

Social Studies
Pre-Kindergarten

PURPOSE:

The purpose of social studies in pre-kindergarten is to help children interact with their environment. As the students explore the world around them they will ask questions, make connections, and learn naturally by participating in activities. These activities will explore the areas of geography, government, and economics. Pre-kindergarten children will begin to explore the history of their town and country. They will learn about where they and others live. They will begin to learn about government and important leaders, as well as how our economy works. They will learn about: respect, trust, responsibility, honesty, courage, leadership, and loyalty.

OUTCOMES:

A. History

a. Historical Figures and Holidays

The students will:

- Understand the basic concept that history is the story of the past
- Recognize photographs or posters of historical figures such as, but not limited to; Abraham Lincoln, George Washington, and Martin Luther King, Jr.
- Explore through children's literature, national and local holidays including, but not limited to:
 - Labor Day
 - Columbus Day
 - Veterans' Day
 - Thanksgiving
 - Martin Luther King, Jr. Day
 - Presidents' Day
 - Memorial Day
- Explain how historical figures helped to shape our country
- Connect past historical events with current holiday celebrations

b. Classroom Community and Family Life

The students will:

- Understand that in our classroom community we will learn how to treat one another fairly, with respect and kindness
- Develop and nurture friendships with peers
- Begin to demonstrate the ability to resolve conflicts with peers
- Identify the different classroom centers and learn how to use materials independently and cooperatively

- Perform classroom jobs
- Contribute to the class community by following simple directions
- Name significant family members
- Identify family structure and the need for rules

B. Geography

The students will:

- Understand and identify the sequence of calendar: days, months, years, and seasons
- Identify position words such as: left, right, above, below, front, behind, top, and middle
- Distinguish between a map and a globe
- Identify that they live in a home, neighborhood, community, and country
- Identify their own address
- Identify common street signs and traffic signals

C. Government/Civics

The students will:

- Identify the United States flag
- Identify portraits of Abraham Lincoln, George Washington, and Martin Luther King, Jr.
- Describe why important historical figures symbolize good citizenship
- Identify the current President of the United States of America
- Understand and describe what a police officer does and the purpose of having rules and laws
- Understand the importance of community helpers such as, but not limited to, fire fighters and police officers
- Investigate and explain reasons why people volunteer to help others

D. Economics

The students will:

- Understand that there are different kinds of jobs people do
- Use words relating to work, such as: jobs, money, buying, and selling
- Investigate why people work and understand the concept of earning money to take care of ones family
- Give examples of how family members, friends, or acquaintances use money directly or indirectly, such as using a credit card or check to buy things they want and need

TEACHING STRATEGIES

- Teacher directed lessons
- Small group learning
- Cooperative learning groups
- Whole group learning
- Modeling behavior
- Brainstorming
- Audio tapes
- Props such as puppets, posters, and portraits
- Visual literature

ASSESSMENT

- Observations
- Class projects
- Flash cards
- Hands-on activities
- Progress reports

RESOURCES

- *Early Childhood News*
- Pre-K Curriculum Guides
 - a. *I Am! I Can!* by Grace Mitchell and Harriet Chmela
 - b. *A Practical Guide to Early Childhood Curriculum* by Claudia Eliason and Loa Jenkins
- Literature Big Books
 - *It's a Big World*, Editors Angela Rahaniotis and Gene Brierley
 - *School Days* by B.G Hennessey
 - *Good Night Moon* by Margaret Wise Brown
 - *Five Little Monkeys Jumping on the Bed* by Eileen Christebow
 - *Caps for Sale* by Esphyr Slobodkina
 - *Corduroy* by Don Freeman
 - *Families are Different* by Nina Pellegrini
- Satellite library

Social Studies Kindergarten

PURPOSE:

The purpose of social studies in kindergarten is to develop well-informed citizens who demonstrate affirmative social awareness as individuals and as members of society. Students will become familiar with various traditions and celebrations throughout their culture. They will examine people and their environments as they discover their place in the world around them. They will learn about their roles and responsibilities in a functioning society as they discover how people work together to make the laws that influence everyone's lives. They will also realize that people's basic human needs are met in a variety of ways. Learning is based on personal experiences at home with their families, in school with their friends, in their community, state, and country.

OUTCOMES:

A. History

The students will:

- Tell what it means to be a friend and demonstrate how to make friends
- Recognize that families vary in size, composition, and roles
- Demonstrate ways to be helpful in a family
- Identify how people and objects are alike and different
- Identify family celebrations and traditions, explaining their importance
- Identify the celebrations and holidays of various cultures
- Demonstrate an understanding of time sequence
- Place events in sequence using time related vocabulary
- Understand the purpose of clocks and calendars
- Be able to identify the days of the week
- Understand that people, animals, and things change over time
- Identify ways in which historical figures and ordinary people have helped to shape our country
- Understand why we celebrate special holidays in honor of historical figures
- Recognize how machines and inventions have improved people's lives

B. Geography

The students will:

- Identify the types of places that people and animals inhabit
- Identify and describe where they live, including their street address, city, or town
- Identify the name of their school as well as its location
- Recognize that a neighborhood is a place where groups of families or people live, work, and play together

- Create and use maps of well-known places
- Identify the globe as a map of the Earth
- Describe the Earth's physical make-up such as land and water
- Identify the North and South Poles on a globe
- Learn and use words that show direction and location
- Understand the similarities and differences of a city and a country
- Recognize various types of transportation
- Recognize the map of the United States of America

C. Government/Civics

The students will:

- Recognize safety rules at home, school, and throughout the community
- Know and demonstrate respect for rules at home, school, and the community
- Understand the consequences of not following the rules
- Understand and implement problem solving techniques
- Identify authority figures in the home, at school, and in the community
- Demonstrate how authority figures help to make and enforce the rules or laws
- Know the *Constitution* is a special set of laws written many years ago to help govern the United States of America
- Identify the United States flag by knowing its colors and shapes
- Identify other patriotic symbols of our country and state
- Know that the United States of America is made up of many different states
- Recognize that we all have a responsibility to help our community
- Know that people can vote as a way of expressing their ideas and help make choices
- Know the words to the *Pledge of Allegiance* and patriotic songs

D. Economics

The students will:

- Understand that people have many kinds of jobs in the community and at home
- Understand that everyone has needs and wants, and there are differences between the two
- Know the basic needs for people are food, clothing, and shelter
- Understand that people meet their needs by exchanging money for goods and services
- Realize that people spend and save their money

TEACHING STRATEGIES

- Teacher directed lessons
- Whole class activities
- Small group activities
- Working with a partner
- Individual activities
- Brainstorming
- Modeling
- *Junior Achievement*
- Re-enactment of the First Thanksgiving

ASSESSMENT

- Questions at the end of each lesson
- Games on the flipchart
- Chapter worksheets
- Performance during various activities
- Vocabulary using *Words to Know* posters
- Class Projects
- *John Collins Writing Program*

RESOURCES

- *Friends and Neighbors* Teacher's Edition Macmillan/ McGraw-Hill
- *Friends and Neighbors* Songs, Rhymes, Riddles and Games Flipchart Macmillan/McGraw-Hill
- *Geo Big Book* Macmillan/ McGraw-Hill
- *Friends and Neighbors* Activity Book Macmillan/McGraw-Hill
- *Friends and Neighbors* Big Ideas Posters Macmillan/McGraw-Hill
- *Friends and Neighbors* Words to Know Posters Macmillan/McGraw-Hill
- Technology
- Smart Board
- Song CD
- *Time For Kids*
- Literature Big Books:
 - Friends!* by Elaine Scott
 - Me on the Map* by Joan Sweeney
 - A Day with Police Officers* by Jan Kottke
 - The Pledge of Allegiance*
 - The Night Workers* by Kate Banks
 - The Copper Tin Cup* by Carole Lexa Schaefer
- Satellite library

➤ Holiday Literature:

Hooray for Hanukkah! by Fran Manushkin

The Christmas Miracle of Jonathan Toomey by Susan Wojciechowski

Martin Luther King Jr. Day by Linda Lowery

A Book About Christopher Columbus by Ruth Belov Gross

A is for America by Devin Scillian

Journey Around Boston by Martha Day Zschock

M is for Mayflower by Margot Theis Raven

The First Thanksgiving by Linda Hayward

Just Like Abraham Lincoln by Bernard Weber

Just Me and My Dad by Mercer Mayer

What Moms Can't Do by Douglas Wood

Social Studies

Grade One

PURPOSE:

The purpose of teaching social studies in grade one is to introduce an awareness of the world around us through exposure to multi-cultural literature. The students will learn about historical events and symbols related to the United States of America. It is important that they have an understanding of what it means to be an American and how our nation was formed. As the students study about their government, history, economy, and each other's families, they will learn about the world they live in.

OUTCOMES:

A. History

The students will:

- Identify the President of the United States of America, describe what his job is and how he is given authority through the vote of the people
- Identify and explain the American national symbols: American Bald Eagle, American Flag, White House, Liberty Bell, Statue of Liberty and Uncle Sam
- Demonstrate the ability to recite the *Pledge of Allegiance*, explain the meaning of it and to sing national songs such as: *America the Beautiful*, *God Bless America*, and *The Star Spangled Banner*
- Give reasons for celebrating national and local holidays, such as: Labor Day, Columbus Day, Presidents' Day, Martin Luther King Day, Thanksgiving Day, Veterans' Day, Patriots' Day, Memorial Day, Flag Day and Independence Day
- Give examples that show the meaning of politeness, achievement, courage, honesty, reliability, and responsibility
- Read, listen, or discuss famous Americans of different ethnic groups, such as, but not limited to: Neil Armstrong, Ceasar Chavez, Roberto Clemente, Jonas Salk, Thomas Edison, Bill Gates, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagewea, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and Wright Brothers

B. Geography

The students will:

- Identify sequences such as days, months, years, and seasons

- Place events in their own lives in chronological order, read, and create a time line
- Read and identify dates on a calendar and recognize major holidays
- Describe, draw, and label maps of their classroom, school, neighborhood, and town or city.
- Use a globe as a model of the Earth and locate the North Pole, the South Pole, Pacific Ocean, Atlantic Ocean, and United States of America
- Recognize land and water on the globe
- Define and give examples of a continent, river, lake and ocean
- Name the seven continents
- Identify cardinal directions, N, S, E, and W on a map
- On a map of the United States of America, locate Washington, D.C., Massachusetts, and Boston as the capital of Massachusetts
- Identify their addresses

C. Government/Civics

The students will:

- Recognize characteristics of good citizenship, a belief in justice, truth, and responsibility
- Recognize that a good citizen makes his/her community and country a better place to live
- Understand that a good citizen follows the rules or laws set by the appointed people/leaders, to make us safe and help us get along
- Identify historic figures who were good citizens, such as but not limited to, Nathan Hale, Clara Barton, Fredrick Douglass, Eleanor Roosevelt, and George Washington
- Explain that Americans have a variety of different families, all living in different communities, practicing different religions
- Describe various customs practiced by families
- Explain the need for rules in the home and communities

D. Economics

The students will:

- Distinguish between need and wants, recognizing examples of each
- Identify a variety of jobs that people perform
- Describe responsibilities and characteristics of a good worker
- Identify various goods that are made or grown
- Describe and recognize service jobs

- Explain the difference between working and volunteering

TEACHING STRATEGIES

- Teacher directed lessons
- Cooperative group learning
- Partner work
- Brainstorming
- Visual literacy
- Junior Achievement
- Re-enactment of First Thanksgiving

ASSESSMENT

- Traditional testing
- Journal and vocabulary writing
- Graded assessment
- *John Collins Writing Program*
- Timelines
- Foldables
- Collages

RESOURCES

- *The Pilgrims First Thanksgiving* by Ann McGovern
- *If You Lived in Colonial Times* by Ann McGovern
- *Time for Kids*
- Technology
- *A Picture Book of George Washington* by David Adler
- *A Picture Book of Martin Luther King* by David Adler
- *The Knee-High Man* by Julius Lester
- *Johnny Appleseed* by Steven Kellogg
- *Jobs People Do* by Christopher Maynard
- *Celebrating Independence Day* by Shelly Neilsen
- *Ring Out Wild Bells: Poems About Holidays*
- Satellite library
- Videos
- People and Places McGraw Hill

Social Studies Grade Two

PURPOSE:

The purpose of teaching social studies in grade two is to teach the students that in learning about the enduring traditions and customs that make our country uniquely diverse, we learn about the world around us. We learn who Americans are and where they come from. Students will learn about their communities and how they can contribute as citizens. Second graders will learn about the world outside of their nation and how the world is depicted geographically. Students in grade two will understand how citizens of the United States of America provide for themselves and begin to learn what it means to be a consumer in today's economy. As students study about the world, they will realize that they are part of one global community.

OUTCOMES:

A. History

The students will:

- Identify Native Americans, Pilgrims, pioneers, and early explorers
- Explain Native American traditions
- Recognize how Pilgrims overcame hardships
- Explain how the original thirteen colonies became the United States of America
- Recognize why the Civil War was fought
- Describe how the United States of America grew over time geographically
- Begin to understand the concepts of a timeline
- Give examples of tradition and customs from other countries that can be found in America today
- Share their family history with the class by creating a family tree beginning with family members who first came to this country
- Listen to true stories about individuals recognized for their achievement in shaping our nation today
- Use history vocabulary such as: now, past, and future
- Recognize national holidays and their significance to American society

B. Geography

The students will:

- Locate on a map of the world the continent, region, or countries from which their decedents come from
- Locate the seven continents on a map of the world
- Describe well known sites, events, or landmarks in at least three different countries from which students' families originated and explain their importance
- Read globes and maps and relate them to text
- Locate the borders of the United States, Canada, and Mexico
- Recognize five major rivers in the world
- Locate major mountains or mountain ranges in the world
- Locate oceans of the world
- Explain the difference between a continent and a country

C. Government and Civics

The students will:

- Identify the function of a government on the local, state and national level
- Recognize that the United States of America has a government that provides freedom to everyone
- Identify some of the services our government provides for us in our community
- Identify ways public officials are elected
- Identify characteristics of good citizenship
- Learn government vocabulary
- Recognize the national landmarks in Washington D.C. and throughout our nation
- Understand some of the symbols of our national government
- Explain the difference between the *Declaration of Independence* and the *Constitution*
- Identify American heroes and government officials who have been influential
- Define some of the responsibilities that students as citizens have in their school
- Give examples of good leaders and citizens in our community and country today
- Recognize historical holidays

D. Economics

The students will:

- Understand that people work to earn money and help others

- Distinguish between economic needs and wants of the consumer
- Learn economic vocabulary: producer, consumer, community, goods, services, trade, product, and income
- Give examples of people in the school and community who are both producers and consumers
- Explain buyers and sellers
- Recognize choices people in the United States of America make about saving and spending
- Trace a product from a natural resource to a finished good

TEACHING STRATEGIES

- Teacher directed lesson plans
- Role playing
- Group activities and discussions
- Visual literacy
- Writing workshops using poems, stories, and letters
- Art activities such as creating dioramas, collages, and map drawing
- Word searches
- Videos
- Field trips
- Home and family connection activities
- Memoir collections
- Use of maps, charts, globes and graphs
- Songs
- Poetry readings
- Flip charts
- Reenactment of the First Thanksgiving
- Technology
- Smart Board

ASSESSMENTS

- Traditional testing such as quizzes and tests
- Teacher generated worksheets
- Class projects such as dioramas and collages
- Role playing
- Oral presentations
- Foldables
- Writing workshops: *John Collins Writing Program*, poems, letters, and book reports

RESOURCES

- *We Live Together* MacMillan/ McGraw Hill
- *The Pilgrims of Plimoth* by Marcie Sewall
- *The Story of the Pilgrims* by Katharine Ross
- *Goody O' Grumpity* by Carol Ryrle Brink
- *In 1492* by Jean Marzallo
- *The Third Bell* by Catherine McCafferty
- *How My Family Lives in America* by Susan Kuklin
- *The Story of Molly Pitcher* by Joanne Mattern
- *Harriet Tubman* by Polly Carter
- *Abigail Adams* by Alexandra Wallner
- *Election Day* by Mary Kay Phelan
- *A Flag For Our Country* by Eve Spencer
- Field trips to Plimoth Plantation, Wampanoag Indian Village, and Mayflower
- Reenactment of the first Thanksgiving feast
- Video: *Journey to America: Explorers of the New World*
- *Junior Achievement*
- Maps of the United States of America, World, and Community
- Globes, grids and graphs
- Songs
- Poems
- *Time for Kids*
- Satellite library
- Smart Board

Social Studies
Grade Three

PURPOSE:

The purpose of teaching social studies in grade three is to provide students with a clear understanding of Massachusetts history and its role in the formation of the United States. The curriculum provides the students with a historical, geographical, and economic perspective on the Commonwealth of Massachusetts and the country as a whole. We begin with the First Americans and culminate in present day America. The students will see how the growth of cities, westward expansion, and industrialization changed our country.

OUTCOMES:

A. History

The students will:

- Learn the significance of historical sites in and around Massachusetts
- Learn about the Pilgrims and Plimoth Colony
- Recognize the leaders of the Wampanoag Indians such as Samoset and Massasoit
- Understand the importance of the Mayflower Compact on Plimoth Colony
- Learn about Governor William Bradford and his role as governor of Massachusetts
- Learn about the American Revolution by visiting the final resting places of John and Abigail Adams and John Quincy Adams and his wife, Sarah
- Compare and understand the terms decade and century

B. Geography

The students will:

- Recognize and effectively define the map terminology including, but not limited to; compass rose, longitude, latitude, scale, and legend
- Locate the New England states on a map of the United States of America
- Identify all the capitals of the United States of America
- Understand that maps are updated
- Understand the differences between a modern map and colonial map and the significance of westward expansion

C. Government/Civics

The students will:

- Explain the function and purpose of local and national governments
- Compare and contrast the following terminology: mayor, governor, legislator, and ambassador
- Understand the election process on a state and local level

D. Economics

The students will:

- Define all of the following terms: profit, goods, services, expense, opportunity cost, interest, and bank
- Understand loans are a service that banks provide
- Understand and balance a budget
- Compare and contrast the differences between a producer and a consumer, a good and a service, a loan and savings
- Identify how early and colonial Americans bartered and traded to meet their needs
- Identify how towns meet the needs of their citizens, including how towns and recreational parks are updated, police and fire departments are paid for, and streets and public ways are maintained
- Understand the historical significance of the American Flag, as well as the symbolism of its stars and stripes
- Learn about the founding of their town and describe the different groups of people who have settled in the community since its founding
- Identify historic buildings and monuments in the community and surrounding area and explain their purpose and significance
- Identify and recognize the important military, political, and economic development that led to the onset of the Revolutionary War including, but not limited to the following:
 - a. Boston Tea Party
 - b. Lexington and Concord
 - c. Battle of Bunker Hill
 - d. Revolutionary leaders, including but not limited to:
 - 1.) Paul Revere
 - 2.) Benjamin Franklin
 - 3.) Thomas Jefferson
 - 4.) George Washington
 - 5.) Samuel Adams

- Report on significant events of the times including, but not limited to:
 - a. The signing of the *Declaration of Independence*
 - b. The writing of the *Constitution*
 - c. The beginning of the Revolutionary War
- Read and report on a biography of a famous person born in the U.S.A.
- Recite an oral report on the person of the student's choosing. The report will cover the person's life and achievement. People may include, but are not be limited to the following:
 - a. Alexander Graham Bell
 - b. Nathaniel Bowditch
 - c. Robert Goddard
 - d. Henry Adams
 - e. Louisa May Alcott
 - f. Emily Dickerson
 - g. Ralph Waldo Emerson
 - h. Norman Rockwell
 - i. Henry David Thoreau
 - j. Phyllis Wheatley
 - k. Amos Lawrence
 - l. John Adams
 - m. Samuel Adams
 - n. Abigail Adams
 - o. Benjamin Franklin
 - p. Paul Revere
 - q. Edward Brooke
 - r. John F. Kennedy
 - s. Robert Kennedy
 - t. Susan B. Anthony
 - u. William Filene
 - v. Clara Barton
 - w. Horace Mann
 - x. Oliver Ames
 - y. Mary Frothingham

TEACHING STRATEGIES

- Venn diagrams
- Outlining
- Graphic organizers
- Cooperative learning groups
- Partner learning
- Overhead transparencies
- Role playing
- Teacher directed discussions
- Question and answer sessions
- Interviewing in order to gather information
- Music and songs
- Posters and graphs
- *Junior Achievement*
- Technology

ASSESSMENT

- Quizzes and tests
- *John Collins Writing Program*
- Question and answer discussions
- Oral presentations
- Group presentations
- Role playing
- Geography Bee

RESOURCES

- *Social Studies-Communities*, Macmillan / McGraw-Hill, Houghton Mifflin
- *Time for Kids*
- School library
- Satellite library
- Practice and activity Book
- Maps
- *United States Giant Discovery Atlas* by Educational Insights
- Leveled readers Macmillan /McGraw Hill
- Internet – Massachusetts facts
- *Daily Geography Practice* – Evan Moor
- *Our Massachusetts* – Susan Cole Kelly

Social Studies
Grade Four

PURPOSE:

The purpose of Social Studies in grade four is to study the geography and people of the United States of America today. Students will learn to identify political and physical geography, as it is integrated through location, human interaction with the environment and the country's various regions. The students will also learn about the people and geography of Canada and Mexico. The continent of North America, its physical, geographical, and human characteristics will be discussed, compared, and analyzed. The objective is to have a clear sense of our homeland, the United States of America, and our neighbors to the north and to the south.

OUTCOMES:

A. History

a. European Influence

The students will:

- Identify the five different countries: France, Spain, England, Russia, and the Netherlands that influenced different regions of the present United States of America at the time the New World was being explored
- Describe how this influence can be traced to names of places, architectural features and language
- Define the impact of the diverse nature of the American people
- Identify the distinctive contributions of American culture from Native Americans, African Americans and major European immigrant groups
- Identify major immigrant groups including, but not limited to, Irish, English, Italian, French Canadian, Greeks, Portuguese, Haitians, and Vietnamese

B. Geography

a. North America

The students will:

- Use map and globe skills to determine latitude and longitude of places studied on the continent of North America:
 - a. Atlantic and Pacific Oceans
 - b. The Gulf of Mexico
 - c. Mississippi and Rio Grande Rivers

- d. The Great Lakes
- e. The Hudson Bay
- f. The Rocky and Appalachian Mountain Ranges
- Interpret maps using information from its title, compass rose, and scale

b. United States of America

The students will:

- Identify all states, state capitals, and major cities in each region of the United States of America
- Describe the climate and major physical features of each region
- Explain natural resources in each region
- Identify and describe unique features of the United States National Parks, The Grand Canyon, Mount Rushmore, and the Redwood Forest
- Identify major monuments and historical sites in and around Washington DC:
 - a. The Washington Memorial
 - b. The Lincoln Memorial
 - c. The Smithsonian Museums
 - d. The Library of Congress
 - e. The White House
 - f. The Capitol
 - g. The National Archives
 - h. Arlington National Cemetery
 - i. The Vietnam Memorial
 - j. The Iwo Jima Memorial
 - k. Mount Vernon

c. Canada

The students will:

- Locate Canada, its provinces, and major cities
- Describe the climate, major physical characteristics, and natural resources, and explain their relationship to settlement, trade, and the Canadian economy
- Describe the major ethnic and religious groups of modern Canada
- Identify the location of at least two Native American tribes in Canada and the Inuit Nation
- Identify the major language groups in Canada

d. Mexico

The students will:

- Locate Mexico on a map of the North American continent

- Describe the climate and major physical characteristics of Mexico
- Identify the language, religions, and peoples of Mexico

C. Government / Civics

The students will:

- Give examples of major rights that immigrants have acquired as citizens of the United States of America
- Give examples of different ways immigrants can become citizens of the United States of America
- Identify when Canada became an independent nation
- Identify when Mexico became an independent nation

D. Economics

The students will:

- Define and give examples of natural resources in the United States of America
- Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services
- Explain why it is necessary to give up some things in order to get something else
- Give examples of how interaction of buyers and sellers influences the price of goods and services
- Describe the natural resources of Central America

TEACHING STRATEGIES

- Teacher directed lesson plans
- Partner work
- Expert jigsaw
- Compare and contrast
- Timelines
- *Junior Achievement*
- *The Banking Makes Cents Program*
- Field trip to Sturbridge Village

ASSESSMENT

- Traditional Testing
- Quizzes
- Vocabulary usage
- Research projects
- Individual presentations
- *John Collins Writing Program*
- Journal Writing

RESOURCES

- United States of America map
- World map
- National Geographic *World Atlas*
- Internet for Research
- *Time for Kids*
- *Saving Makes Cents Curriculum* from Massachusetts State Treasurer
- Classroom, school, and public libraries
- Satellite library
- *Our Country's Regions* MacMillan/McGraw Hill
- Technology

Social Studies
Grade Five

PURPOSE:

The purpose of social studies in grade five is to give students a concentrated study of the following: early inhabitants in the Americas, The Age of Exploration, establishment of the thirteen original colonies, the fight for independence, the Revolution, the Constitution of the United States, how the new nation was created, slavery, the Civil War and Reconstruction, how the nation changed, how the nation industrialized, and finally the Modern Era.

OUTCOMES:

A. History and Geography

a. The first Americans

The students will:

- Describe the earliest explorations of the New World by the Vikings and the period and locations of their explorations
- Identify the three major pre-Columbian civilizations that existed in Central and South America such as the Maya, Aztec, and Inca and their locations
- Describe the political structures, religious practices, and use of slaves by the pre-Colombian civilizations
- Explain why trade routes to Asia had been closed in the fifteenth century and trace the voyages of at least four of the following explorers: Vasco Nunez de Balboa, Sebastian and John Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Henry Hudson, Ferdinand Magellan, Ponce de Leon, and Amerigo Vespucci.
- Describe what each of the explorers sought when he began his journey, what he found, and how his discoveries changed the image of the world
- Know how maps were changed by the discoveries of the explorers
- Explain how and why the Aztec and Inca civilizations declined in the sixteenth century because of the encounter between Cortez and Montezuma and also between Pizarro and the Incas
- Explain the goals of the Spanish conquistadors
- Explain the effects of European disease throughout the western hemisphere
- 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

- Explain the early relationship of the English settlers to the indigenous peoples of Indians in North America including the different views on ownership or sale of land, and the conflicts between them
- Identify the links between the political principles and practices developed in ancient Greece and how such political institutions and practices affected constitutions and town meetings of the Puritans
- Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by the English colonists during the Colonial Era
- Explain the relatively small number of colonists who came from other nations besides England, their long experience with self government, the high rates of literacy and education among the English colonial leaders, and England's strong economic, intellectual, and military positions
- Identify the first thirteen colonies and describe how regional differences in climate, type of farming, population, and sources of labor shaped their economies
- Explain the development of colonial government and describe how these developments contributed to the Revolution, including town meetings, charters, individual freedom, and rights
- Explain reasons for the French and Indian War and how it led to an overhaul of British Imperial policy and the colonial response to them, including, but not limited to:
 - a) Sugar Act of 1766
 - b) Stamp Act of 1765
 - c) Townsend Duties of 1767
 - d) The Tea and Intolerable Acts
 - e) Colonial response of "No taxation without representation"
 - f) Roles of the Stamp Act Congress, Sons of Liberty, and the Boston Tea Party
- Recognize the key ideas on equality, natural rights, and the rule of law and the purpose of government contained in the *Declaration of Independence*
- Describe the following major battles of the Revolution
 - a) Lexington and Concord in 1775
 - b) Bunker Hill in 1775
 - c) Saratoga in 1777
 - d) Valley Forge from 1777 to 1778
 - e) Yorktown in 1781

- Explain the events leading up to and the significance of the Louisiana Purchase in 1803
- Explain some of the causes of slavery in North America
- Describe the harsh conditions of the Middle Passage, slave life and the responses of slaves to their conditions
- Describe the life of free African Americans in the colonies
- Describe the expedition of Lewis and Clark from 1803 to 1806
- Describe the significance and consequences of the abolition of slavery in the northern states after the Revolutionary War
- Describe the consequences of the 1808 law that made it illegal to import slaves to the United States of America
- Describe the causes and the events of the War of 1812
 - a) British restrictions on trade
 - b) Major battles
 - c) Role of the USS Constitution
 - d) Battle of New Orleans
- Explain the importance of trade between China and New England
- Explain the importance of the whaling industry to New England
- Cite examples of Chinese imports
- Describe wagon trains
- Describe journeys on the Santa Fe and Oregon Trails
- Describe western settlements
- Identify issues that contributed to the onset of the Civil War including the debate over slavery, westward expansion, and diverging economic interest

b. Famous Americans

The students will:

- Describe the life and achievements of the important leaders during the Revolutionary War and the early years of the United States of America, including, but not limited to the following:
 - a) John Adams
 - b) Benjamin Franklin
 - c) Alexander Hamilton
 - d) Thomas Jefferson
 - e) James Madison
 - f) George Washington
- Identify major leaders and groups responsible for the founding of the colonies such as:
 - a) Lord Baltimore of Maryland
 - b) William Penn of Pennsylvania

- c) John Smith of Virginia
- d) Roger Williams of Rhode Island
- e) John Winthrop of Massachusetts

B. Government/ Civics

The students will:

- 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 of Massachusetts
- Explain the reasons for the adoption of the *Articles of Confederation* in 1781 and the reasons for its later failure
- Describe Shay's Rebellion from 1786 to 1787
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated
- Identify the distribution of political power, the rights of individuals, rights of states, the Great Compromise, and slavery
- Describe the responsibilities of government at the federal, state and local levels
- Describe the basic political principles of American democracy and explain how the *Constitution* and the *Bill of Rights* reflect and preserve the following:
 - a) Individual rights
 - b) Responsibilities
 - c) Equality
 - d) Rule of law
 - e) Limited government
 - f) Representative democracy
- Recognize features of the *Constitution* that were unique to the Presidency
- Identify and describe the relationship of the three branches of the United States government outlined in the *Constitution*
- Identify the *Bill of Rights* and explain the reasons for its inclusion in the *Constitution* in 1791
- Explain how American citizens were expected to participate, monitor, and bring about changes in their government over time and how it continues today
- Identify changes in voting qualifications between 1787 to 1820 and compare whom could vote in local, state, and national elections in the United States of America with who could vote in England, France, and Russia.

C. Economics

The students will:

- Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts using the following historical societies and museums as needed:
 - a) The fishing and shipbuilding industry
 - b) Trans-Atlantic trade
 - c) The port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

TEACHING STRATEGIES

- Teacher directed lessons
- Cooperative learning
- Brainstorming
- Lecture transparencies
- Classroom presentation
- Timelines
- Illustrations
- Hallway of Heroes
- Research wars with United States involvement
- Make connections between history and self
- Graphic organizers to present information
- *Junior Achievement*
- International Fair – research country of family ancestry, government, population, geography, culture, interview previous generations for specifics regarding traditions, presentation and public speaking

ASSESSMENT

- Chapter tests
- Quizzes
- Journals
- Portfolios
- *John Collins Writing Program*
- Research projects
- Foldables

RESOURCES

- *Our Nation* MacMillan/McGraw-Hill
- *Time for Kids*
- School library
- Satellite library
- *Our Nation* Practice and Activity Book
- Overhead Transparencies
- *Sign of the Beaver* by Elizabeth George Speare

- Technology
- Maps
- MacMillan/McGraw-Hill leveled readers corresponding to the curriculum
 - *The Mystery of the Lost Colony* by Candice F. Ransom
 - *Justice for All* by Howard Gutner
 - *Rain Forest Journey* by Ellen Halloran
 - *Biddy Mason, The Open Hand* by Deborah Newton Chocolate
 - *The Young Voyager* by Dorothy and Thomas Hoobler
 - *Ever Yours Lydie* by Patricia Baehr
 - *A Kids Visit to Colonial Williamsburg* by Candice F. Ransom
 - *Cabeza deVaca* by Argentina Palacios
 - *The Case of the Amistad Mutiny* by Richard Kelso
 - *The Time to Choose* by Michael Burgan
 - *Project Roots* by Janet Craig
 - *The Oregon Trail* by Myka-Lynne Sokoloff
 - *How the People Found a Home* by D.L. Birchfield
 - *The Journal of a New America* by Marsha de Jong
 - *A Railroad on Gold Mountain* by Fay Chiang
 - *The Great Tecumseh* by Anne O'Brien
 - *They Fought for Freedom: Children in the Civil Rights Movement* by Eve B. Feldmen
 - Lesson summaries
 - Foldables

Social Studies World Geography
Grade Six

PURPOSE:

The purpose of social studies and world geography in grade six is primarily to study the world outside of the United States of America and North America. Students systematically learn geography, continent by continent. Sixth graders learn that physical and political geography are part of the five major concepts: location, place, human interaction with environment, movement, and regions. Students will learn about absolute location, which is indicated by longitude and latitude, as well as relative location, which is indicated by direction, distance or travel time. The concept of place refers to the physical and man-made characteristics of that area. Human interaction with the environment encompasses the many ways in which people have adapted to their surroundings, or have changed them for economic purposes. The movement, or transfer of people, goods and ideas are the four concepts taught. The fifth topic is region. This refers to the ways of categorizing areas of the Earth, such as by climate or region.

OUTCOMES:

A. History

a. Africa

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Cote d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Morocco, Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, and Zimbabwe

The students will:

- Identify the locations and time periods of the empires of Ghana, Mali and Songhay
- Identify when modern African countries became independent nations and how this independence was achieved

b. Western Asia (the Middle East)

Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen

The students will:

- Identify when countries in the Middle East became independent nations

c. Central and Southern Asia

Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

The students will:

- Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian Republics first became independent countries and how this independence was achieved
- Be able to explain the relationship of the central Asian republics
- Be able to describe major ethnic and religious groups in various countries in Central and Southern Asia
- Be able to locate the Khyber Pass in Afghanistan and explain its importance

d. Southeast Asia and Oceania

Brunei, Cambodia, Guam, Indonesia, Laos, Malaysia, Maldives, Myanmar, Northern Mariana Islands, Palau, Philippines, Singapore, Sri Lanka, Taiwan, Thailand, Vietnam

The students will:

- Be able to identify when countries in Southeast Asia and Oceania became independent countries and how that independence was achieved

e. North and East Asia

China, Japan, Mongolia, North Korea, South Korea, Russia

The students will:

- Be able to locate the countries and major cities of East Asia
- Identify when Taiwan, North Korea, South Korea, and Mongolia became independent countries and how that independence was achieved

f. Europe

Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City, Yugoslavia

The students will:

- Identify the countries that once made up the Soviet Union in the Baltic Area, central Asia, Southern Russia, and the Caucasus
- Compare the population and size of the former Soviet Union with present day Russia

g. South America

Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

The students will:

- Be able to locate selected major cities and major countries of South America

B. Geography

a. Africa

The students will:

- Locate the following on a world map:
 - All Regions of Africa
 - Northern
 - Eastern
 - Western
 - Central
 - Southern
 - Sahara Desert
 - Nile River
 - Lake Victoria
 - Mount Kilimanjaro
 - Cape of Good Hope
- Locate all major countries and cities of Africa

b. Western Asia or the Middle East

The students will:

- Locate the following on a world map: Western Asia or the Middle East
- Locate the following on a map of the Middle East:
 - Black Sea
 - Mediterranean Sea
 - Caspian Sea
 - Red Sea
 - Indian Ocean
 - Arabia Peninsula
 - Persian Gulf
- Locate all countries and major cities of the Middle East

c. Central and South Asia

The students will:

- Locate the following on a world map: Central and South Asia
- Locate the following on a map of Central and Southern Asia:
 - Indian Ocean
 - Arabian Sea
 - Bay of Bengal
 - Ganges River
 - Indo-Gangetic Plain
 - Northern Mountains
 - Deccan Plateau
 - Himalayan Mountains
 - Steppes
- Countries and major cities in Central and South Asia

d. Southeast Asia and Oceania

The students will:

- Locate the following on a world map:
 - Southeast Asia
 - Indian Ocean
 - Australia
 - New Zealand
 - Antarctica
 - Major Pacific Islands
 - Pacific Ocean
 - Coral Sea
- Locate the following on a map of Southeast Asia and Oceania
 - Bay of Bengal
 - South China Sea
 - Great Victoria Desert
 - Great Barrier Reef
- Be able locate the countries and major cities of the Southeast Asian area, Australia, and Pacific Islands

e. North and East Asia

The students will:

- Locate the following on a world map:
 - North Asia
 - East Asia
 - Pacific Ocean
 - Arctic Ocean
- Locate the following on a map of East Asia:
 - Sea of Japan

- Yellow Sea
- East China Sea
- Gobi Desert
- Himalayas
- Huang-He and the Chang Jiang Rivers
- Locate the following on a map of North Asia:
 - Siberia
 - Yenisey, Lena and Kolyma Rivers
- Be able to locate the countries and major cities of east Asia

f. Europe

The students will:

- Locate the following on a world map:
 - The continent of Europe
- Locate the following on a map of Europe:
 - Atlantic Ocean
 - Arctic Ocean
 - Norwegian Sea
 - Barents Sea
 - Locate the following rivers:
 - Volga
 - Danube
 - Ural
 - Rhine
 - Elbe
 - Seine
 - Po
 - Thames
- Locate these mountain ranges:
 - Alps
 - Pyrenees
 - Balkan
- Locate the selected countries in the northern, southern, central, eastern and western regions in Europe
- Be able to locate the major cities of the selected countries in Europe

g. South America

The students will:

- Locate the following on a world map:
 - South America
 - Atlantic Ocean
 - Pacific Ocean

- Locate the following on a map of South America:
 - Amazon River
 - Andes Mountains
 - Cape Horn
 - Various regions of South America

C. Economics:

a. Africa

The students will:

- Understand the importance of oil to the economy of Africa
- Understand how the five factors of absolute and relative location, climate, physical characteristics, natural resources and population size have influenced the settlement and the economics of major African regions and countries
- Be able to describe the level of education in selected countries in Africa and how education relates to the economy
- Understand how droughts and desert terrain affect certain parts of Africa
- Be able to understand how the physical features of Africa, south of the Sahara, have affected transportation and communication
- Be able to describe major obstacles to the economic development in many African nations, such as, but not limited to: linguistics, tribal religious diversity, and the lack of education

b. Western Asia (The Middle East)

The students will:

- Understand how the five factors of absolute and relative location, climate, physical characteristics, natural resources, and population size have influenced the settlement and economics of the major Middle Eastern countries
- Be able to describe the general level of education in selected countries in Western Asia and how it relates to the economy
- Identify the methods used to overcome the scarcity of water in some areas of the Middle East

c. Central and South Asia

The students will:

- Understand how the five factors of geography have affected settlement and economics of the major Central and Southern Asian countries

- Be able to describe the general level of education in selected countries in central and South Asia and how education relates to the economy

d. Southeast Asia and Oceania

The students will:

- Understand how the five factors of geography have influenced the settlement and economics of Southeast Asia and Oceania
- Be able to understand the education system in selected countries in Southeast Asia and Oceania and understand the relationship between education and economy

e. North and East Asia

The students will:

- Be able to understand how the five factors of geography have influenced the settlement and economics of North and East Asian countries
- Be able to understand and describe the relationship between education and economics in the selected East Asian countries

f. Europe

The students will:

- Be able to understand how the five factors of geography have influenced the settlement and economics of European countries
- Describe the general level of education and the relationship to the economy in selected European countries
- Describe the political and social status of women in the selected countries in Europe
- Explain the sources and effects of pollution and the impact on the economy

g. South America

The students will:

- Understand how the five factors of geography have influenced the settlement and economics of South American countries
- Describe the general level of education in selected countries and the relationship between education and economy
- Describe the major obstacles to economic development

D. Government/Civics

a. Africa

The students will:

- Be able to describe major ethnic and religious groups in various African governments
- Be able to describe the political and social status of women in selected African countries
- Be able to understand how the corrupt government has impeded economic development in some African countries

b. Western Asia (The Middle East)

The students will:

- Be able to describe the major ethnic and religious groups in the Middle East
- Be able to describe the political and social status of women in selected countries in Western Asia
- Compare the form and structure of the governments of the selected countries in Western Asia
- Identify where the Kurds live and their political goals
- Discuss the reasons for and the effects of the United Nations attempts in 1947 to participate in the remainder of the Palestinian mandate

c. Central and South Asia

The students will:

- Understand the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Muslims
- Be able to identify the historical factors that created a democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in the development of this government
- To be able to describe the political, cultural, and religious differences between the countries in South Asia and the Central Asian Republics

d. Southeast Asia and Oceania

The students will:

- Be able to describe major ethnic and religious groups in various countries in Southeast Asia and Oceania

e. North and East Asia

The students will:

- Be able to describe major ethnic and religious groups in selected countries of East Asia

f. Europe

The students will:

- Be able to describe major ethnic and religious groups in various countries in Europe
- Describe the purposes and achievements of the European Union

g. South America

The students will:

- Identify when selected South American countries became independent nations and explain how the independence was achieved
- Describe major ethnic and religious groups in selected countries in South America

TEACHING STRATEGIES

- Lecture
- Visual Presentation
- Charts
- Outlining
- Modeling
- Video and audio
- Small group instruction
- Skimming, scanning, and summarizing
- Test prediction
- Test creation
- Brainstorming
- Sequencing
- Visualizing and predicting
- Teacher directed lessons
- CD's

ASSESSMENT

- Traditional testing
- Midterm and final
- Journaling
- Performance assessment
- Quizzes
- Projects
- Oral presentations
- *John Collins Writing Program*
- Power Point
- Illustrations
- Debates
- Homework

- Flashcards
- Rubrics
- Observation
- Progress reports
- Report cards

RESOURCES

- Glencoe: *The World and Its People*
- Fiction and non-fiction literature
- Computer searches
- Graphic organizers
- Maps
- Charts
- Graphs
- Puzzle makers
- CD's
- Videos
- Movies
- Guest speakers
- Map transparencies
- *Time for Kids*
- Satellite library
- Smart Board
- Technology

Social Studies
Grade Seven

PURPOSE:

The purpose of social studies in grade seven is to study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. Seventh graders study the religions, governments, trade, philosophies, and art of these civilizations. Students will study ideas that arose in the ancient world that helped to shape world history. These ideas include the following: monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for writing systems, and scientific reasoning.

OUTCOMES:

A. History

a. Human Origins in Africa through the Neolithic Age

The students will:

- Explain the characteristics of the hunter-gatherer societies of the Paleolithic Age such as, but not limited to:
 - Tools and fire use
 - Weapons for hunting
 - Beads and other jewelry
- Describe the invention of agriculture and how it relates to settlement, population growth, and the emergence of civilization

b. Mesopotamia: The Site of Ancient River Civilizations

The students will:

- Identify polytheism as the belief of the Mesopotamian civilizations

c. Egypt: An Ancient River Civilization

The students will:

- Describe the polytheistic religion of ancient Egypt with respect to the following:
 - Beliefs about death
 - Afterlife
 - Mummification
 - Roles of different deities
- Summarize the important achievements of Egyptian civilization such as, but not limited to:
 - Agricultural system
 - Invention of a calendar
 - Architecture such as the Pyramids and Sphinx
 - Hieroglyphic writings

- Invention of papyrus
- Art

d. Phoenicia

The students will:

- Describe how the Phoenician writing system was the first alphabet with twenty-two symbols for consonants and the precursor for the first complete alphabet

e. The Roots of Western Civilization: Ancient Israel

The students will:

- Identify the ancient Israelites and the Hebrews and trace their migrations from Mesopotamia to Canaan as well as explain the role of Abraham and Moses in their history
- Describe the monotheistic religion of the Israel in terms of the following:
 - Belief in one god
 - Ten Commandments
 - Individual worth and personal responsibility
 - Belief that all people must follow some moral obligation
 - The Hebrew Bible as part of the history of early Israel

f. The Roots of Western Civilization: Ancient Greece

The students will:

- Compare and contrast life in the Athens and Sparta
- Describe the status of women and the functions of slaves in ancient Athens
- Analyze the Persian wars
- Analyze the Peloponnesian wars
- Describe the spread of the Greek culture
- Explain the myths and stories of Greece
- Give examples of Greek gods and goddesses, heroes and events
- Explain why the city states of Greece instituted a tradition of athletic competitions and describe the sports in these events
- Identify the accomplishments of ancient Greeks such as, but not limited to:
 - Thales
 - Pythagoras
 - Euclid
 - Hippocrates
 - Socrates, Plato, and Aristotle

- Herodotus, Thucydides, Homer, Sophocles, Aristophanes and Euripides

G. The Roots of Western civilization: Ancient Rome

The students will:

- Explain the role of mythical and historical figures in Roman history such as:
 - Romulus and Remus
 - Hannibal and the Carthaginian Wars
 - Cicero
 - Julius Caesar Augustus
 - Hadrian
- Describe the origins of Christianity and its features such as:
 - Monotheism
 - Belief in Jesus as the Messiah
 - Old Testament
 - New Testament
 - Teachings of Jesus and St. Paul
 - Relationship of early Christians to officials of the Roman Empire
- Describe the contribution of Roman civilization to the following:
 - Law
 - Literature
 - Poetry
 - Architecture
 - Engineering
 - Technology
- Explain the spread of the Roman alphabet and the Latin language

B. Geography

a. Human Origins in Africa through the Neolithic Age

The students will:

- Describe the climate and environmental changes that shaped the Earth and permitted human life
- Identify sites in Africa where human remains have been found by archaeologists

b. Mesopotamia

The students will:

- Locate the following on a historical map:
 - Tigris and Euphrates Rivers
 - Sumer
 - Babylon
 - Assyria

- Locate the following on a modern map of West Asia:
 - Iraq
 - Iran
 - Turkey

c. Egypt: An Ancient River Civilization

The students will:

- Identify the following on a historical map of the Mediterranean region:
 - The Mediterranean and Red Seas
 - Nile River and Delta
 - Nubia and Upper and Lower Egypt
- Identify the following on a modern map:
 - Modern Egypt
 - Modern Sudan

d. Phoenicia

The students will:

- Locate the following on a map of the ancient Mediterranean world:
 - Greece
 - Asia Minor
 - Crete
 - Phoenicia
 - Aegean Sea
 - Red Sea
- Locate the following on a modern map:
 - Greece
 - Crete
 - Turkey
 - Lebanon
 - Syria

e. The Roots of Western Civilization: Ancient Israel

The students will:

- Locate the following on a historical map of the Mediterranean world:
 - Asia Minor
 - Greece
 - Mesopotamia
 - Kingdoms of the Hittites
 - Ancient Israel
 - Ancient Egypt
- Locate the following on a modern map:
 - Egypt
 - Greece

- Israel
- Jordan
- Lebanon
- Syria
- Turkey

f. The Roots of Western Civilization: Ancient Greece

The students will:

- Locate the following on a historical map of the Mediterranean:
 - Greece
- Locate the following on a modern map:
 - Mediterranean area
 - Europe
 - England
 - The Middle East
 - Indian Subcontinent
 - Balkan Peninsula

g. The Roots of Western Civilization: Ancient Rome

The students will:

- Locate the following on a historical map:
 - Ancient Rome and the extent of the Roman empire

C. Government/Civics

a. Human Origins in Africa through the Neolithic Age

The students will:

- Identify the characteristics of civilizations:
 - Geographic boundaries
 - Political institutions
 - Economy with food surpluses
 - Existence of social classes
 - Systems of religion, learning, art, and architecture
 - System of record keeping

b. Mesopotamia: An Ancient River Civilization

The students will:

- Describe the important achievements of the Mesopotamian civilization, such as:
 - System of writing and its importance in record keeping and tax collection
 - Architecture of the ziggurat
 - Art
- Describe who Hammurabi was and explain the importance of Hammurabi's code

c. Egypt: An Ancient River Civilization

The students will:

- Describe the role of the pharaoh as a god and king, dynasties, the importance of at least one Egyptian ruler, the relationship between pharaohs and peasants and the roles of slaves in ancient Egypt

d. Phoenicia

The students will:

- Describe the Phoenician writing system as the first writing system with twenty-two symbols for consonants

e. The Roots of Western Civilization: Ancient Israel

The students will:

- Describe the unification of the tribes of Israel under King Saul, David and Solomon

f. The Roots of Western Civilization: Ancient Greece

The students will:

- Explain why the government of ancient Athens is considered to be the beginning of democracy
- Explain the democratic political concepts developed in ancient Greece, such as, but not limited to:
 - Polis or city-state
 - Civic participation and voting rights
 - Legislature bodies
 - Constitution writing
 - Rule of Law
- Describe the rise of Alexander the Great

e. The Roots of Western Civilization: Ancient Rome

The students will:

- Explain how the geographic location of ancient Rome helped to shape Roman society and led to the expansion of political power in the Mediterranean region
- Describe the government of the Roman republic in regard to, but not limited to, the following:
 - Democratic principles
 - Separation of powers
 - Rule of Law
 - Representative government
 - Notion of civic duty
- Describe the characteristics of slavery
- Explain how internal and external forces led to the fall of the Roman Empire

D. Economics:

a. Human Origins in Africa through the Neolithic Age

The students will:

- Explain the importance of the invention of metallurgy and agriculture

b. Mesopotamia: Site of Ancient River Civilizations

The students will:

- Describe how irrigation, metal smithing, slavery, the domestication of animals, and inventions such as, the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilization

c. Egypt: An Ancient River Civilization

The students will:

- Describe evidence used by archaeologists and historians to draw conclusions about social and economic characteristics of ancient Nubia and Kush and their relationship to the social and economic characteristics of ancient Egypt

d. Phoenicia:

The students will:

- Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean

e. The Roots of Western Civilization: Ancient Israel

The students will:

- Explain Diaspora which is the expulsion of Jews to other lands and the renaming of the country by the Romans

f. The Roots of Western Civilization: Ancient Greece

The students will:

- Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade

g. The Roots of Western Civilization: Ancient Rome

The students will:

- Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth of the Roman Empire such as:
 - Military organization
 - Decentralized administration
 - Purpose and functions of taxes

- Promotion of economic growth through use of standard currency, road construction, and protection of trade routes
- Benefits of a Pax Romana

TEACHING STRATEGIES

- Lecture
- Visual presentation
- Charts
- Outlining
- Video
- Audio
- Skimming and scanning
- Summarizing
- Teacher directed whole group discussion
- Test prediction and test making
- Cooperative group work
- Partner work and small group work
- Sequencing
- Brainstorming
- CD ROMs

ASSESSMENT

- Traditional tests and quizzes
- *John Collins Writing Program*
- Assigned projects
- Oral presentations
- Power point
- Drawing
- Debates
- Progress Reports
- Report cards
- Flashcards
- Rubrics
- Homework

RESOURCES

- Computer searches
- Guest speakers
- Graphic organizers
- Maps
- *Journey Across Time Glencoe*
- Charts
- Graphs
- Map transparencies
- Puzzle maker

- *Time for Kids*
- Test maker
- Outside reading
- Fiction and nonfiction Literature
- Satellite library
- Smart Board
- Technology

US History
Grade Eight

PURPOSE:

Students examine the historical and intellectual origins of the United States of America during the Revolutionary and Constitutional eras. Students will learn about the political and economic factors that contributed to the Revolution as well as the consequences of the Revolution. Students learn about the writing and important ideas of the Constitution. Students also study the framework for American democracy. The basic concepts of American government, such as popular sovereignty, federalism, separation of powers and individual rights are studied. Students study America's westward expansion, the establishment of political parties, and economic and social change.

OUTCOMES:

A. History

a. The Political and Intellectual Origins of the American Nation: The Revolution and the Constitution, 1763-1789

The students will:

- Explain the impact on the colonies of the French and Indian War, including how the war led to changes in the British imperial policy
- Understand how individualism contributed to the Revolution
- Analyze how Americans resisted British policies before 1775
- Analyze the reasons for American victory and the British defeat in the Revolutionary War
- Explain the role of Massachusetts in the Revolution in terms of these events and people:
 - c. Boston Massacre
 - d. Boston Tea Party
 - e. Battles of Lexington, Concord, and Bunker Hill
 - f. Sam Adams, John Adams, and John Hancock

b. The Formation and Framework of American Democracy

The students will:

- Understand how the United States government developed through the Constitution

c. Political Democratization, Westward Expansion and Diplomatic Developments from 1790 to 1860

The students will:

- Summarize the major policies and developments that took place during the presidencies of George Washington, John Adams, and Thomas Jefferson
- Analyze the rising levels of political participation and the expansion of suffrage in antebellum America
- Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as president
- Trace the influence and ideas of Supreme Court Justice John Marshall and importance of the doctrine of judicial review as manifested in *Marbury v. Madison*
- Describe the causes, course, and consequences of America's westward expansion

d. Social, Political and Religious Change from 1800 to 1860

The students will:

- Describe the abolitionist movement and the roles of the following abolitionists:
 - Fredrick Douglas
 - William Lloyd Garrison
 - Sojourner Truth
 - Harriet Tubman
 - Theodore Weld
- Describe important religious trends in antebellum America, such as, but not limited to:
 - Increase in Protestant denominations
 - Second Great Awakening
 - Protestant reaction to the growth of Catholic immigration

e. The Civil War and Reconstruction from 1860 to 1877

The students will:

- Summarize the critical developments leading to the Civil War such as, but not limited to:
 1. Missouri Compromise of 1820
 2. South Carolina Nullification Crisis from 1832 to 1833
 3. Wilmot Proviso of 1846
 4. Compromise of 1850
 5. Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe in 1851
 6. Kansas-Nebraska Act of 1854
 7. Dred Scott Supreme Court case of 1857
 8. Lincoln-Douglas debates of 1858

9. John Brown's raid on Harper's Ferry in 1859
 10. Election of Abraham Lincoln in 1860
- Analyze the following leaders and battles of the Civil War:
 1. Jefferson Davis
 2. Ulysses S. Grant
 3. Robert E. Lee
 4. Battle at Fort Wagner
 5. Antietam
 6. Vicksburg
 7. Gettysburg

B. Geography

- a. The Political and Intellectual Origins of the American Nation: The Revolution and the Constitution from 1763 to 1789

The students will:

- Identify and name the first 13 states on a map of North America

- b. The Formation and Framework of American Democracy

The students will:

- Begin to understand the frameworks of the Constitution

- c. Political Democratization, Westward Expansion and Diplomatic Developments from 1790 to 1860

The student will:

- Use a map of North America to trace America's expansion which includes the location of Santa Fe and the Oregon trails

- d. Social Political and Religious Change from 1800 to 1860

The students will:

- Study these changes and learn the impact of them

- e. The Civil War and Reconstruction from 1860 to 1877

The students will:

- Locate and identify union and confederate states at the outbreak of the Civil War on a map of North America

C. Government/Civics

- a. The Political and intellectual Origins of the American Nation: The Revolution and the Constitution from 1763 to 1789

The students will:

- Explain the influences of the American revolution and the framework of the American government such as, but not limited to:
 - The legacy of Ancient Greece and Rome
 - The political theories of European philosophers
- Read and understand the Mayflower Compact
- Read and understand the ideas and influence of the *Declaration of Independence*
- Explain the political philosophy of Thomas Jefferson
- Explain the reasons for the adoption of the Articles of Confederation in 1781
- Analyze why the Articles of Confederation included a weak central government
- Describe the events such as Shay's Rebellion, leading to the Constitutional Convention
- Read and understand the Northwest Ordinance of 1787
- Explain the roles of the following people at the Constitutional Convention
 - Benjamin Franklin
 - Alexander Hamilton
 - James Madison
 - George Washington
- Describe the major debates that occurred at the Constitutional Convention and how the Great Compromise was reached
 - Distribution of political power
 - Rights of Individuals
 - Rights of States
 - Slavery
- Describe the debate over the ratification of the *Constitution* between Federalists and Anti-Federalists
- Read Federalists Paper #110
- Become familiar with the United States *Constitution*
- Read and explain the reasons for the passage of the *Bill of Rights*

b. The Formation and Framework of American Democracy

The students will:

- Describe the functions and purpose of government
- Explain different forms of government such as, but not limited to:
 - Democracy
 - Monarchy
 - Oligarchy
 - Theocracy
 - Autocracy

- Explain what makes the United States government a democracy such as, but not limited to:
 - Popular sovereignty
 - Constitutional government
 - Representative institutions
 - Federalism
 - Separation of Powers
 - Shared powers
 - Checks and balances
 - Individual rights
- Explain the roles of the federal, state and local governments in the United States
- Explain the parts of the Massachusetts State government such as, but not limited to:
 - School Committees
 - Town Meetings
 - Boards of Selectmen
 - Mayors
 - City Councils
- Explain how citizens can take part in government through elections, political parties, and interest groups
- Explain the functions of the different political parties and their roles in government
- Describe how a democracy works

c. Political Democratization, Westward Expansion, and Diplomatic Developments from 1790 to 1860

The students will:

- Summarize the presidencies of the following leaders
 - George Washington from 1789 to 1797
 - John Adams from 1797 to 1801
 - Thomas Jefferson from 1801 to 1809
 - Andrew Jackson
- Understand the influence of the Supreme Court Chief Justice John Marshall and the importance of the judicial review found in *Marbury v. Madison*

d. Social, Political, and Religious Change

The students will:

- Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education

e. The Civil War and Reconstruction from 1860 to 1877

The students will:

- Analyze Abraham Lincoln's presidency

- Analyze the Emancipation Proclamation
- Explain the policies and consequences of Reconstruction such as, but not limited to:
 - Presidential and Congressional Reconstruction
 - Impeachment of President Johnson
 - Thirteenth, fourteenth, and fifteenth amendments
 - Opposition of Southern whites to the Reconstruction
 - Accomplishments and failures of the radical Reconstruction
 - Presidential election of 1876
 - Rise of Jim Crow's laws
 - Supreme Court Case of Plessy vs. Ferguson in 1896

D. Economics

a. The Political and Intellectual Origins of the American Nation: The Revolution and Constitution from 1763 to 1789

The student will:

- Explain the political and economic factors that led to the American Revolution

b. The Formation and Framework of American Democracy

The students will:

- Describe the evolution of the federal government in regard to:
 1. Public services
 2. Taxation
 3. Economic policy
 4. Foreign Policy
 5. Defense

c. Political Democratization, Westward Expansion, and Diplomatic Developments from 1790 to 1860

The students will:

- Describe important facets of America's westward expansion in regard to:
 1. War of 1812
 2. Purchase of Florida in 1819
 3. Monroe Doctrine of 1823
 4. Cherokee's Trial of Tears
 5. Annexation of Texas in 1845
 6. Manifest Destiny
 7. Acquisition of Oregon Territory in 1846
 8. Land Acquired after Mexican War
 9. Search for gold in California
 10. Gadsden purchase of 1854

d. Economic Growth in the North and South from 1800 to 1860

The students will:

- Explain the importance of the transportation revolution of the nineteenth century in terms of the stimulus it provided to the economy
- Explain the impact of the textile industry in New England and general industrial growth
- Describe the rapid growth of slavery in the South after 1800 as well as analyze slave life on plantations
- Understand the impact of the cotton gin on slavery and agriculture in the south

e. Social, Political and Religious Change from 1800 to 1860

The students will:

- Study these changes in the United States

f. The Civil War and Reconstruction from 1860 to 1877

The students will:

- Describe how different economies and cultures of the north and south contributed to the politics of the early 19th century
- Provide examples of the effects of the Civil War such as, but not limited to:
 - Economic destruction
 - Role of Federal government
 - Loss of life on a per capita basis

TEACHING STRATEGIES

- Lecture
- Visual presentation
- Charts
- Outlining
- Video
- Audio
- Skimming and scanning
- Summarizing
- Small group work
- Cooperative learning
- Cooperative group work
- Partner work
- Teacher directed whole group
- Historical Fiction literary discussion
- Sequencing
- Brainstorming
- Videos and CD ROMs

- Visualizing
- Predicting
- Making connections
- Test Prediction
- Test Making

ASSESSMENT

- Traditional testing
- Midterm and final
- Traditional quizzes
- Drawings
- Debates
- *John Collins Writing Program*
- Assigned projects
- Oral Presentations
- Power Point
- Flashcards
- Rubrics
- Homework
- Observation
- Progress Reports
- Report Cards

RESOURCES

- Technology
- Smart Board
- Movies
- Videos
- CD ROMs
- Puzzlemaker
- Graphic organizers such as maps, charts, and graphs
- Map Transparencies
- Guest speakers
- Fiction and Non-fiction literature
- *Time for Kids*
- Outside reading
- *The American Journey* by Glencoe
- Satellite library
- Historical documents