoes) and why they have to make choices (e.g. they have a limited amount of money)	Related literature (fiction/non-fiction) Websites: www.econedlink.org/lessons www.lessonplans.com	Interview a family member or a family friend How do you earn money? Does your job provide a good or a service? List 3 ways that you spend money on things that you need. List 3 ways that you spend money on things that you want. (spend) Make a book of services and jobs (earn)

GRADE ONE – Geography

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
May/June	<i>What components help us to read and understand maps and globes?</i>	<p>KWL Charts</p> <p>Compare/contrast a map and globe</p> <p>Locate poles, equator, land, oceans, lakes, rivers, and mountains on map/globe.</p> <p>Make a map key.</p> <p>Identify a compass rose.</p> <p>Identify a scale.</p> <p>Reading fiction and non-fiction books about maps.</p>	<p>1.1 On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (G)</p> <p>4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)</p> <p>5. Identify cardinal directions: North, South, East, West, and apply them to maps of locations in the classroom, classroom on school grounds, and school in the community (G)</p> <p>6. Define and locate: the North and South Poles, and the Equator. (G)</p> <p>7. Define and give examples of: a continent, mountain, river, and ocean. (G)</p>	<p><u>Maps, Charts and Graphs</u> by Frank Schaffer #FS8563</p> <p><u>There's a Map on My Lap</u> by Tish Rabe</p> <p>Assorted maps and globes</p> <p>Fiction and non-fiction books on maps and globes.</p> <p>Rand McNally People, Spaces, Places Series (Big and small books)</p> <p><u>Young Geographers</u> <u>Our Government</u> <u>Maps</u></p>	<p>Make a map of your classroom. Include a map key and cardinal directions.</p> <p>Make a map of the playground and include the cardinal directions.</p> <p>On a map provided by the teacher, label the oceans, land, poles, equator, mountains, rivers, Boston, MA, Washington DC, map key, scale, and compass rose.</p>

Grade One Rigby Literacy Resources:

Level	Title	Author	Level	Title	Author
C	Our Flag	Cindy Harris	F	Our Town	Kim Ulander
G	Thanksgiving Day	Cadie Buckholdt	C	Helping Each Other	Gail Blasser Riley
D	Stay Safe	Debra Lucas		Fun Day	Katacha Diaz
B	Many Homes	Jane Hearn	D	Give and Take	Dana Carroll
C	This is My Family	Betty Kwong-Lee	BB	Schools Then and Now	Rachel Kralnz
BB	What Do I Want to Be?	Laurie Rozakis	BB	Citizens to Look Up To	Ashley S. Burrell

GRADE TWO – Geography, History, Civics

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Sept. – Dec.	<i>How do people, past and present, influence our cultures and traditions?</i>	Students will view maps and the globe and make a list of features they see (land, water, mountains, cities, rivers, etc.) Class will begin to construct a chart, list, or Venn diagram including observations about continents.	2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)	Maps and Globes skills review. <u>Rigby Resource Books:</u> Old Friends and New Friends Stepping Through Time The Cherokee Little People All the World Loves Puppets Poles Apart Pedal Power Stone Soup Jamall’s City Garden <u>Rigby Big Books:</u> Greetings from Route 66 Westward to Oregon Yeh Shen Asha in the Attic	Given a map of the world, students will be able to locate and identify the 7 continents.
	<i>Where am I?</i>	Students will view maps of North and South America using established key to identify land, water, and topographical sites. Students will locate the oceans on a map of the world. Students will locate the major rivers on a map of the world. Students will locate major mountains or mountain ranges in the world.	2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G) 2.3 Locate the oceans of the world: the Arctic Atlantic, Indian, Pacific, and Southern oceans. 2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile.		Given a map of North and South America, students will label the boundaries of the United States, Canada, and Mexico.

<p>Jan. / Feb.</p>	<p><i>Who am I? Who are We?</i></p>	<p>Students will label countries on a map and identify the country(ies) from which their ancestors came.</p> <p>Interview a family member to determine the country, flag, and language of the country from which their ancestors came.</p>	<p>2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)</p> <p>2.6 Explain the difference between a continent and a country and give examples of each.</p> <p>2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, and other relatives or ancestors came. With the help of the school librarian, describe the traditional food, customs, sports,</p>	<p>Venn Diagram Country/Continent Word Bank</p> <p><u>Suggested Literature list:</u> My First Kwanza Book K is for Kwanza: Alphabet Book Seven Candles for Kwanza Family under the Bridge Tea with Milk I Lost My Tooth in Africa Pecos Bill Rise and Shine, Mariko-Chan! The Seven Chinese Brothers Madeline in America At the Crossroads It Takes a Village In the Time of the Drums MeQuieres, Mama? Tree of Cranes Babuska'a Mother Goose My Rows and Piles of Coins Soccer Cousins</p>	<p>Given a map of the world, the students will label the Arctic, Atlantic, Indian, Pacific, and Southern Oceans</p> <p>Given a map of the world the students will label the Mississippi, Amazon, Volga, Yangtze and Nile Rivers.</p> <p>Given a map of the world students will label the mountain ranges such as the Alps, Andes, Himalayas, Mt. Everest, Mt. McKinley and the Rocky Mountains.</p> <p>Students will organize information in a Venn Diagram format to compare and contrast countries and continents.</p> <p>Oral presentation of interview. Evaluate for the inclusion of the country of family's origin and customs and traditions practices by ancestors.</p>
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		<p>Share a tradition or custom in which the student's family participates that comes from their country of origin.</p> <p>Identify three countries from which the more ancestors have come. Research and create posters that show well-known sites, events or landmarks from these selected countries. Explain why they are important.</p> <p>Throughout the year the students will listen to literature and/or biographies about individuals recognized for their achievements. They will write a book response including: person's name, era they lived and reasons why the person is significant.</p>	<p>and games, and music of the place they came from (G, C)</p> <p>2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)</p> <p>2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, C, G)</p> <p>2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic) (H)</p>	<p>Donkey Trouble Africa Dram Ming Lo Moves the Mountain The Lost Horse The Boy of the Three-Year Nap Anansi the Spider</p>	<p>Students will create a postcard identifying a well-known site or landmark from their ancestor's country. Text will include an event related to the site or landmark.</p> <p>Student will choose one person of distinction they have learned about and create an artistic presentation (visual art, dramatic art, oratory) for other students in the class to teach them about their person of choice.</p>
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Grade Two Rigby Literacy Resources:

Title	Author	Title	Author	Title	Author	Title	Author
Many Ways to Work	Abby Jackson	Hello! I'm Paty	Katacha Diaz	My Hero	Laura Husar Garcia	The Land and Water of the US	Dixie Lee Petrokis
Grace for President	Becky Manfredini & Jenny Reznick	A Breakfast Story	Lorraine Sintetos	Ben Franklin	Elena Martin	Off to Work	Eric Christopher Meyer
Pass it On	Terra Tarango	Technology Past and Present	Daniel Shepard	Long, Long Ago	Marci Vaughn	African American in History	Stanford Makishi
Regions for Coast to Coast	Leslie Arnott						

GRADE THREE – Geography

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
September	<p><i>Where is my region and how does living there affect my life?</i></p> <p><i>What is New England?</i></p> <p><i>What are the major cities and towns of Massachusetts?</i></p> <p><i>What are the geographical features of Massachusetts?</i></p>	<p>Text Chapter 2, Lesson 1 Map Skills</p> <p>New England map</p> <p>Text Chapter 2, Lesson 3</p> <p>Label towns and cities on Massachusetts map</p>	<p>3.1 Students will be able to use a map to locate the six New England states and the Atlantic Ocean.</p> <p>Students will be able to locate major cities and towns on a Massachusetts map (i.e. Boston, Beverly, Cape Cod, Cape Ann)</p> <p>Students will identify and locate geographical features of Massachusetts (i.e. Berkshire Hills, Charles River, Merrimack River, Connecticut River).</p>	<p>Text: <u>Massachusetts Our Home</u></p> <p>Gibbs-Smith</p>	<p>Label a blank map with six New England states, Atlantic Ocean.</p> <p>Plan a Massachusetts vacation...Include a map using cardinal directions, map scale, geographic features, and location of major cities.</p>

GRADE THREE – History

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
October	<i>What was the way of life for the Wampanoag during the arrival of the Pilgrims?</i>	<p>Wampanoag Web Quest</p> <p>Text Chapter 3, Lessons 1-3</p> <p>Graphic Organizer: Cause & Effect –Relationships. What if the leaders did not establish peace?</p> <p>What if the Wampanoags did not help the Pilgrims during the first winter?</p>	<p>3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)</p>	<p>Text: <u>Massachusetts Our Home</u></p> <p>Gibbs-Smith</p>	<p>Write a compare contrast essay of Wampanoag to the Pilgrims Or A journal entry describing daily life of each group</p>

GRADE THREE – History cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
November	<p><i>What caused the Pilgrims to leave England?</i></p> <p><i>How did leaving England change the Pilgrims lives?</i></p>	<p>Take a Stand (Activity) “Why leave?” (Debate)</p> <p>Read and discuss text, Chapter 4, Lessons 1-3, pp 64-80.</p> <p>Students become the “Children of the Mayflower” to understand the lives and events from an historical perspective.</p> <p>Internet research.</p> <p>Journal writing to reflect understanding of events and ideas.</p>	<p>3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)</p> <p>A. The purpose of the Mayflower Compact and its principles of self-government</p> <p>B. Challenges in settling in America</p> <p>C. Events leading to the first Thanksgiving</p>	<p>Text: <u>Massachusetts Our Home</u> Gibbs-Smith</p> <p>Websites: www.mayflowerhistory.com www.plimothplantation.org</p>	<p>Journal writing demonstrates understanding of: Purpose for leaving Challenges the Pilgrims faced Events leading to the first Thanksgiving.</p>

GRADE THREE – History cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
December	<p><i>Because of the differences between the Pilgrims and Puritans, what changes took place?</i></p> <p><i>How did the leadership of John Winthrop change Massachusetts?</i></p>	<p>P. 86 Text – Chart Discuss Chapter 5 Lessons 1-3</p> <p>Prepare Venn diagram comparing and contrasting Puritans and Pilgrims.</p> <p>Read biography of John Winthrop, pp. 84-85 text. Read text, pp. 92-99 and discuss</p> <p>Read literature. Study photographs to understand life of a child in colonial Massachusetts.</p> <p>“Step into Colonial Massachusetts” Day (Celebrate colonial life with a day of activities)</p>	<p>3.4 Explain how the Puritans and Pilgrims differ and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)</p>	<p>Text: <u>Massachusetts Our Home</u></p> <p>Gibbs-Smith</p>	<p>Written Assessment Open Response: How were the Puritans different from the Pilgrims? Give four examples.</p> <p>Written Assignments:</p> <p>Letter: to someone in England telling about life in Massachusetts Bay Colony.</p> <p>Letter: Dear Patience, Dear Joshua... Compare present day life to that of a Puritan (colonial) child.</p>

GRADE THREE – History cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
January/ February	<i>How did the leaders and important developments effect change in the thirteen colonies?</i>	Text pp. 102-119 Discuss Note Taking Debate: Loyalists' vs. Patriots' point of view: who was right? Poetry and Drama: Read "The Midnight Ride of Paul Revere" and act it out. Journal Writing	3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C) A. The growth of towns and cities in Massachusetts before the Revolution B. The Boston Tea Party C. The beginning of the Revolution at Lexington and Concord D. The Battle of Bunker Hill E. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere	Text: Massachusetts Our Home Gibbs-Smith	Hyperstudio Project: Road to Revolution (events and leaders leading to the American Revolution)

GRADE THREE – History cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
January / February	<i>What major events occurred that led to the American Revolution?</i>	<p>Look at key battles between the British and the colonists before the Revolution</p> <p>Identify the key concerns of the colonists that lead them to seek independence</p> <p>Study the key battles leading to the American Revolution</p>	<p>3.5 Explain important political, economic, and military developments leading to and during the American Revolution.</p> <p>(H, C)</p> <p>F. The growth of towns and cities in Massachusetts before the Revolution</p> <p>G. The Boston Tea Party</p> <p>H. The beginning of the Revolution at Lexington and Concord</p> <p>I. The Battle of Bunker Hill</p> <p>J. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere</p>	<p>Text: <u>Massachusetts Our Home</u> Gibbs- Smith</p> <p><u>A Day in the Life of Sarah Morton, Samuel Eaton</u> by Kate Waters</p>	<p>Design a timeline of key events that lead to the American Revolution. Describe each event with basic details (What, Who, Where, When) and connect its relevance to the American Revolution.</p>

GRADE THREE - History

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
March	<i>What are the founding documents of our country and how are they important to us today?</i>	Identify the main idea and purpose of the Declaration of Independence, and Bill of Rights.	3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.	Text: <u>Massachusetts Our Home</u> Gibbs-Smith	Compare/Contrast the Declaration of Independence and the Bill of Rights, state the purpose for each document and how it serves American citizens.

GRADE THREE – History

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
APRIL	<i>Who are the historical figures from Massachusetts and how have their accomplishments impacted our lives?</i>	Historical Figures: Alexander Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse, William Filene, Amos Lawrence, Francis Cabot Lowell, Edward Brooke, Henry Adams, Louisa May Alcott, John S. Copley, Emily Dickenson, Norman Rockwell, Phyllis Wheatley, Clara Barton, Theodore Gisel, J. F. Kennedy, Susan B. Anthony, Ben Franklin	3.7 Students will learn about famous people from Massachusetts and the impact they have made on our lives	Text: <u>Massachusetts Our Home</u> Gibbs-Smith	Students will each choose one person of interest from Massachusetts to write a report on. The report will include a summary of the historical figures life and the effects of their accomplishments on our lives today.

GRADE THREE – History

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
MAY/ JUNE	<i>What is the historical significance of your city/town in Massachusetts?</i>	Field Trip: Tour of Beverly's historic sites. Beverly Historical Society: resources available	3.9 Identify historic buildings, monuments, or sits in the area and explain their purpose and significance. (H, C) 3.10 Explain the meaning of the stars and stripes on the American flag and explain the official procedure for care and display of the flag. (C) 3.11 Identify when the student's own city/town was founded, and describe different groups who may have settled in the community since the founding. 3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E) 3.13 Give examples of goods and services provided by their local businesses and industries (E) 3.14 Give examples of tax-supported facilities	Text: Massachusetts Our Home Gibbs-Smith	Create a brochure of Beverly including points of interest and historical sites.

GRADE THREE – History cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
			and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)		

Grade Three Literacy By Design Resources:

Title	Author
The Statue of Liberty	Mary F. Porsche
Now and Then	MC Hall/Kathleen Wiseman

Grade Four – History, Geography, Civics, and Government Economics

What story do maps and globes tell?

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Sept.-Nov.	<i>How and why do we group our states into regions?</i>	<p>Use map skills and globe skills to determine absolute locations (latitude and longitude) of places studied.</p> <p>Interpret a map using information from its title, compass rose, scale and legend</p> <p>Define and give examples of natural resources in the United States</p> <p>Given a map of the United States students will be able to locate the 5 major regions of the United States.</p> <p>Students will be able to interpret various types of maps.</p>	<p>4.8 On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)</p> <p>4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico. (G)</p> <p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p> <p>4.11 Describe the climate, major physical features, and major natural resources in each</p>	<p>Globes, maps, atlases</p> <p>Text: Social Studies States and Regions Harcourt</p> <p>Chapters 4-13</p> <p>Rigby Books: Woodland People, Desert People by Jaqueline Greene The Story of The Hoover Dam by Gail Blasser Riley</p> <p>Extreme USA By Lisa Trumbauer</p>	<p>Students will design and present a 5-slide power point presentation on a US region of their choice. Project must include:</p> <p>A.) Location of region on a map of the United States B.) Description of region’s climate, physical features, and natural resources C.) Identify any unique features of the region D.) Show the impact of the region on its inhabitants way of life</p>

Grade Four - History, Geography, Civics, and Government Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
			region. (G) 4.12 Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)		

Grade Four - History, Geography, Civics, and Government Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Dec.- Feb.	<p><i>How does the location of a region within the United States affect the way people live?</i></p> <p><i>What significance do national and historic sites in Washington D.C. have?</i></p>	<p>Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get others.</p> <p>Give examples of how the interaction of buyers and sellers influence the prices of goods and services in markets</p> <p>Identify major monuments and historical site in and around Washington D.C. and describe their function and significance.</p>	<p>4.13 Identify the five different European countries (Spain, France, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the world was being explored and explain how their influence can be traced to place names, architectural features, and language. (H, G)</p> <p>4.14 Identify major monuments in and around Washington D.C. (i.e. the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon)</p>	<p>Text: Social Studies States and Regions Harcourt</p> <p>Chapters 4-13</p> <p>Text: Social Studies States and Regions Harcourt</p> <p>Chapters 2</p>	

GRADE FOUR- History, Geography, Civics and Government, Economics

How has immigration shaped American culture?

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
March	<i>How do immigrants become American while maintaining their own ethnic culture?</i>	<p>Give examples of the different ways immigrants can become citizens of the United States.</p> <p>Give examples of the major rights that immigrants have acquired as citizens of the United States (i.e. the right to vote, and freedom of speech, assembly, and petition).</p> <p>Identify regional areas of the United states that have a large ethnic influence from specific immigrant groups.</p>	<p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <ul style="list-style-type: none"> • several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuit's). • African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers. • Major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians). • Major Spanish- 	<p>Text: Social Studies States and Regions Harcourt</p> <p>Unit: 3</p>	

GRADE FOUR- History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
			<p>speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)</p> <p>4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)</p>		

GRADE FOUR- History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
April – June	<p><i>What are the major components that define a country?</i></p> <p><i>How do the major components that define a country influence the way its citizens live?</i></p>	<p>Identify major language, climate, geographic features, cultural customs, economics, and government structures that shape the countries of Canada and Mexico.</p>	<p>Canada</p> <p>4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)</p> <p>4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)</p> <p>4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)</p> <p>4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)</p> <p>4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)</p> <p>4.22 Identify the major language groups in Canada, their geographic location, and the</p>	<p>Text: Social Studies States and Regions Harcourt</p> <p>Chapter 3</p>	

GRADE FOUR- History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
			<p>relations among them. (H, G) Mexico 4.23 On a map of North America, locate Mexico and its major cities. (G) 4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G) 4.25 Identify the language, major religion, and peoples of Mexico. (H) 4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)</p>		

GRADE FIVE – History, Geography, Civics and Government, Economics

What does it mean to be “civilized”? What makes a civilization? How have civilizations evolved?

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Sept-Oct	<p><i>How did our pre-Columbian and European Heritage create our nation?</i></p> <p><i>How did American and European societies differ?</i></p>	<p>Anglo-American political heritage Viking Explorations Magna Carta Mayas, Aztecs, Incas Early European exploration and trade The Crusades Marco Polo</p> <p>Use map and globe skills to determine absolute locations (latitude and longitude) of places studied</p> <p>Create a timeline of civilizations studied, include one major achievement of each group Summarize the downfall of the Aztec or Inca society</p>	<p>5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)</p> <p>5.2 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)</p> <p>5.3 Explain why the Aztec and Inca Civilizations declined in the 16th century. (H)</p>	<p>Text: American History McDougall Littell (Chapter 1)</p> <p>Books: The Discovery of The Americas Maestro & Giulio Maestro</p> <p>Time Line USA Eleanor Ripp</p> <p>Video: The Discovery of The Americas</p>	<p>Students will design a Venn diagram Portrait (pictures and written) compare and contrast one early European society or Pre-Columbian society with our nation Include: religious practices, political structures, trade, and complexity of society</p> <p>Design a flow chart to illustrate the major contributions of each society leading to the creation of our nation</p>

GRADE FIVE – History, Geography, Civics and Government, Economics

How has the legacy of earlier groups and individuals influenced subsequent generations?

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Oct-Nov.		<p>Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres</p> <p>Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world.</p> <p>Identify major trade routes by land and sea to the far east on a map.</p> <p>List the main objectives of exploration in the 1500's</p> <p>Choose one explorer and write an essay on the impact of his voyage</p> <p>Predict how native people being invaded by colonizers might react at first then later.</p>	<p>5.4 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four explorers. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)</p> <p>5.5 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)</p>	<p>Text: American History McDougall Littell (Chapter 2)</p> <p>Books: The Discovery of The Americas Maestro & Giulio Maestro</p> <p>Time Line USA Eleanor Ripp</p> <p>Video: The Discovery of The Americas</p>	<p>Written essay: Describing the impact of the crusades on exploration</p> <p>Or</p> <p>Project Presentation: Choose an explorer or your choice: Outline intended route and purpose, actual route and landing spot, One major accomplishment from the trip and a brief description of the relationship between natives and explorers</p>

GRADE FIVE – History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Dec/Jan	<p><i>Why do people colonize?</i></p> <p><i>What made early settlements successful?</i></p> <p><i>What challenges would colonists settling a new place have to overcome?</i></p>	<p>European exploration, colonization, and settlement to 1700.</p> <p>Compare and contrast early settlers reasons for coming to the new world (political, religious, social, and economical)</p> <p>Identify primary success and challenges of different colonies (New England, Southern colonies, Middle colonies</p> <p>Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat).</p>	<p>5.6 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the southwest, and California</p> <p>5.7 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)</p> <p>5.8 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical Societies and museums as needed. (H, E)</p> <p>*the fishing and shipbuilding industries</p> <p>*trans- Atlantic trade</p> <p>* the port cities of New Bedford, *Newburyport, Gloucester, Salem, and Boston</p>	<p>Text: American History McDougall Littell (Chapter 4)</p> <p>A History of Us Making Thirteen Colonies (Book 2) Joy Hakim</p>	

GRADE FIVE – History, Geography, Civics and Government, Economics

How might a smaller, poorly equipped team triumph over a stronger one?

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
Feb.	<p><i>How can people express dissatisfaction to their government?</i></p> <p><i>What are possible weaknesses of a strong nation?</i></p>	<p>Identify issues which created conflicts between England and the colonies over colonist' rights</p> <p>Predict factors that may determine the outcome of the American Revolution</p>	<p>5.15 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)</p> <p>5.16 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)</p>	<p>Text: American History McDougall Littell (Chapter 6,7,8)</p> <p>A History of Us From Colonies To Country (book 3) Joy Hakim</p> <p>Rigby Book: The Midnight Ride of Sybil Ludington</p>	

GRADE FIVE – History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
March	<p><i>What are the founding events that shaped our country?</i></p> <p><i>How is government structured?</i></p>	The principals and institutions of American Constitutional Government?	<p>5.17 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)</p> <p>5.18 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)</p> <p>5.19 Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. (C)</p> <p>5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. (H, C)</p> <p>5.21 Describe Shays's Rebellion of 1786 1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)</p> <p>5.22 Identify the various</p>	<p>Text: American History McDougall Littell (Chapter 9,10) A History of Us From Colonies To Country (book 3) Joy Hakim We The People The Citizens and The Constitution The Center for Civic Education (Level I) Rigby Book: The Charters of Freedom</p>	

GRADE FIVE – History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
			leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)		

GRADE FIVE – History, Geography, Civics and Government, Economics

How has the United States Changed and how might it change in the future?

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
April	<p><i>How has our government evolved?</i></p> <p><i>How might our government continue to evolve in the future?</i></p>	<p>The principals and institutions of American Constitutional Government</p> <p>The growth of the republic</p>	<p>5.23 Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). (C)</p> <p>5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)</p> <p>5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary). (H, C)</p> <p>5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the</p>	<p>Rigby Book: How Government Works Text: American History McDougall Littell (Chapter 11, 12) A History of Us A New Nation (book 4) Joy Hakim We The People The Citizens and The Constitution The Center for Civic Education (Level I) Our Democracy Ariella Tievsky</p>	

GRADE FIVE – History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
			Constitution in 1791. (H, C) 5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)		

GRADE FIVE – History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
April	<p><i>What are the rights and responsibilities between the individual, various groups, and government?</i></p> <p><i>What events lead to expansion and growth of the United States?</i></p>	<p>Define and use correctly words related to government: citizen, suffrage, rights, representation, federal, state, county, and municipal</p> <p>Give examples of the responsibilities and powers associated with major federal and state officials (e.g., the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives)</p> <p>Explain the structure of the student's city or town government</p> <p>The Louisiana Purchase and Westward Expansion Reform Movement</p>	<p>5.28 Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia. (H, C)</p> <p>5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)</p> <p>5.30 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)</p> <p>5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)</p>	<p>Text: American History McDougall Littell (Chapter 13)</p> <p>A History of Us A New Nation (book 4) Joy Hakim</p> <p>Time Line USA Eleanor Ripp</p>	

GRADE FIVE – History, Geography, Civics and Government, Economics

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
May-June	<i>Why did people move west?</i>	The Louisiana Purchase and Westward Expansion Reform Movement	<p>5.32 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)</p> <p>5.33 Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)</p> <p>5.34 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. (H)</p> <p>5.35 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)</p> <p>5.36 Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China. (H)</p> <p>5.37 Explain the reasons that pioneers moved west from the beginning to the middle of the 19th</p>	<p>Text: American History McDougall Littell (Chapter 13)</p> <p>A History of Us A New Nation (book 4) Joy Hakim</p> <p>Time Line USA Eleanor Ripp</p>	

GRADE FIVE – History, Geography, Civics and Government, Economics cont.

Month	Essential Question	Content (Chapter/Unit Description/Activities)	Skills (Standards/Learning Outcomes)	Materials/Resources	Assessments (Objective/Subjective)
			century, and describe their lives on the frontier. (H, G, C, E)		

