

Swift River School

History and Social Studies Alignment Document

2005

Introduction to Swift River School's History and Social Science Curriculum Alignment Document

The Massachusetts Department of Education has developed Curriculum Frameworks for all subject areas taught in the public schools. The History and Social Science (H.S.S.) Curriculum Framework is one of seven documents created to advance educational reform in Massachusetts. It reflects the work of K-12 educators and consultants throughout the state in collaboration with staff from the Massachusetts Department of Education.

The following document demonstrates how the Swift River School H.S.S. Curriculum aligns with the Massachusetts H.S.S. Curriculum Framework, which is available on the internet at <http://www.doe.mass.edu>.

The H.S.S. Curriculum document includes academic content, concepts and skills in history, geography, economics and civics and government. The learning standards describe the knowledge that children are expected to acquire at each grade level. The concepts and skills sections are designed to enhance the understanding of the content. Teachers thematically organize topics in the standards (as well as other topics they find important) to create units of study.

Children in grades Pre-K through 5 build on skills, beginning with an understanding of neighborhood and community and continue with a study of colonial America and the early U.S. Children in grade 6 begin a study of world history and geography from ancient societies to the present day. The standards, concepts and skills presented at each grade level are consistent with those that are mandated by the state of Massachusetts.

Skills listed in the History and Social Science Curriculum are taught across the subject areas. Students practice skills in mapping as they follow journeys of characters in stories. They learn of famous Americans through biographies, non-fiction, and historical fiction. Currency and methods of trade may be part of a math lesson. The skills presented at each grade level are reviewed and build upon information presented to them in previous years.

It is our hope that this document will be of use to parents, teachers and administrators at the Swift River School.

H.S.S. Curriculum Alignment Committee

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The Guidelines for Preschool Learning Experiences (prepared by The Early Childhood Advisory Council and the Massachusetts Department Of Education) is the document to which preschool curriculum is aligned. These are based directly on the standards for Pre-K-K in the approved revisions of the Massachusetts Curriculum Frameworks. The Guidelines and the links to MA Curriculum Frameworks are listed under “Learning Standard.”

Learning Standard	Assessment	Resources
1. Discuss and identify the order of daily routines. Link to Skills and Concepts 1	Teacher Observation	Daily Picture Schedules Everyday Math
2. Discuss and use vocabulary related to time in relevant activities. Link to Skills and Concepts 2 and Learning Standard 2	Teacher Observation	Everyday Math, Classroom Literature Nature Trail
3. Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories. Link to Skills and Concepts 3	Teacher Observation	Second Step Conflict Resolution Materials Dramatization
4. Engage in activities that build understanding of words for location and direction. Link to Skills and Concepts 4 and Learning Standards 3 and 4	Teacher Observation	Handwriting Without Tears Classroom materials/supplies such as music, movement aides, etc.
5. Construct and describe simple maps of their immediate neighborhood. Link to Skills and Concepts 5 and Learning Standard 4	Teacher Observation	Teacher-created Curriculum Resource Book

Learning Standard	Assessment	Resources
<p>6. Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them. Link to Skills and Concepts 6</p>	<p>Teacher Observation</p>	<p>Second Step Conflict resolution materials</p>
<p>7. Talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty, and personal responsibility. Link to Learning Standard 5, also Health 9.2</p>	<p>Teacher Observation</p>	<p>Classroom Literature Second Step</p>
<p>8. Discuss classroom responsibilities in daily activities. Link to Learning Standard 6, also Health 5.3, 5.4</p>	<p>Teacher Observation/Anecdotal Notes</p>	<p>Classroom Literature</p>
<p>9. Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults. Link to Learning Standard 6</p>	<p>Classroom Observation</p>	<p>Teacher-created Curriculum Resource Book Parents and Community Members Classroom Literature</p>
<p>10. Observe and discuss the various kinds of work people do outside and inside their homes. Link to Skills and Concepts 7, Learning Standard 8</p>	<p>Classroom Observation/Anecdotal Notes</p>	<p>Teacher-created Curriculum Resource Book Parents and Community Members Classroom Literature</p>

Learning Standard	Assessment	Resources
<p>11. Observe, discuss, and dramatize basic economic concepts such as buying and selling, producing, and consuming. Link to Skills and Concepts 8, and Learning Standard 10</p>	<p>Teacher Observation/Anecdotal Notes</p>	<p>Classroom Literature Teacher-created Resource Book Everyday Math</p>
<p>12. Observe some U.S. national holidays and discuss how and why we celebrate them. Link to Learning Standard 1</p>	<p>Teacher Observation</p>	<p>Classroom Literature</p>
<p>13. Observe or listen to important American symbols including the American flag and its colors and shapes; the melody of the national anthem; the picture and name of the current President, and the words of the Pledge of Allegiance. Link to Learning Standard 7</p>	<p>Teacher Observation</p>	<p>Classroom Literature Music Flag</p>

Kindergarten

Learning Standard	Assessment	Resources
<p>PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them: Columbus Day, Independence Day, Martin Luther King, Jr. Day, Presidents' Day, Thanksgiving.</p>	<p>Teacher Observation/Anecdotal Notes Oral Assessment Student Drawings</p>	<p>Classroom Literature Classroom Events Calendar U.S. Currency</p>

Learning Standard	Assessment	Resources
PreK-K.2 Put events in their own and their families' lives in temporal order.	Teacher Observation/Anecdotal Notes Student Drawings Dictation	Teacher-created materials Classroom Literature
PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located.	Teacher Observation Oral Assessment Student Drawings	Maps Globe Atlas Classroom Literature Teacher-created materials
PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school.	Oral Assessment Student Project Dictation	Map Classroom Literature Teacher-created materials
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.	Teacher Observation/Anecdotal Notes Oral Assessment	Classroom Literature Teacher-created materials
PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults.	Teacher Observation/Anecdotal Notes Student Drawings	Classroom Literature Classroom Events Teacher-created Curriculum Resource Book Teacher-created materials

Learning Standard	Assessment	Resources
PreK-K.7 Demonstrate understanding that there are important American symbols by identifying the American flag and its colors and shapes; the melody of the national anthem; the picture and name of the current president; the words of the Pledge of Allegiance.	Teacher Observation/Anecdotal Notes Oral Assessment	Classroom Literature School Events Taped Music American Flag
PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home.	Teacher Observation/Anecdotal Notes Student Drawings	Classroom Literature Classroom Events
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want).	Oral Assessment	Classroom Literature
PreK-K.10 Give examples of the things that people buy with the money they earn.	Oral Assessment Dictation	Classroom Literature Common Cents Jar Everyday Math

Grade 1

Learning Standard	Assessment	Resources
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.	Teacher observation Written and oral responses	U.S. map Symbols of Freedom- <i>The White House</i> by Tristan Boyer Binns <i>One Nation</i> by Devin Scillian <i>Make Way for Ducklings</i> by Robert McCloskey

Learning Standard	Assessment	Resources
<p>1.2 Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.</p>	<p>Teacher observation Oral responses Anecdotal notes</p>	<p><i>Arthur Meets the President</i> by Marc Brown</p>
<p>1.3 Identify and explain the meaning of American national symbols. (the American flag, the bald eagle, the White House, the Statue of Liberty)</p>	<p>Student projects Oral and written responses</p>	<p>Symbols of Freedom books: <i>The American Flag</i> <i>The Bald Eagle</i> <i>The White House</i> The Statue of Liberty <i>Red White and Blue</i> by Susan Canizares & Betsey Chesson <i>The Statue of Liberty</i> by Lucille Recht Penner</p>
<p>1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as <i>America the Beautiful</i>, <i>My Country, 'tis of Thee</i>, <i>God Bless America</i>, and <i>The Star Spangled Banner</i> and explain the general meaning of the lyrics.</p>	<p>Teacher observation Oral and written responses</p>	<p>U.S. flag <i>I Pledge Allegiance</i> by Bill Martin Jr. & Michael Sampson <i>The Star-Spangled Banner</i> –Scholastic Books <i>The Pledge of Allegiance</i> – Scholastic Books <i>O Beautiful for Spacious Skies</i>, poem by Katharine Lee Bates, art by Wayne Thiebaud</p>

Learning Standard	Assessment	Resources
<p>1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Flag Day, and Independence Day.</p>	<p>Teacher observation Oral and written responses</p>	<p>Calendar Holiday Histories Series <i>Columbus Day</i> <i>Labor Day</i> <i>Martin Luther King Jr. Memorial Day</i> <i>Presidents' Day</i> <i>Veterans Day</i> <i>Paul Revere's Midnight Ride</i> by Stephen Krensky</p>
<p>1.6 Give reasons for noting the days that mark the changes in seasons.</p>	<p>Teacher observation Oral and written responses</p>	<p><i>Seasons of Johnny's Apple Tree</i> by Gail Gibbons <i>When Summer Comes</i> by Robert Maass <i>First Snow</i> by Kim Lewis <i>The Happy Day</i> by Ruth Krauss <i>At Grandpa's Sugar Bush</i> by Margaret Carney <i>Sky Tree</i> by Thomas Locker</p>
<p>1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g. Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medioa Pollito), describe the main characters and their qualities.</p>	<p>Teacher observation Oral and written responses</p>	<p>Various tall tales, e.g: <i>Johnny Appleseed</i> by Patricia Demuth <i>Paul Bunyan</i> by Steven Kellogg <i>John Henry</i> by Julius Lester Selections from <i>From Sea to Shining Sea</i> by Amy Cohn Folk tales from around the world like: <i>Lon Po Po</i> by Ed Young <i>Anansi</i> by GeraldMcDermott</p>

Learning Standard	Assessment	Resources
<p>1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (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.</p> <p><i>Teachers choose whatever biographies they wish.</i></p>	<p>Teacher observation Oral and written responses</p>	<p><i>Martin's Big Words</i> by Doreen Rappaport <i>My Brother Martin</i> by Christine King Farris <i>The Story of Ruby Bridges</i> by Robert Coles</p>

Learning Standard	Assessment	Resources
<p>1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.</p>	<p>Journal writing Teacher observation</p>	<p>Family questionnaire Calendars <i>America is...</i> by Louise Borden <i>One Light, One Sun</i> by Raffi <i>How Many Days to America</i> by Eve Bunting <i>One Candle</i> by Eve Bunting <i>The Night of Los Posadas</i> by Tomie dePaola <i>An Amish Christmas</i> by Richard Ammon <i>The Trees of the Dancing Goats</i> by Patricia Polacco <i>My First Kwanzaa Book</i> by Deborah M. Newton Chocolate <i>On Christmas Eve</i> by Margaret Wise Brown <i>The Bunny Who Found Easter</i> by Charlotte Zolotow <i>The Matzah That Papa Brought Home</i> by Fran Manushkin</p>

Concepts and Skills Grade 1	Framework #
1. Identify temporal sequences such as day, weeks, months, years, and seasons.	1.5, 1.6
2. Place events in students' own lives in chronological order.	1.9
3. Read dates on a calendar and associate them with days of the week.	1.5, 1.6
4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world.	1.1
5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community.	1.1
6. Define and locate the North and South Poles and the equator	1.1

Concepts and Skills Grade 1	Framework #
7. Define and give examples of a continent, mountain, river, lake, and ocean.	1.1
8. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability</i> .	1.2, 1.3, 1.5, 1.7, 1.8
9. Give examples of products (goods) that people buy and use.	1.9
10. Give examples of services that people do for each other.	1.8, 1.9
11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money).	1.9

Resources to Support Learning Standards Grade 1

1.1

Symbols of Freedom- *The White House* by Tristan Boyer Binns

One Nation by Devin Scillian

***Make Way for Ducklings*- Robert McCloskey**

1.2

Arthur Meets the President by Marc Brown

1.3

Symbols of Freedom books

The American Flag

The Bald Eagle

The White House

The Statue of Liberty

The Statue of Liberty by Lucille Recht Penner

Red White and Blue by Susan Canizares & Betsey Chesson

1.4

I pledge allegiance by Bill Martin Jr. & Michael Sampson

The Star-Spangled Banner –Scholastic Books

The Pledge of Allegiance – Scholastic Books

O Beautiful for Spacious Skies, poem by Katharine Lee Bates, art by Wayne Thiebaud

1.5

Holiday Histories Series

Columbus Day

Labor Day

Martin Luther King Jr.

Memorial Day

Presidents' Day

Veterans Day

Paul Revere's Midnight Ride by Stephen Krensky

1.6

Seasons of Johnny's Apple Tree by Gail Gibbons

When Summer Comes by Robert Maass

First Snow by Kim Lewis

The Happy Day by Ruth Krauss

At Grandpa's Sugar Bush by Margaret Carney

Sky Tree by Thomas Locker

1.7

Various tall tales like :

Johnny Appleseed by Patricia Demuth

Paul Bunyan by Steven Kellogg

John Henry by Julius Lester

Selections from *From Sea to Shining Sea* by Amy Cohn

Folk tales from around the world like:

Lon Po Po by Ed Young

Anansi by Gerald McDermott

1.8

Martin's Big Words by Doreen Rappaport

My Brother Martin by Christine King Farris

The Story of Ruby Bridges by Robert Coles

Squanto's Journey by Bruchac, Joseph

1.9

- America is...* by Louise Borden
- One Light, One Sun* by Raffi
- How Many Days to America* by Eve Bunting
- One Candle* by Eve Bunting
- The Night of Los Posadas* by Tomie dePaola
- An Amish Christmas* by Richard Ammon
- The Trees of the Dancing Goats* by Patricia Polacco
- My First Kwanzaa Book* by Deborah M. Newton Chocolate
- On Christmas Eve* by Margaret Wise Brown
- The Bunny Who Found Easter* by Charlotte Zolotow
- The Matzah That Papa Brought Home* by Fran Manushkin

Grade 2

Learning Standard	Assessment	Resources
2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica.	Teacher observation Oral and written responses	World map Globe <i>Maps and Globes</i> by Jack Knowlton <i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman Technology: Zip Zap Map World by National Geographic Mapmaker's Tool Kit by Tom Snyder Productions Geographic Mapmaker's Tool Kit by Tom Snyder Productions

Learning Standard	Assessment	Resources
2.2 Locate the current boundaries of the United States, Canada and Mexico.	Teacher observation Oral and written responses	U.S. map World map Globe <i>Three Days on the River in a Red Canoe</i> by Vera B. Williams <i>Paddle to the Sea</i> by H. C. Holling Going Home by Eve Bunting Technology: Zip Zap Map U.S.A. by National Geographic Mapmaker's Tool Kit by Tom Snyder Productions
2.3 Locate the oceans of the world: Arctic, Atlantic, Indian, Pacific, and Southern Oceans.	Teacher observation Oral and written responses	World map U.S. map Globe <i>Atlantic</i> by G. Brian Karas
2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile.	Teacher observation Oral and written responses	World map U.S. map Globe
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.	Teacher observation Oral and written responses	World map Globe <i>Seaman's Journal-On the Trail with Lewis and Clark</i> by Patricia Reeder Eubank
2.6 Explain the difference between a continent and a country and give examples of each.	Teacher observation Oral responses	U.S. map World map <i>Maps and Globes</i> by Jack Knowlton Technology: Zip Zap Map World by National Geographic

Learning Standard	Assessment	Resources
<p>2.7 On a map of the world, locate the continent, regions, and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from.</p>	<p>Student project Oral and written responses</p>	<p>World map Family questionnaire <i>A Visit to....</i> series of books that include countries of children's origins by Chris Oxlade and Anita Ganeri <i>Countries of the World</i> series by Kathleen W. Deady</p> <p>Technology: Mapmaker's Tool Kit by Tom Snyder Productions</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.</p>	<p>Teacher observation Oral responses</p>	<p>Classroom/library literature as listed above in 2.7</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.</p>	<p>Teacher observation Oral responses</p>	<p>Classroom/library literature as listed above in 2.7 3-D Atlas by Creative Wonders</p>

Learning Standard	Assessment	Resources
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).	Oral and written responses Graphic organizers	Compass Point Early Biographies (School library) Before I Made History Series by Peter and Connie Roop (Scholastic Pub.) Jean Fritz collection of true stories <i>Squantos Journey</i> by Joseph Bruchac

Concepts and Skills Grade 2	Framework #
1. Use a calendar to identify days, weeks, months, years, and seasons.	2.8
2. Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons).	2.8, 2.10
3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studies.	2.7
4. Describe how maps and globes depict geographical information in different ways.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
5. Read globes and maps and follow narrative accounts using them.	2.7, 2.9
6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules).	2.10
7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).	2.10
8. Give examples of people in the school and community who are both producers and consumers.	2.8
9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community.	2.8

Resources to Support Learning Standards Grade 2

1.9

Maps and Globes by Jack Knowlton

How to Make an Apple Pie and See the World by Marjorie Priceman

Technology

Zip Zap Map World by National Geographic

Mapmaker's Tool Kit by Tom Snyder Productions

2.2

Three Days on the River in a Red Canoe by Vera B. Williams

Paddle to the Sea by H. C. Holling

Going Home by Eve Bunting

Technology

Zip Zap Map U.S.A. by National Geographic

Mapmaker's Tool Kit by Tom Snyder Productions

2.3

Atlantic by G. Brian Karas

2.4

2.5

Seaman's Journal on the Trail with Lewis and Clark by Patricia Reeder Eubank

2.6

Maps and Globes by Jack Knowlton

Technology

Zip Zap Map World by National Geographic

2.7

A Visit to.... series of books that include countries of children's origins by Chris Oxlade and Anita Ganeri

Countries of the World series by Kathleen W, Deady

Technology

Mapmaker's Tool Kit by Tom Snyder Productions

2.8

same as 2.7

2.9

same as 2.7

Technology

3-D Atlas by Creative Wonders

2.10

Compass Point Early Biographies (School library)

Before I Made History series by Peter and Connie Roop (Scholastic Pub.)

Jean Fritz collection of true stories

Grade 3

Learning Standard	Assessment	Resources
New England and Massachusetts		
3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.	Student Project Written Assessment	<i>Massachusetts From Sea to Shining Sea</i> , Joan Leotta <i>Classroom Atlas</i> , Rand McNally <i>Historical Atlas</i> , Rand McNally Massachusetts Studies Weekly newspaper, Fox Ridge Publishing Co. <i>Massachusetts the Bay State</i> , Map of the Month

Learning Standard	Assessment	Resources
<p>3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.</p>	<p>Teacher Observation Written Assessment</p>	<p><i>Two Cultures Meet National Geographic Reading Expeditions</i>, Ann Rossi <i>Massachusetts From Sea to Shining Sea</i>, Joan Leotta <i>Don't Know Much About the Pilgrims</i>, Kenneth C. Davis <i>Massachusetts Studies Weekly</i> newspaper, Fox Ridge Publishing Co. <i>Learn All About Pilgrims</i>, Susan Moger Classroom Literature</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.</p> <p>A. the purpose of the Mayflower Compact and its principles of self-government B. challenges in settling in America C. events leading to the first Thanksgiving</p>	<p>Teacher Observation Journal Writing</p>	<p><i>Massachusetts From Sea to Shining Sea</i>, Joan Leotta <i>Massachusetts Studies Weekly</i> newspaper, Fox Ridge Publishing Co. <i>Learn All About Pilgrims</i>, Susan Moger <i>Don't Know Much About the Pilgrims</i>, Kenneth C. Davis <i>History Pockets Life in Plymouth Colony</i>, Jill Norris, Sandi Johnson <i>Two Cultures Meet National Geographic Reading Expeditions</i>, Ann Rossi Classroom Literature</p>

Learning Standard	Assessment	Resources
<p>3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.</p>	<p>Teach Observation Journal Writing</p>	<p><i>Massachusetts From Sea to Shining Sea</i>, Joan Leotta <i>Massachusetts Studies Weekly</i> newspaper, Fox Ridge Publishing Co. <i>Learn All About Pilgrims</i>, Susan Moger <i>Don't Know Much About the Pilgrims</i>, Kenneth C. Davis <i>History Pockets Life in Plymouth Colony</i>, Jill Norris, Sandi Johnson <i>Two Cultures Meet National Geographic Reading Expeditions</i> by Ann Rossi Classroom Literature</p>

Learning Standard	Assessment	Resources
<p>3.5 Explain important political, economic, and military developments leading to and during the American Revolution.</p> <ul style="list-style-type: none"> a. the growth of towns and cities in Massachusetts before the Revolution b. the Boston Tea Party c. the beginning of the Revolution at Lexington and Concord d. the Battle of Bunker Hill e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere 	<p>Oral Assessment Journal Writing</p>	<p><i>Massachusetts From Sea to Shining Sea</i>, Joan Leotta <i>Massachusetts Studies Weekly</i> newspaper, Fox Ridge Publishing Co. <i>Emma's Journal</i>, Marissa Moss Classroom Literature</p>
<p>3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.</p>	<p>Anecdotal Notes Student Presentation</p>	<p><i>Massachusetts From Sea to Shining Sea</i>, Joan Leotta <i>Massachusetts Studies Weekly</i> newspaper, Fox Ridge Publishing Co. Classroom Literature</p>

Learning Standard	Assessment	Resources
<p>3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements.</p> <p>A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)</p> <p>B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)</p> <p>C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);</p> <p>D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)</p> <p>E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)</p>	<p>Student Project Student Presentation</p>	<p>Classroom Literature Internet Sites: www.askjeeves.com Encyclopedias</p>

Learning Standard	Assessment	Resources
Cities and Towns of Massachusetts		
3.8 On a map of Massachusetts, locate the class's hometown or city and its local geographic features and landmarks.	Student Project	<i>Massachusetts From Sea to Shining Sea</i> , Joan Leotta <i>Massachusetts the Bay State</i> , Map of the Month Maps of local area Quabbin resource materials
3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.	Anecdotal Notes	Local historical documents <i>Letting Swift River Go</i> , Jane Yolen
3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.	Student Presentation	Encyclopedias
3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.	Journal Writing	Local historical documents Swift River Historical Society

Learning Standard	Assessment	Resources
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.	Journal Writing Student Presentation	Local historical documents Swift River Historical Society Quabbin resource materials
3.13 Give examples of goods and services provided by the local businesses and industries.	Journal Writing	Guest speakers from the community
3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries.	Oral Assessment	Teacher-created resources

Concepts and Skills Grade 3	Framework #
History and Geography	
1. Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing.	3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.11, 3.12

Concepts and Skills Grade 3	Framework #
2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.	3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.	3.4, 3.5, 3.6, 3.9, 3.10, 3.11, 3.12
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community.	3.1, 3.8, 3.14
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19 th , or early 20 th century.	3.3, 3.5, 3.11
Civics and Government	
6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights).	3.3, 3.4, 3.5, 3.6, 3.14
7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings).	3.5, 3.7, 3.11, 3.13, 3.14
Economics	
8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes).	3.13, 3.14
9. Define specialization in jobs and businesses and give examples of specialized businesses in the community.	3.4, 3.11, 3.13, 3.14
10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want.	3.2, 3.3, 3.4, 3.5, 3.11

Grade 4

Learning Standard	Assessment	Resources
4.1 to 4.7, Optional, not covered		
Regions of the United States		

Learning Standard	Assessment	Resources
<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.</p>	<p>Written Assessment Oral Assessment</p>	<p><i>Social Studies Alive! Regions of Our Country</i>, Lesson 2</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. See Appendix H for a listing of states in each region.</p>	<p>Written Assessment Oral Assessment</p>	<p><i>Social Studies Alive! Regions of Our Country</i>, Lessons 2, 4, 6, 8, 10, and 12</p>
<p>4.10 Identify the states, state capitals, and major cities in each region.</p>	<p>Written Assessment Oral Assessment</p>	<p><i>Social Studies Alive! Regions of Our Country</i>, Lessons 2, 4, 5, 6, 8, 10, and 12, 13, and 14</p>

Learning Standard	Assessment	Resources
4.11 Describe the climate, major physical features, and major natural resources in each region.	Written Assessment Oral Assessment	<i>Social Studies Alive! Regions of Our Country</i> , Lessons 2, 4, 6, 7, 8, 10, 11, 12, and 14
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).	Written Assessment Oral Assessment	<i>Social Studies Alive! Regions of Our Country</i> , Lessons 2, 4, 6, 8, 10, 11, 12, and 14
4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon).	Written Assessment Oral Assessment	<i>Social Studies Alive! Regions of Our Country</i> , Lesson 4

Learning Standard	Assessment	Resources
<p>4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language.</p>	<p>Written Response Teacher Observation</p>	<p><i>Influence of Five European Countries on U.S. Place Names</i>, Classroom Activity, www.americancenturies.mass.edu Or: <i>What They Left Behind</i> http://edsitement.neh.gov/view_lesson_plan.asp?id=336</p>
<p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <p>A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).</p> <p>B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent</p>	<p>Written Assessment Oral Assessment Student Project</p>	<p><i>Social Studies Alive! Regions of Our Country</i>, Lesson 3</p>

Learning Standard	Assessment	Resources
<p>African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.</p> <p>C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).</p> <p>D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers.</p>		

Learning Standard	Assessment	Resources
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).	Student Project	Celebrate Diversity, annual school-wide integrated unit
Canada		
4.17 On a map of North America, locate Canada, its provinces, and major cities.	Written Assessment Oral Assessment	<i>Classroom Atlas</i> , Rand McNally
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.	Written Assessment Oral Assessment	<i>Canada, The Land, The People, The Culture</i> , series by Bobbie Kalman
4.19 Describe the major ethnic and religious groups of modern Canada.	Written Assessment Oral Assessment	<i>Canada, The Land, The People, The Culture</i> , series by Bobbie Kalman
4.20 Identify when Canada became an independent nation and explain how independence was achieved.	Written Assessment Oral Assessment	<i>Canada, The Land, The People, The Culture</i> , series by Bobbie Kalman

Learning Standard	Assessment	Resources
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.	Written Assessment Oral Assessment	<i>Canada, The Land, The People, The Culture</i> , series by Bobbie Kalman
4.22 Identify the major language groups in Canada, their geographic location, and the relations among them.	Written Assessment Oral Assessment	<i>Canada, The Land, The People, The Culture</i> , series by Bobbie Kalman
Mexico		
4.23 On a map of North America, locate Mexico and its major cities.	Written Assessment Oral Assessment	<i>Classroom Atlas</i> , Rand McNally
4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy.	Written Assessment Oral Assessment	<i>Mexico, The Land</i> , Bobbie Kalman
4.25 Identify the language, major religion, and peoples of Mexico.	Written Assessment Oral Assessment	<i>Mexico, The People</i> , Bobbie Kalman <i>Mexico, The Culture</i> , Bobbie Kalman
4.26 Identify when Mexico became an independent nation and describe how independence was achieved.	Written Assessment Oral Assessment	<i>Mexico, The Land</i> , Bobbie Kalman
4.27-4.30 Optional, not covered		

Concepts and Skills Grade 4	Framework #
History and Geography	
1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied.	4.8, 4.9, 4.17, 4.23
2. Interpret a map using information from its title, compass rose, scale, and legend.	4.8, 4.9, 4.10, 4.11, 4.17, 4.18, 4.23
3. Observe and describe national historic sites and describe their function and significance.	4.12, 4.13
Civics and Government	
4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition).	4.15, 4.16
5. Give examples of the different ways immigrants can become citizens of the United States.	4.15, 4.16
Economics	
6. Define and give examples of natural resources in the United States.	4.10, 4.11
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.	4.10, 4.11, 4.15, 4.16
8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets.	What is Competition? http://www.econedlink.org/lessons/print.cfm?lesson=EM509&page=teacher

Grade 5

Learning Standard	Assessment	Resources
Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700		
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.	Oral Assessment Teacher Observation	Teacher-created materials <i>A Viking Ship for Brendan</i> , Catherine Simpson <i>Viking Explorers</i> , Luigi Pruneti
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.	Student Project Written Assessment	<i>Explorers</i> , Peggy Todd
5.3 Explain why trade routes to Asia had been closed in the 15 th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. A. Vasco Nuñez de Balboa B. John and Sebastian Cabot C. Jacques Cartier D. Samuel de Champlain E. Christopher Columbus F. Henry Hudson G. Ferdinand Magellan H. Juan Ponce de Leon I. Amerigo Vespucci	Written Assessment	<i>History Alive!</i> , Lessons 4 and 5

Learning Standard	Assessment	Resources
<p>5.4 Explain why the Aztec and Inca civilizations declined in the 16th century. (H)</p> <ul style="list-style-type: none"> A. the encounters between Cortez and Montezuma B. the encounters between Pizarro and the Incas C. the goals of the Spanish conquistadors D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere 	<p>Teacher Observation Oral Assessment</p>	<p><i>Explorers</i>, Peggy Todd</p>
<p>5.5 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>Teacher Observation</p>	<p><i>A History of US: Making Thirteen Colonies</i>, Joy Hakim</p>
<p>5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England).</p>	<p>Written Assessment</p>	<p><i>A Light in the Forest</i>, Conrad Richter <i>Sign of the Beaver</i>, Elizabeth Speare <i>Echohawk</i>, Lynda Durrant <i>History Alive!</i>, Lesson 6</p>
<p>5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.</p> <ul style="list-style-type: none"> A. Lord Baltimore in Maryland B. William Penn in Pennsylvania C. John Smith in Virginia D. Roger Williams in Rhode Island E. John Winthrop in Massachusetts 	<p>Written Assessment</p>	<p><i>History Alive!</i>, Lessons 7 and 9</p>

Learning Standard	Assessment	Resources
<p>5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans.</p>	<p>Oral Assessment</p>	<p>Teacher-created materials</p>
<p>5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World.</p> <ul style="list-style-type: none"> A. the relatively small number of colonists who came from other nations besides England B. long experience with self-government C. the high rates of literacy and education among the English colonial leaders D. England's strong economic, intellectual, and military position 	<p>Teacher Observation Written Assessment</p>	<p><i>A History of US: Making Thirteen Colonies</i>, Joy Hakim</p>

Learning Standard	Assessment	Resources
<p>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</p>		
<p>5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.</p>	<p>Written Assessment</p>	<p><i>History Alive!</i>, Lesson 7</p>
<p>5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.</p> <p>A. the fishing and shipbuilding industries B. trans-Atlantic trade C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston</p>	<p>Oral Assessment</p>	<p>Teacher-created materials</p>
<p>5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.</p>	<p>Written Assessment</p>	<p><i>Jump Ship to Freedom</i>, The Colliers <i>History Alive!</i>, Lesson 8</p>
<p>5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary).</p>	<p>Oral Assessment</p>	<p>Teacher-created materials</p>

Learning Standard	Assessment	Resources
<p>5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution.</p> <p>A. legislative bodies B. town meetings C. charters on individual freedom and rights</p>	<p>Written Assessment</p>	<p><i>History Alive!</i>, Lesson 10</p>
<p>5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.</p> <p>A. Sugar Act (1764) B. Stamp Act (1765) C. Townsend Duties (1767) D. Tea Act (1773) and the Intolerable Acts (1774) E. the slogan, “no taxation without representation” F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)</p>	<p>Written Assessment Oral Assessment Teacher Observation</p>	<p>Presentation, Jim Dasatti <i>Patriots</i>, Bill Lacey and Terry Handy <i>A History of US: From Colonies to Country</i>, Joy Hakim <i>Early Thunder</i>, Jean Fritz</p>
<p>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</p>		
<p>5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.</p>	<p>Written Assessment</p>	<p><i>History Alive!</i>, Lessons 11 and 12</p>

Learning Standard	Assessment	Resources
<p>5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.</p> <ul style="list-style-type: none"> A. Lexington and Concord (1775) B. Bunker Hill (1775) C. Saratoga (1777) D. Valley Forge (1777-1778) E. Yorktown (1781) 	Written Assessment	<p><i>History Alive!</i>, Lesson 13 <i>Johnny Tremain</i>, Ethan Forbes</p>
<p>5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States.</p> <ul style="list-style-type: none"> A. John Adams B. Benjamin Franklin C. King George III D. Alexander Hamilton E. Thomas Jefferson F. James Madison G. George Washington 	Written Assessment	<p><i>History Alive!</i>, Lesson 13</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.</p>	Student Presentation Teacher Observation	<p><i>A History of US: From Colonies to Country</i>, Joy Hakim</p>
<p>5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.</p>	Oral Assessment	Teacher-created materials
<p>5.21 Describe Shays Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.</p>	Written Assessment Teacher Observation Book Report	<p><i>The Winter Hero</i>, The Colliers</p>

Learning Standard	Assessment	Resources
<p>5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated.</p> <ul style="list-style-type: none"> A. distribution of political power B. rights of individuals C. rights of states D. the Great Compromise E. slavery 	<p>Oral Assessment</p>	<p><i>A History of US: From Colonies to Country</i>, Joy Hakim <i>U.S. Constitution</i>, Mary Ellen Sterling</p>
<p>The Principles and Institutions of American Constitutional Government</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).</p>	<p>Written Assessment</p>	<p><i>History Alive!</i>, Lesson 14</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.</p> <ul style="list-style-type: none"> A. individual rights and responsibilities B. equality C. the rule of law D. limited government E. representative democracy 	<p>Written Assessment</p>	<p><i>History Alive!</i>, Lesson 15</p>

Learning Standard	Assessment	Resources
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).	Written Assessment	<i>History Alive!</i> , Lesson 15
5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.	Written Assessment	<i>History Alive!</i> , Lesson 15
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.	Oral Assessment	Teacher-created materials
The Growth of the Republic		
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.	Oral Assessment	Teacher-created materials
5.29 Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.	Written Assessment	<i>History Alive!</i> , Lesson 16
5.30 Describe the expedition of Lewis and Clark from 1803 to 1806.	Student Project Teacher Observation Written Assessment	<i>Lewis and Clark</i> , Bonnie Sachatello-Sawyer <i>Lewis and Clark</i> , Time For Kids <i>Lewis and Clark</i> , KIDS Discover <i>Lewis and Clark</i> : on the Trail of Discovery

Learning Standard	Assessment	Resources
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.	Teacher Observation	<i>Underground Railroad</i> , KIDS Discover
5.32 Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. A. British restrictions on trade and impressments B. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans	Oral Assessment	Teacher-created materials
5.33 Explain the importance of the China trade and the whaling industry to 19 th century New England, and give examples of imports from China.	Oral Assessment	Teacher-created materials
5.34 Explain the reasons that pioneers moved west from the beginning to the middle of the 19 th century, and describe their lives on the frontier. A. wagon train journeys on the Oregon and Santa Fe Trails B. their settlements in the western territories	Written Assessment	<i>History Alive!</i> , Lessons 16 and 17

Learning Standard	Assessment	Resources
5.35 Identify the key issues that contributed to the onset of the Civil War. A. the debate over slavery and westward expansion B. diverging economic interests	Written Assessment	<i>History Alive!</i> , Lesson 18

Concepts and Skills Grade 5	Framework #
History and Geography	
1. Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>).	5.15, 5.17
2. Interpret timelines of events studied.	5.1, 5.2, 5.3, 5.4, 5.6, 5.12, 5.15, 5.17, 5.30, 5.35
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.	5.3, 5.10
4. Use maps and globes to identify absolute locations (latitude and longitude).	Geography Unit, <i>Rand-McNally's 180 Geography Questions</i>
5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres.	Geography Unit, <i>Rand-McNally's 180 Geography Questions</i>

Concepts and Skills Grade 5	Framework #
6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change.	Geography Unit, <i>Rand-McNally's 180 Geography Questions</i>
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16 th and 17 th century maps of the world.	5.3
Civics and Government	
8. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal.</i>	5.8, 5.14, 5.16, 5.22, 5.24, 5.25, 5.26, 5.27
9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, Chief Justice of the U.S. Supreme Court, governor, state senators, and state representatives).	5.25
10. Explain the structure of the student's city or town government.	5.23
Economics	
11. Give examples of the ways people save their money and explain the advantages and disadvantages of each.	5.21
12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin).	5.17
13. Define profit and describe how profit is an incentive for entrepreneurs.	5.17
14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat).	5.6

Grade 6

Learning Standard	Assessment	Resources
Africa		
A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa,	Written Assessment Student Project	Geography Alive! Regions and People, Unit 5 Mapping Lab: Africa

locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope.		
A.2 Use a map key to locate countries and major cities in Africa.	Written Assessment Student Project	<i>Geography Alive! Regions and People</i> , Mapping Lab: Africa
A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	Written Assessment Student Project	<i>Geography Alive! Regions and People</i> , Unit 5 Mapping Lab: Africa, Lessons 19, 20, 21, 22, 23
A.4 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)	Written Assessment Student Project	<i>World Cultures –Past and Present</i> , Steck-Vaughn
Western Asia (the Middle East)		
WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf.	Written Assessment Student Project	<i>Geography Alive! Regions and People</i> , Unit 6 Mapping Lab Southwest and Central Asia, Lessons 24, 26,
WA.2 Use a map key to locate countries and major cities in the Middle East.	Written Assessment Student Project	<i>Geography Alive! Regions and People</i> , Unit 6 Mapping Lab: Southwest and Central Asia Maps Globes

		Graphs
<p>WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries.</p> <p>A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size</p>	Written Assessment Student Project	<i>Geography Alive! Regions and People, Lessons 24, 26</i>
<p>WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved.</p>	Written Assessment Student Project	<i>Geography Alive! Regions and People, Lesson 24</i>
Central and South Asia		
<p>CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes.</p>	Written Assessment Student Project	<i>Geography Alive! Regions and People, Unit 6, Mapping Lab: Southwest and Central Asia</i>
<p>CSA.2 Use a map key to locate the countries and major cities in Central and South Asia.</p>	Written Assessment Student Project	<i>Geography Alive! Regions and People, Unit 6 Mapping Lab: Southwest and Central Asia</i>

<p>CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries.</p> <ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources F. population size 	<p>Written Assessment Student Project</p>	<p><i>Geography Alive! Regions and People, Lessons 24, 25, 27</i></p>
<p>CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union.</p>	<p>Written Assessment Student Project</p>	<p><i>World Cultures –Past and Present, Steck-Vaughn</i></p>
<p>Southeast Asia and Oceania</p>		
<p>SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef.</p>	<p>Written Assessment Student Project</p>	<p><i>Geography Alive! Regions and People, Unit 7 Mapping Lab: Monsoon Asia Unit 8 Mapping Lab: Oceania and Antarctica</i></p>
<p>SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands.</p>	<p>Written Assessment Student Project</p>	<p><i>Geography Alive! Regions and People, Unit 7 Mapping Lab: Monsoon Asia Unit 8 Mapping Lab: Oceania and Antarctica</i></p>

<p>SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania.</p> <ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size 	Written Assessment Student Project	<i>Geography Alive! Regions and People, Lessons 28, 34, 35, 36</i>
<p>SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved.</p>	Written Assessment Student Project	<i>World Cultures –Past and Present, Steck-Vaughn</i>
North and East Asia		
<p>NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers.</p>	Written Assessment Student Project	<i>Geography Alive! Regions and People, Unit 4 Mapping Lab: Europe and Russia Unit 7 Mapping Lab: Monsoon Asia</i>
<p>NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia.</p>	Written Assessment Student Project	<i>Geography Alive! Regions and People, Unit 4 Mapping Lab: Europe and Russia Unit 7 Mapping Lab: Monsoon Asia</i>
<p>NEA.3 Explain how the following five factors have influenced settlement and the</p>	Written Assessment Student Project	<i>Geography Alive! Regions and People, Lessons 17, 18, 31, 32, 33</i>

<p>economies of major East Asian countries.</p> <ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size 		
<p>NEA.4 Identify when North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved.</p>	<p>Written Assessment Student Project</p>	<p><i>World Geography Building a Global Perspective</i>, Prentice Hall, Chapter 32, Section 3</p>
<p>Europe</p>		
<p>E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.</p>	<p>Written Assessment Student Project</p>	<p><i>Geography Alive! Regions and People, Unit 4 Mapping Lab: Europe and Russia</i></p>
<p>E.2 Use a map key to locate countries and major cities in Europe.</p>	<p>Written Assessment Student Project</p>	<p><i>Geography Alive! Regions and People, Unit 4 Mapping Lab: Europe and Russia</i></p>
<p>E.3 Explain how the following five factors have influenced settlement and the economies of major European countries.</p> <ul style="list-style-type: none"> A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources 	<p>Written Assessment Student Project</p>	<p><i>Geography Alive! Regions and People, Lessons 14, 15, 16</i></p>

E. population size		
South America		
SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America.	Written Assessment Student Project	<i>Geography Alive! Regions and People, Unit 3 Mapping Lab: Latin America</i>
SAM.2 Use a map key to locate the countries and major cities of South America.	Written Assessment Student Project	<i>Geography Alive! Regions and People, Unit 3 Mapping Lab: Latin America</i>
SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size	Written Assessment Student Project	<i>Geography Alive! Regions and People, Lessons 9, 10, 11, 12, 13</i>
SAM.4 Identify when South American countries became independent nations and explain how independence was achieved.	Written Assessment Student Project	<i>World Cultures –Past and Present, Steck-Vaughn</i>

Concepts and Skills Grade 6	Framework #
History and Geography	

Concepts and Skills Grade 6	Framework #
1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps.	A.1, A.2, A.3, WA.1, WA.2, WA.3, CSA.1, CSA.2, CSA.3, SEAO.1, SEAO.2, SEAO.3, NEA.1, NEA.2, NEA.3, E.1, E.2, E.3, SAM.1, SAM.2, SAM.3
2. Use geographic terms correctly, such as <i>delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.</i>	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size).	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
5. Identify how current world atlases are organized and the kind of information they provide for each continent and country.	A.1, A.2, A.3, WA.1, WA.2, WA.3, CSA.1, CSA.2, CSA.3, SEAO.1, SEAO.2, SEAO.3, NEA.1, NEA.2, NEA.3, E.1, E.2, E.3, SAM.1, SAM.2, SAM.3
6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.	Lessons from <i>Maps Globes Graphs</i> Steck Vaughn

Concepts and Skills Grade 6	Framework #
7. Use the following demographic terms correctly: <i>ethnic group</i> , <i>religious group</i> , and <i>linguistic group</i> .	A.4, WA.4, CSA.4, SEAO.4, NEA.4, SAM.4
Civics and Government	
8. Define what a nation is and give examples of the different ways nations are formed.	A.4, WA.4, CSA.4, SEAO.4, NEA.4, SAM.4
9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
Economics	
10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
12. Define supply and demand and describe how changes in supply and demand affect prices of specific products.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
13. Identify the key elements of a market economy.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3
15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator.	A.3, WA.3, CSA.3, SEAO.3, NEA.3, E.3, SAM.3

