

SCHOOL: Burke

GRADE: Kindergarten

COURSE DESCRIPTION:

The Kindergarten Social Studies Curriculum covers the four main strands: History, Geography, Economics, and Citizenship/Government. It is designed to explore living, learning and working, now and long ago and near and far. Through the Social Competency Program, students learn good citizenship and the reasons for rules and regulations.

UNIT	CONCEPTS
History Chronology and Cause	Students will be able to: <ul style="list-style-type: none">▪ Use a timeline of months in the year and find their birth month.▪ Read with the class the day of the week and the day of the month.▪ Distinguish between today and tomorrow.▪ List the four seasons.▪ Tell about Columbus Day, Veteran’s Day, Thanksgiving, New Years, M.L. King Day, President’s Day, Patriot’s Day, and Memorial Day.
Historical Understanding	Students will: <ul style="list-style-type: none">▪ Tell how historical figures have influenced events. (Presidents, inventors, explorers, etc.)
Research	Students will: <ul style="list-style-type: none">▪ Talk to grandparents, family, friends and neighbors about historical events and report back to the class.
Civics/Government Society, Diversity, Community	Students will: <ul style="list-style-type: none">▪ Explain the importance of treating others with respect.▪ Work in groups and share responsibilities.▪ Have jobs for which they are responsible.▪ Recite the Golden Rule and tell what it means.▪ Students will name the President of the United States.▪ Students will recite the Pledge of Allegiance.
Technology	Students will: <ul style="list-style-type: none">▪ Be exposed to tools used in the classroom a long time ago and today.
Geography	Students will be exposed to: <ul style="list-style-type: none">▪ Information showing that water covers most of the earth’s surface.▪ The continent where we live-North America.▪ Cardinal Directions–North and South Poles.▪ Maps and globes.▪ A map of Medway and the towns that border Medway.▪ Students will:<ul style="list-style-type: none">▪ Know that: our town is Medway, our state is Massachusetts and our country is the United States of America.▪ Know that Boston is our state capital.▪ Locate the United States on a world map.

SUGGESTIONS FOR PARENTAL INVOLVEMENT:

- Help your child to become familiar with the calendar – days of the week, months of the year, family birth dates, etc.
- Introduce the concepts of yesterday, today and tomorrow.
- Have a map or globe at home and refer to it when going on trips, locating friends or family members, finding places mentioned in stories.
- Explain the real meaning of the Holidays and observe them with a special family activity.

- Emphasize the Golden Rule and proper etiquette.
- Help your children become familiar with where things are in the community. Let them direct you to the soccer field or to the school.
- When visiting other communities, point out how they are alike and different.
- Help your child to recognize and count money.
- Explain why we need rules and why it is important to follow them.
- Introduce your child to traditional songs. (A great in-the-car activity)
- Visit historical sites whenever you travel.
- Have an American Flag at home and talk about its meaning.
- Read nursery rhymes to your children and have them explain to you what they think is the meaning of the story.
- Read to your child stories about famous Americans.
- Keep a post card collection from places where you, family members or friends have traveled.
- Provide your child with puzzles and games about the fifty states and world geography.
- Tell your child stories about what life was like when you and your parents were young. Have your child point out things that were the same and things that were different.

COURSE DESCRIPTION:

The First Grade Social Studies Curriculum covers the four main strands: History, Geography, Economics, Government and Citizenship. It is designed to explore families and communities, now and long ago. Through the Social Competency Program the students learn good citizenship and the reasons for rules and regulations. The Weekly Reader provides current events topics, while Map Skills for Today introduces students to basic geographic concepts.

UNIT	CONCEPTS
History Strand Chronology and Cause	Students will: <ul style="list-style-type: none"> ▪ Put events in temporal order. ▪ Identify causes and effects. ▪ Use the calendar and time lines.
Historical Understanding	Students will: <ul style="list-style-type: none"> ▪ Explain why people are rarely sure of how their actions or expectations turn out (Columbus). ▪ Explain how people in the past could have ideas and attitudes often different from their own.
Research	Students will: <ul style="list-style-type: none"> ▪ Differentiate between fact and opinion.
Society, Diversity, Community	Students will: <ul style="list-style-type: none"> ▪ Learn about their similarities, differences in likes, dislikes, skills, favored activities, names and experiences. ▪ Learn that, when they work in groups, they have shared responsibilities. ▪ Apply the Golden Rule by analyzing literary characters that did or did not treat others as they wish to be treated.
Technology	Students will: <ul style="list-style-type: none"> ▪ Tell about inventions that make our lives different.
Geography Unit	Students will: <ul style="list-style-type: none"> ▪ Locate the Cardinal Directions, Poles, Equator, and Hemispheres and be exposed to the continents and Oceans. ▪ Name characteristics of Mountains, Forests, Deserts, and Rivers. ▪ Locate Medway on a map of Massachusetts. ▪ Locate Massachusetts on a map of the United States. ▪ Explain why people move from one place to another. ▪ Compare a farm community with a business community.
Economics	Students will: <ul style="list-style-type: none"> ▪ Practice working together in different ways to accomplish the same goal. ▪ Recognize coins and know their value. ▪ Understand that some things are made locally and others come from far away.
Civics	Students will: <ul style="list-style-type: none"> ▪ List and explain school and classroom rules and why we have them. ▪ Identify the American Flag. ▪ Recite the Pledge of Allegiance. ▪ Sing the Star Spangled Banner. ▪ Know that they are citizens of the school and the school's expectations of citizens.
Citizenship	Students will: <ul style="list-style-type: none"> ▪ Work in group activities.

SUGGESTIONS FOR PARENTAL INVOLVEMENT:

- Help your child to become familiar with the calendar. Days of week, months of year, family birth dates, etc.
- Have a map or globe at home and refer to it when going on trips, locating friends or family members, finding places mentioned in stories.
- Explain the real meaning of the Holidays and observe them with a special activity.
- Tell about the technological changes since you were a child. (Dial/touch tone, computers/typewriters)
- Emphasize the Golden Rule and proper etiquette. (Please, thank you, excuse me)
- Help your child to become familiar with where things are in the community (schools, Town Hall, playgrounds) and in surrounding communities. (Where does Medway end and the rest of the world begin?)
- When visiting other communities, point out how they are alike and different.
- Help your child to recognize and count money.
- When buying items that are made far away, check the locations on the map when you get home.
- Explain why we need rules and why it is important to follow them
- Introduce your child to traditional songs.
- Visit historical sites in the area.
- Have an American Flag at home and talk about its meaning.
- Read to your child stories about famous Americans and others that have made a difference.

COURSE DESCRIPTION:

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family’s history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

UNIT

CONCEPTS

<p>History and Geography</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Use a calendar to identify days, weeks, months, years, and seasons. ▪ Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons). ▪ Explain the information that historical timelines convey and then put in chronological order events in the student’s life (eg., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied ▪ Describe how maps and globes depict geographical information in different ways. ▪ Read globes and maps and follow narrative accounts using them.
<p>Civics and Government</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Define and give examples of some of the rights and responsibilities that students as citizens have in the school (eg., students have the right to vote in class election and have the responsibility to follow school rules). ▪ 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 (eg., honesty, dependability, modesty, trustworthiness, courage).
<p>Economics</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Give examples of people in the school and community who are both producers and consumers. ▪ Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community.

SUGGESTIONS FOR PARENTAL INVOLVEMENT:

- Talk about the importance of good citizenship and what makes a good citizen. emphasize civility (please, thank you, not interrupting, excuse me, respect for others.)
- Have a map at home, which you can use to show your child the location of places when they come up in discussion. (Medway, Massachusetts, the United States, the Equator, etc.)
- Keep a map handy when going on a family trip.
- Explain the concepts of scarcity and price using real life situations. (Popular toys, gasoline, etc.)
- Explain why we use money instead of just trading things.

- Celebrate the Holidays with a special family activity. (July 4th, Memorial Day)
- Discuss current events with your child. Ask for your child's opinion on issues that are of interest.
- Introduce your child to traditional songs
- Read to your child about different cultures, folktales, fairytales from various countries
- Create a family album/family tree.

SCHOOL: Memorial School

GRADE: Three

COURSE DESCRIPTION:

The Grade Three Social Studies Curriculum includes units on Map Skills, Colonial America, with special emphasis on Massachusetts, the Beginnings of the American Revolution, Washington, DC, and Current Events. Narratives are used to expose students to curriculum topics. The Weekly Reader is used to stimulate discussion of current events topics.

UNIT	CONCEPTS
Map Skills	Students will: <ul style="list-style-type: none"> ▪ Interpret information through a map's legend, scale and symbolic representation using a Flat Stanley map. ▪ Map Skills-Identify the Poles, the Equator, and the continents, oceans, major rivers and mountain ranges of the U.S. ▪ Locate major cities in Massachusetts and the states of the United States. ▪ Identify longitude and latitude. ▪ Explain the role geography played in the lives of the colonists.
Colonial America: Jamestown/Plymouth and the Thirteen Colonies	Students will: <ul style="list-style-type: none"> ▪ Locate the Jamestown and Plymouth colonies. ▪ Describe life in the colony with regard to housing, types of employment, customs, schools, technology and government. ▪ Identify the local Native Americans-the Wampanoags . ▪ Visit the Plimouth Plantation on a school field trip and describe the life of the early Pilgrims. ▪ Identify similarities and differences in the likes and dislikes, skills and favored activities of the Colonial Americans. (New England, the Middle colonies, the South) ▪ Explain ideas and concerns expressed by thoughtful individuals of the past that differ from their own. (slavery, women's rights, religious tolerance) ▪ Locate the thirteen colonies.
The American Revolution	Students will: <ul style="list-style-type: none"> ▪ Explain the important events in Massachusetts's history that led to the American Revolution. (the Boston Massacre, the Boston Tea Party, the Battle of Concord and Lexington, Bunker Hill) ▪ Identify the importance of Sam Adams, John Adams, John Hancock, and Paul Revere, Benjamin Franklin, Phyllis Wheatley. Describe life for citizens in Massachusetts before the Revolution. ▪ Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. ▪ The identify the meaning of the stars and stripes, care and display of the flag.

Massachusetts	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Draw an outline map of Massachusetts. ▪ Know that Boston is the State Capital. ▪ Identify some plants and animals that are native to Massachusetts. ▪ Identify major Medway historical events and landmarks. ▪ Know about famous people who came from Massachusetts. ▪ Analyze the impact of the Massachusetts climate and landforms on our lifestyle.
Washington DC	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify famous Washington landmarks and explain their significance.
Current Events	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss current issues and formulate opinions concerning solutions to problems. (Weekly Reader)

SUGGESTIONS FOR PARENTAL INVOLVEMENT:

- Visit historical sites in Medway and Massachusetts and the surrounding area. (Boston and the Freedom Trail, Lexington and Concord, Salem, Deerfield, Fort Ticonderoga, Walden Pond)
- If the opportunity occurs to visit any of the states along the East Coast, stop at historic sites such as the Statue of Liberty, Independence Hall in Philadelphia, Valley Forge, Gettysburg, Washington DC, Colonial Williamsburg, etc.
- Help your child to start a post card collection from various historical sites that you and other family members visit.
- Read to your child stories about famous Massachusetts's citizens or leaders of the American Revolution.
- Point out to your child the different products that are made in Massachusetts today.
- Have a map or globe at home and use it to locate places where you will travel, where friends and family members live, and where news events are occurring.
- Have your child plan a trip using a map, map key and legend.
- Help your child to use the Internet to download maps with directions to locations.
- Provide your child with puzzles and computer games, which emphasize world and U.S. place geography.
- Discuss current events when they occur and ask your child for opinions on current issues.
- Visit places where traditional Massachusetts's products are made or grown. (Cranberries, apples, lobsters and clams, furniture, fishing)
- Visit places where Massachusetts's products used to be made. (The Lowell Mills - textiles, New Bedford – whaling, Fall River – textiles). Explain why some industries decline.
- Visit the locations of Massachusetts's new industries. (Route 128 and Route 495)

COURSE DESCRIPTION:

The Fourth Grade Social Studies course uses an activity-centered approach (Social Studies Alive©) to study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions.

UNIT	CONCEPTS
What Are the Social Sciences?	Students will: <ul style="list-style-type: none"> ▪ Provide simple definitions for economics, geography, political science, and history ▪ Identify ways that the social sciences help explain human behavior ▪ Lists artifacts and evidence that social scientists use in their research
Exploring Regions of the United States	Students will: <ul style="list-style-type: none"> ▪ Apply basic map skills—such as an understanding of directions and latitudes and longitude—to interpret a physical map of the United States ▪ Interpret maps showing elevation, annual rainfall, and population density ▪ Analyze photographs of cities and physical landmarks and attempt to identify their locations on a regional map of the United States
The People of the United States	Students will: <ul style="list-style-type: none"> ▪ Identify the five major racial and ethnic groups in the United States ▪ Identify major immigrant groups that live in Mass and where they now live in large numbers (eg. English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). ▪ Recount the settlement stories of Native Americans, Latinos, European Americans, African Americans, and Asian Americans ▪ List key contributions to American society made by five racial and ethnic groups ▪ Write lyrics to a song that celebrates American diversity
The Northeast Region	Students will: <ul style="list-style-type: none"> ▪ Examine aspects of industrialization, urbanization, and democracy ▪ Identify nine important sites in the Northeast ▪ Trace the path of a train tour through the Northeast on a map of the region ▪ Describe the major natural and constructed features of the Northeast
Population Density and Life in the Northeast	Students will: <ul style="list-style-type: none"> ▪ Describe the population density of the Northeast and compare it with that of other regions of the US ▪ Evaluate the effect of population density on the lives of urban-and rural-dwelling northeasterners
The Southeast Region	Students will: <ul style="list-style-type: none"> ▪ Understand the importance of the Southeast to the settlement and growth of the United States ▪ Identify nine important sites in the Southeast ▪ Trace the path of a tour through the Southeast on a map of the region ▪ Describe the major physical and constructed features of the Southeast

The Effects of Geography on Life in the Southeast	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Gather essential geographic information from maps and images of the Southeast ▪ List the effects of geography on life in the Southeast ▪ Illustrate three ways that geography affects life in their own community
The Midwest Region	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Understand the importance of farming and industry in the Midwest ▪ Identify nine important sites in the Midwest ▪ Trace the path of a crop duster tour through the Midwest on a map of the region ▪ Describe the major natural and constructed features of the Midwest
Agricultural Changes in the Nation's Breadbasket	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the changes in average farm sizes from 1800 to 2000 ▪ Describe the different farm technologies in 1800, 1900, and 2000 ▪ Explain the differences in farm life from 1800 to 2000 ▪ Use graphs to record statistical information
Southwest Region	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Understand the many ways people have adopted to the geography of the Southwest ▪ Identify nine important sites in the Southwest ▪ Trace the path of a tour through the Southwest on a map of the region ▪ Describe the major natural and manufactured features of the Southwest
A Case Study in Water Use: The Colorado River	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify 10 groups that share water from the Colorado R ▪ List several ways water from the Colorado is used ▪ Understand why it is important to conserve water
The West	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Understand many reasons why people have been attracted to the West ▪ Identify nine important sites in the West ▪ Trace the path of a tour through the West on a map of the region ▪ Describe the major natural and constructed features of the West
Cities of the West	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Learn about the geography, history, people, and economy of seven cities in the West ▪ Work in groups to create television commercials promoting one of the seven cities ▪ Compare one of the western cities to their own community using a Venn diagram

SUGGESTIONS FOR PARENTAL INVOLVEMENT

<ul style="list-style-type: none"> ▪ Watch news stories related to the various regions of our country. ▪ Guide your child's reading toward stories about places of interest in the US (Rocky Mtns, New York City). ▪ Help your child to review important Social Studies vocabulary. ▪ Ask your child to discuss the activities that are taking place at school. ▪ Reinforce the key concepts of each unit with your child. ▪ Have a map or globe at home and have your child point out the location of places they have studied or heard about.

- Use maps and computer games to help your child become familiar with US place geography.
- When traveling , have your child use a map to find your destination. See map keys and legends whenever possible.
- Discuss current events issues with your child and ask for opinions on current issues.

COURSE DESCRIPTION: The Fifth Grade Social Studies Curriculum instructs the students in United States History and Geography. The students will investigate early explorations and colonizations, and the causes and events that created a new nation. The course will also include units on Massachusetts and Medway.

UNIT	CONCEPTS
Early America	Students will: <ul style="list-style-type: none"> ▪ Trace the routes of the first settlers. ▪ List facts about the Ice Age. ▪ Identify the locations of the Native Americans and their differences. ▪ Explain ways of finding and testing evidence from societies leaving no written record. ▪ Recognize primary and secondary sources.
Early Explorations	Students will: <ul style="list-style-type: none"> ▪ Explain the reasons for an all water route to Asia. ▪ Explain the reasons for early exploration of North America. ▪ Trace the routes of exploration. ▪ Evaluate the pros and cons of European exploration. ▪ Explain how technological inventions revolutionized exploration.
Settlements of America	Students will: <ul style="list-style-type: none"> ▪ Analyze the diversity of the early colonies. ▪ Locate the Thirteen Original Colonies. ▪ Discuss how the colonies changed as they matured. ▪ Identify the natural landforms that formed a barrier to expansion. ▪ Explain how some people in the past could believe themselves justified in excluding others from their community.
Colonial America Massachusetts	Students will: <ul style="list-style-type: none"> ▪ Recall the important physical features of Massachusetts. ▪ Identify plants and animals, which are native to Massachusetts. ▪ Identify the basic units of government in the commonwealth. ▪ Understand the reasons for the distribution of cities over a region.
Colonial Labor	Students will: <ul style="list-style-type: none"> ▪ Explain the colonial trade system. ▪ Discuss the slave trade. ▪ Describe the nature of racial stereotyping.
Events Leading to the The American Revolution	Students will: <ul style="list-style-type: none"> ▪ Identify the causes of the war. ▪ Relate the details of the Boston Massacre and its effects. ▪ Relate details of the Boston Tea Party and its effects. ▪ Explain how multiple causes can shape an event. ▪ Explain how ideas can shape an event. ▪ Analyze the importance of individual actions in history. ▪ Explain the differences in points of view in historical accounts of events. (Boston Massacre) ▪ Identify and explain the major beliefs put forth in the Declaration of Independence. ▪ Identify: April 1775, Concord and Lexington, “ the shot around the world”, Bunker Hill, Thomas Paine, <u>Common Sense</u>, July 4, 1776, Declaration of Independence, Washington’s Strategy, Saratoga, French Alliance, Valley Forge, Yorktown, 1781.
The U.S. Constitution	Students will: <ul style="list-style-type: none"> ▪ Identify weaknesses in the government under the Articles of Confederation. ▪ Explain the compromises that took place in making the

	<p>Constitution.</p> <ul style="list-style-type: none"> ▪ Recall the three branches of government and explain their functions. ▪ Describe the nomination and election of officials on the national, state and local levels. ▪ Describe how a bill becomes a law. ▪ Discuss the importance of the Bill of Rights. ▪ Identify important figures in the development of the Constitution.
The Early Republic	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the leaders of the first government. ▪ Compare the first political parties.
Medway	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify important Medway landmarks and describe life in Medway in the Nineteenth Century. ▪ Visit Sturbridge Village and describe life in this area in the Nineteenth Century.

SUGGESTIONS FOR PARENTAL INVOLVEMENT:

- Visit historical sites in Massachusetts and the surrounding area. (Boston and the Freedom Trail , Lexington and Concord, Salem, Deerfield, Fort Ticonderoga, Waldon Pond, the Adams Historical Site)
- If the opportunity occurs to visit the states along the east coast, stop at historic sites such as the Statue of Liberty, Independence Hall in Philadelphia, Valley Forge, Gettysburg, Washington, DC, Colonial Williamsburg, etc.
- Attend the annual Lexington and Concord re-enactment.
- Review with your child the unit concepts that are listed above.
- Guide your child's reading to stories and biographies about Colonial America and the American Revolution.
- Watch programs on the Discovery Channel and the History Channel that feature Colonial America and the American Revolution.
- Use current news topics to discuss with your child Constitutional issues, (the Electoral College, the veto, how bills become laws, the powers of the Supreme Court, the Bill of Rights)
- Check and review home work assignments and help your child to prepare for tests.
- Discuss with your child current events and ask for opinions on current issues.