

Nerstrand School Social Studies, Science, and Health Curriculum

**For Kindergarten (Prairie),
Multiage Grade 1 through 3 classrooms (Savannah),
and Multiage Grade 4 and 5 classrooms (Woodlands)**

(Including suggestions for integrating Social Studies and Science
within the Music and Physical Education curricula)

Developed by Nerstrand School Teachers

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Prairie (Kindergarten) Science

I. History and Nature of Science

I.B. Scientific Inquiry

- Seasonal Changes
- Wood and Paper
- Recycling
- Fabric

II. Physical Science (no standard for it)

- Wood and Paper
- Recycling
- Fabric

III. Earth and Space Science

III. B. The Water Cycle, Weather and Climate

- Seasonal Changes

IV. Life Science

IV.B. Diversity of Organisms

IV.G. Human Organisms

The Five Senses (expanded)

Prairie (Kindergarten) Social Studies

I. United States History

I.A. Family Life, Today and in the Past

- Family
- Friendship
- Me...and My Place in the World

II. Minnesota History

(No standards for Kindergarten)

III. World History

III.A. Family Life, Today and in the Past

- Family
- Friendship
- Me...and My Place in the World

IV. Historical Skills

IV.A. Concepts of Time

IV. B. Historical Resources

- Family
- Me...and My Place in the World

V. Geography

V.A. Concepts of Location

- Daily Life in the Classroom
- Map Unit
- Embedded throughout units of study

VI. Economics

VI.A. Economic Choices

VI.B. Producers and Consumers

- Math mini-unit
- My place in the Community/World

VII. Government and Citizenship

VII. A. Civic Values, Skills, rights and Responsibilities

VII. B. Beliefs and Principles of U.S. Democracy

VII. Governmental Institutions and Processes

- Daily Life in the Classroom
- My Place in the Community

Prairie Science (Kindergarten)

Seasonal Changes (Kindergarten)

History of Nature and Science: I.B. Scientific Inquiry

Earth and Space Science: III. B. The Water Cycle, Weather and Climate

***NOTE: Yellow highlighted Standards and Benchmarks MUST BE TAUGHT at the prescribed time to assure the given skill is appropriately addresses at some time in a student's educational process.**

Standards	<p><i>I.B. Scientific Inquiry:</i></p> <p>1. The student will raise questions about the natural world.</p> <p><i>III. B. The Water Cycle, Weather and Climate:</i></p> <p>2. The student will observe weather changes.</p>
Outcomes	<p>The student will develop an understanding of seasonal changes and explain the effect these changes have on trees, animals and the way we dress.</p>
Benchmarks	<p><i>Scientific Inquiry:</i></p> <p>1. The student will observe and describe common objects using simple tools.</p> <p><i>III. B. The Water Cycle, Weather and Climate:</i></p> <p>2. The student will chart daily and seasonal changes in weather.</p> <ul style="list-style-type: none"> • Three seasonal fieldtrips to Riverbend Nature Center • Weather watching/charting • Month by month scrapbook of weather • Magazine pictures representing season changes in seasonal boxes • Painted trees to reflect seasons • Class books • Seasonal art projects • Seasonal Cooking Activities
Learner Activities	
Teaching Strategies	<p>1. Use a variety of hands-on experiences throughout the school year to help students discover the changes that take place and the effect those changes have on plants, animals and people.</p> <p>2. Daily weather charting in math</p>
Resources	<p>Literature:</p> <ul style="list-style-type: none"> • Class books made by the kindergarteners • <u>The Season of Arnold's Apple Tree</u> by Gail Gibbons • <u>Run-Jump-Whiz-Splash</u> by Verna Rosenberry • <u>Discover Seasons</u> by Diane Iverson • <u>The Turning of the Year</u> by Bill Martin • <u>When Autumn Comes</u> by Robert Maass • <u>Dear Rebecca, Winter Is Here</u> by Jean Craighead George • <u>That's What's Happening When It's Spring!</u> By Elaine Good • <u>Sunflower House</u> by Eve Bunting • <u>Is That You, Winter?</u> By Stephen Gammell • <u>The First Snow</u> by David Christiana • <u>When it Starts to Snow</u> by Phillis Gershator • <u>Wild Horse Winter</u> by Tetsuya Honda • <u>Stranger in the Woods</u> by Carl Sams and Jean Stoick
Assessments	<ul style="list-style-type: none"> • Ongoing observations and anecdotal notes • Student contribution to class book • Interactive worksheets (charting)
Significant Tasks and Projects	<p>1. Three seasonal fieldtrips to River Bend Nature Center</p> <p>2. Production of Class Books related to season changes (take pictures of same outdoor scene in different parts of the year)</p> <p>3. Ongoing charting of weather</p> <p>4. Seasonal Art projects</p>

Physical Science:

Wood and Paper (Kindergarten)

History and Nature of Science: I. B. Scientific Inquiry

Standard	<i>I.B. Scientific Inquiry:</i> 1. <i>The student will raise questions about the natural world.</i>
Outcomes	The student will develop an understanding of classifying objects according to shape, color, size, and texture.
Benchmarks	<i>I.B. Scientific Inquiry:</i> 1. <i>The student will observe and describe common objects using simple tools.</i>
Learner Activities	<ul style="list-style-type: none"> • Foss Science Kit – Wood and Paper • Observe different kinds of wood • Compare properties of different wood found in the classroom • Observe how wood interacts with water • Transform wood using sand paper • Create particle board from sawdust and wood shavings • Observe different properties of paper • Determine the usefulness of different kinds of paper. • Observe how paper and water interact • Make recycled paper • Use paper mache' • Weave paper • Assemble wood and paper into sculptures
Teaching Strategies	Provide a variety of experiments using scientific methods and literature to help students discover the properties of wood and its uses.
Resources	<ul style="list-style-type: none"> • <u>From Wood to Paper</u> by Wendy Davis • <u>Floating and Sinking</u> by Honey Anderson and Meredith Thomas • <u>Homes: Around the World</u> by Margaret Hall • <u>Paper, Paper, Everywhere</u> by Gail Gibbons • <u>The Piñata Maker</u> by George Anmacona • <u>Sadako</u> by Eleanor Coerr • <u>Tool Book</u> by Gail Gibbons • <u>Tools</u> by Ann Morris • <u>Wood</u> by Kate McGough • <u>Wood: Would You Believe It!</u> By Catherine Chambers • <u>Mighty Tree</u> by Dick Gackdenbach • <u>Tulip Builds a Birdhouse</u> by Dale Gottlieb
	<ul style="list-style-type: none"> • Ongoing observations of students at work • Anecdotal notes of student accomplishments • Paper/pencil activities such as drawing responses
Significant Tasks and Projects	<ol style="list-style-type: none"> 1. Make recycled paper 2. Experiments where students discover properties of wood 3. Make paper and wood sculpture

Earth and Space Science:

Recycling (Kindergarten)

History and Nature of Science: I.B. Scientific Inquiry

Standard	<i>I. B. Scientific Inquiry:</i> 1. <i>The student will raise questions about the natural world.</i>
Outcomes	The student will develop an understanding of the necessity of recycling and conservation.
Benchmarks	<i>I. B. Scientific Inquiry:</i> 1. <i>The student will observe and describe common objects using simple tools.</i>
Learner Activities	<ul style="list-style-type: none">• A recycling symbol hunt• Recycling relay• Songs and finger plays• Package comparisons• Treasures from Trash• Newspaper hats
Teaching Strategies	*Use a variety of hands-on experiences and literature throughout the school year to help students discover the importance of conservation and how they can help through recycling. *Visit recycling center
Resources	<ul style="list-style-type: none">• <u>Big Book – Where Does All the Garbage Go?</u>• <u>Thinking Green in My Home</u> by Ann Bogart• <u>Old Red Rocking Chair</u> by Phyllis Root• <u>Jennie’s Hat</u> by Ezra Jack Keats• <u>Peter’s Chair</u> by Ezra Jack Keats• <u>Aunt Ippy’s Museum of Junk</u> by Rodney Greenblatt• <u>Amazing Earth Adventures</u> by The KSE Group• <u>Things I Can Make With Newspaper</u> by Sabine Lohf
Assessments	<ul style="list-style-type: none">• Ongoing observations of class discussion and student participation• Anecdotal notes• A Recycling Symbol Hunt
Significant Tasks and Projects	1. Recycling symbol hunt 2. Ongoing recycling in the classroom 3. Sort recyclable items

Life Science:

The Five Senses (Kindergarten)

IV. B. Diversity of Organisms

IV. G. Human Organism

Standard	<p><i>IV. B. Diversity of Organisms</i></p> <p>1. <i>The student will understand that there are living and nonliving things.</i></p> <p><i>IV. G. Human Organism</i></p> <p>2. <i>The student will understand that people have five senses that can be used to learn about the environment.</i></p>
Outcomes	The student will develop an understanding of our five senses and describe the way in which they help us learn about our world.
Benchmarks	<p>1. <i>The student will compare and contrast living and nonliving things</i></p> <p>2. <i>The student will know simple ways that living things can be grouped.</i></p> <p>3. <i>The student will observe and describe the environment using the five senses.</i></p>
Learner Activities	<ul style="list-style-type: none"> • Mystery Objects • Writing Poems • Foods we love to taste • Five Senses book • Eye Color graph • Touch patterns • Songs and finger plays • Senses work together activities • Mystery Sounds • Give a helping hand • Are Two Eyes better than one? • Movement patterns • Texture Names • Cooking Activity – Popcorn • Classifying living and nonliving things
Teaching Strategies	<p>*Use a variety of literature and experiences throughout the school year to help students discover how our five senses help us learn about our world.</p> <p>*River Bend Nature trip – “What is Nature?”</p>
Resources	<ul style="list-style-type: none"> • <u>Arthur’s Eyes</u> by Marc Brown • <u>Bread and Jam for Francis</u> by Russel Hoban • <u>Brown Bear Brown Bear, What Do You See?</u> By Bill Martin, Jr. • <u>Don’t Touch</u> by Suzy Kline • <u>Each Peach Pear Plum</u> by Janet and Allan Ahlberg • <u>The Emperor’s New Clothes</u> by Ruth B. Gross • <u>Eyes</u> by Judith Worthy • <u>Here Are My Hands</u> by Bill Martin Jr. • <u>It Looked like Spilt Milk</u> by Charles Shaw • <u>The Listening Walk</u> by Paul Showers • <u>More Spaghetti, I Say</u> by Rita Gelman • <u>My Five Senses</u> by Alike • <u>The Noisy Book</u> by Margaret Wise Brown • <u>The Popcorn Book</u> by Tomie dePaola • <u>Spectacles</u> by Ellen Raskin • <u>Your Amazing Senses</u> by Atie Van der Meer
Assessments	<ul style="list-style-type: none"> • Ongoing observations of student activities and class discussions • Anecdotal notes documenting student achievement • Paper/pencil responses to activities such as “Living and Nonliving”
Significant Tasks and Projects	<p>1. Making a Five Senses book</p> <p>2. Classifying living and nonliving activity (nature and non-nature)</p> <p>3. Cooking activities – Popcorn</p> <p>4. Creating graphs and other graphic representations of discoveries</p>

History and Nature of Science: (Kindergarten)

I.B. Scientific Inquiry

Physical Science: Fabric

Standard	<i>I.B. Scientific Inquiry:</i>
Outcomes	1. <i>The student will raise questions about the natural world.</i> The student will develop an understanding of classifying objects according to shape, color, size, and texture.
Benchmark	<i>I.B. Scientific Inquiry:</i> 1. <i>The student will observe and describe common objects using simple tools</i>
Learner Activities	<ul style="list-style-type: none">• Foss Science Kit - Fabric• Exploration of fabric and Feely Bags• Fabric hunt• Fabric collage• Taking fabric apart• Weaving• Sewing small pillows• Water and fabric• Soiling and washing fabric• Dying fabric• Graphing fabric uses
Teaching Strategies	Use a variety of hands-on experiences throughout to help students develop an understanding of using classification and exploration as scientific methods.
Resources	<ul style="list-style-type: none">• <u>Animals Should Definitely Not Wear Clothing</u> by Judi Barrett• <u>Caps for Sale</u> by Esphyr Slobodkina• <u>Charlie Needs a Cloak</u> by Tomie dePaola• <u>The Emperor's New Clothes</u> by Ruth B. Gross• <u>The Goat in the Rug</u> by Charles Blood and Martin Link• <u>How a Shirt Grew in the Field</u> by Marguerita Rudolf• <u>The Jacket I Wear in the Snow</u> by Shirley Neitzel• <u>Nattie Parsons' Good-Luck Lamb</u> by Lisa Campbell Ernst• <u>A New Coat for Anna</u> by Harriet Ziefert• <u>No Roses for Harry</u> by Gene Zion• <u>Pelle's New Suit</u> by Elsa Beskow• <u>A Pocket for Corduroy</u> by Don Freeman• <u>The Quilt Story</u> by Tony Johnston and Tomie dePaola• <u>Sam Johnson and the Blue Ribbon Quilt</u> by Shirley Neitzel
Assessments	<ul style="list-style-type: none">• Ongoing observations of student explorations• Anecdotal notes documenting student achievement• Paper and pencil activities as responses to activities
Technology	
Significant Tasks and Projects	<ol style="list-style-type: none">1. Discovering attributes of fabrics by taking swatches apart2. Dying fabric3. Sewing a pillow

Prairie Social Studies (Kindergarten)

Families (Kindergarten)

U.S. History: I. A. Family Life Today and in the Past

Standard	<i>I.A. Family Life Today and in the Past:</i> 1. <i>The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.</i>
Outcomes	The student will develop an understanding of who is in a family and what it means to live in a family.
Benchmarks	<i>I.A. Family Life Today and in the Past:</i> 1. <i>Students will compare family life in his or her community from earlier times and today.</i> 2. <i>Students will compare family life in at least three distant places and times</i> 3. <i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</i>
Learner Activities	<ul style="list-style-type: none"> • Make a Family Tree • Learn “Who Am I”? – special family roles • Learn Songs and Finger plays • Graph Families • Discuss how families have fun together • Discuss how families help one another • “Build” a family with unifix cubes • Discuss “What do families have in common”? • Complete “Getting Along” worksheet – Conflicts are common • Make a “Birthdays in my Family – book • Complete a Family Survey • Discuss Family Traditions • Participate in a Listening Center – books and tapes • Draw Family portraits • Tell how Families work together
Teaching Strategies	Use a variety of literature and activities to help students develop an understanding of families: comparing own to those of past and faraway places.
Resources	<ul style="list-style-type: none"> • <u>Julius, the Baby of the World</u> by Kevin Henkes • <u>Octopus Hug</u> by Laurence Pringle • <u>Seven Silly Eaters</u> by Mary Ann Hoberman • <u>Mmm, Cookies!</u> By Robert Munsch • <u>Me and My Family Tree</u> by Joan Sweney • <u>A Quiet Night</u> by Jill Murphy • <u>Come out and play Little Mouse</u> by Robert Kraus • <u>The Relatives Came</u> by Cynthia Rylant • <u>Will You Take Care of Me?</u> By Margaret Park Bridges • <u>Louanne Pig in the Perfect Family</u> by Nancy Carlson • <u>Horace</u> by Holly Keller • <u>The Baby Sister</u> by Tomie de Paola • <u>My Mom Travels A Lot</u> by Caroline Bauer <p><u>Other Resources</u> Historical Society Antique Stores</p>
Assessments	<ul style="list-style-type: none"> • Ongoing observations of class participation and discussions • Anecdotal notes to record student progress • Written response of how family members help each other
Significant Tasks and Projects	<ol style="list-style-type: none"> 1. Graphing family 2. Making family booklets 3. Class graphic (T-chart) demonstrating life long ago 4. Class chart demonstrating life in far away places

Friendship (Kindergarten)

U.S. and World History:

I. A. and III. A. (Family) Life Today and in the Past

Standard Outcomes	<p>1. <i>The student will understand how people (families) live today and in earlier times, recognizing that some aspects change over time while others stay the same</i></p> <p>The student will develop an understanding of the need for friends and the celebration of friendships.</p>
Benchmarks	<p>1. <i>Students will compare children/friendship in three distant places.</i> Students will listen to books about children in different countries and will compare and contrast using a chart.</p> <p>2. Name Games</p> <p>3. Rainbow Name – art project</p> <p>4. Class Book – A Good Friend Would ...</p> <p>5. Chart – List things that good friends do together</p>
Learner Activities	<p>6. Friendship Quilt to hang on the bulletin board</p> <p>7. Class chart showing how classmates are alike/different</p> <p>8. Class charts showing how people are alike/different around the world</p>
Teaching Strategies	Use a variety of literature and activities to help students develop friendship skills.
Resources	<ul style="list-style-type: none">• <u>Best Friends</u> by Steven Kellogg• <u>Can We Be Friends? Nature's Partners</u> by Alexandra Wright• <u>The Dream Pillow</u> by Mitra Modarressi• <u>The Friend</u> by John Burningham• <u>An Extraordinary Egg</u> by Leo Lionni• <u>The Very Best of Friends</u> by Margaret Wild• <u>A Visit to Amy-Claire</u> by Claudia Mills• <u>Chrysanthemum</u> by Kevin Henkes• <u>Jessica</u> by Kevin Henkes• <u>The Doorbell Rang</u> by Pat Hutchins• <u>Jamaica's Find</u> by Juanita Havill• <u>Bein' With You This Way</u> by W. Nikola-Lisa• <u>We Are All Alike...We are all Different</u> by Cheltenham Elementary School• <u>Friends</u> by Helme Heine• <u>My Friends</u> by Taro Gomi• <u>Will I Have a Friend?</u> By Miriam Cohen• <u>The Rainbow Fish</u> by Marcus Pfister• <u>We Are Best Friends</u> by Alike• <u>Do You Want To Be My Friend?</u> By Eric Carle
Assessments	<ul style="list-style-type: none">• Ongoing observations• Anecdotal notes• Paper/pencil activities
Technology	Berenstain Bear videos about families
Significant Tasks and Projects	<p>1. Class Book – A Good Friend Would ...</p> <p>2. Friendship Quilt (made of paper)</p> <p>3. Class Charts: How people around the world are alike and different</p>

Me...and My Place in the World (Kindergarten)

Historical Skills: IV. A. Concepts of Time

IV. B. Historical Resources

Standards	IV. Concepts of time: 1. <i>The student will demonstrate chronological thinking.</i>
Outcomes	I. B. Historical Resources: 2. <i>The student will understand that we can learn about the past from different sorts of evidence.</i>
Benchmarks	IV. A. Concepts of Time: 1. <i>The student will define and use terms for concepts of historical time such as long, long ago, recent past, present and future; days of the week, months of the year, seasons)</i> 2. <i>Students will place events in chronological order and construct timelines by making a visual or graphic representation events of the school year.</i> I.V.B. Historical Resources: 3. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide. Students will learn from resources including, but not limited to legends, oral traditions, songs, art, photographs, toys, clothing, and furniture.</i>
Teaching Strategies	1. Ongoing process of marking events on school calendar. 2. Invite Community Elders/grandparents to share games, toys, clothing, and songs of their youth. 3. Bring in artifacts from the past (borrow from an antique store)
Resources	The Day You Were Born <u>The Rocking Chair</u> by Phyllis Root Artifacts such as games, toys of the past.
Assessments	1. Student can explain the timeline of kindergarten year
Technology	Black and White movie or TV show from the 1950s
Significant Tasks and Projects	1. Ongoing timeline of classroom events 2. Sharing of artifacts from the past. 3. Then and Now book – My Grandparents Played With/I play With

Map Unit/Me...And My Place in the World (Kindergarten)

Geography: V. A. Concept of Location

Standard	V. A. Concept of Location 1. <i>The student will use directional and positional words to locate and describe people, places and things.</i>
Benchmarks Learner Activities	V. A. Concept of Location 1. <i>Students will describe the location of people, places and things by using positional words: near/far, above/below, left/right, behind/in front.</i> 2. <i>Students will explain that an address locates a specific place. (Students will learn their personal address.)</i> 3. <i>Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above. (Students will use the terms, near/far, above/below, left/right, behind, in front/ high/low, north/south, and east/west.)</i>
Teaching Strategies	1. Use maps and globes to locate areas referenced in literature books read and in current event discussions. 2. Display a compass rose and reference it during class discussions
Resources	Maps (classroom, U.S. and World) Globes Time for Kids magazine of current events Road maps Floor map of the United States Literature: <u>As the Crow Flies</u> Videos: Disney series on Maps
Assessments	1. Ongoing observations of students 2. Anecdotal notes that document student progress 3. Map making
Technology	1. Computer activity such as Playhouse
Significant Tasks and Projects	Students and teacher will collaboratively make a map of their classroom. Students will locate and reference points and objects on the map.

Me...and My Place in the World Government and Citizenship (Kindergarten)

VII.A. Civic Values, Skills, Rights and Responsibilities

VII. B. Beliefs and Principles of United States Democracy

VII. D. Governmental Institutions and Processes of the U. S.

<p>Standards</p> <p>Outcomes</p>	<p><u>Civic Values</u></p> <p>1. The student will describe civic values, rights and responsibilities in a republic.</p> <p>2. The student will understand the importance of participation in civic life and demonstrate effective civic skills.</p> <p><u>Beliefs and Principles</u></p> <p>3. The student will understand the role of government, rules, and law and why we have them</p> <p>4. The student will know key symbols, songs and locations that represent our nation and state.</p> <p><u>Governmental Institutions and Processes</u></p> <p>5. The student will know basic functions of government.</p>
<p>Benchmarks</p> <p>Learner Activities</p>	<p><u>Civic Values</u></p> <p>1. Students will demonstrate patriotism, self-reliance, cooperation, responsibility, honesty, justice, courage, self-discipline.</p> <p>2. Students will participate and cooperate in the classroom and explain how people can make a difference in others' lives.</p> <p>3. Students will know that people have diverse viewpoints and that speaking and listening to others is important.</p> <p><u>Beliefs and Principles</u></p> <p>4. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules (safety, promote educational environment, promote fairness, respect) and know the characteristics of good rules (fair, reasonable, understandable, protects individual rights and promotes the general welfare)</p> <p>5. Students will explain that rules apply to everyone and describe consequences for breaking rules or laws.</p> <p>6. Students will recognize the symbols, songs, locations that uniquely identify our nation (U.S. flag, the Pledge of Allegiance, the National Anthem, Independence Day, bald eagle, Statue of Liberty, the White House, the Liberty Bell, patriotic songs).</p> <p>7. Students will recognize symbols that are significant for the state of Minnesota (state flag, flower, quarter dollar and bird).</p> <p>8. Students will acknowledge key national holidays (July 4, Memorial Day, Flag Day, Veterans' Day, Labor Day, Presidents' Day, Martin Luther King Jr. birthday, Thanksgiving)</p> <p><u>Governmental Institutions and Processes</u></p> <p>9. Students will describe examples of specific services provided by government (police and fire protection, snowplowing, community parks, schools)</p>
<p>Teaching Strategies</p>	<p>Discuss Literature books that reflect the theme of civic values, rights and responsibilities.</p> <p>Use the Homeroom curriculum</p> <p>Calendar Time</p>

	All School Meetings throughout the year. Service Learning Chart of Classroom Expectations (Rules)
Resources	Charts of Patriotic symbols
Assessments	<ul style="list-style-type: none"> • Ongoing observations • Anecdotal notes • Paper/pencil activities
Technology	Video: Patriotic Symbols
Significant Tasks and Projects	<ol style="list-style-type: none"> 1. Learn and recite daily the Pledge of Allegiance 2. Learn Patriotic Songs in Music 3. Use reflection journal in homeroom

Social Studies/Math (Kindergarten)

Economics

VI. A. Economic Choices

VI. B. Producers and Consumers

Standards	<p>VI. A. Economic Choices</p> <p>1. <i>The student will understand that economic choices are necessary in life.</i></p> <p>VI. B. Producers and Consumers</p> <p>2. <i>The student will understand the relationship between producers and consumers in regard to goods and services.</i></p>
Benchmarks	<p>1. <i>Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things would like to have such as a video game)</i> Each student will make a page for a classroom book entitled “Needs and Wishes/Wants”</p>
Learner Activities	<p>2. <i>Students will understand and explain that money can be used to buy goods and services.</i> Students can bring money from home and take a field trip to the neighborhood store to purchase a snack</p> <p>3. <i>Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services one wants</i></p> <p>4. <i>Students will give examples of tradeoff.</i> Discuss this scenario: What if you are invited to two birthday parties at the same time?</p> <p>5. <i>Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.</i> Earnings can be put in the piggy bank or spent at the store.</p> <p>6. Students will distinguish between producers and consumers and between goods and services. <i>Students will diagram the milk route from the farmer to store to school.</i></p> <p>7. <i>Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.</i> Students will make a book entitled: “How was this made”?</p>
Teaching Strategies	<p>Field trips</p> <p>Classroom books</p> <p>Class Store</p> <p>Question of the Day</p>
Resources	<p>Make Mine Milk</p>
Assessments	<ul style="list-style-type: none"> • Ongoing observations • Anecdotal notes • Paper/pencil activities
Technology	<p>Videos:</p> <p>How is it done?</p> <p>Make Mine Milk</p> <p>The Money Story</p>
Significant Tasks and Projects	<p>Class produced book: “How Are Things Made?”</p>

	Social Studies	Science	Health and Safety	Projects	Technology
Year 1	<ul style="list-style-type: none"> -History of America -Map Skills -Current Events (Time for Kids) 	<ul style="list-style-type: none"> - Seeds and Plants -Solar System -Air & Weather -Environmental Awareness (Service Learning Projects) 	<ul style="list-style-type: none"> -Body Systems -Interpersonal skills -Safety 	<ul style="list-style-type: none"> -Seeds journal -Body Systems model -Solar Systems research and presentation 	<ul style="list-style-type: none"> -Computer operation checklist -Slide Shows
Year 2	<ul style="list-style-type: none"> -Family Heritage -Immigration -Cultures around the World -Map Skills -Current Events (Time for Kids) 	<ul style="list-style-type: none"> -Insects (Metamorphosis and Life Cycle) -Balance and Motion -Magnets and Electricity -Environmental Awareness (Service Learning Projects) 	<ul style="list-style-type: none"> -Changes: Death and Dying -Families: family roles, changing structures, intergenerational relationships -Interpersonal Skills -Safety 	<ul style="list-style-type: none"> -Insects model -Culture Kit and presentation 	<ul style="list-style-type: none"> - Computer operation checklist -Slide Shows
Year 3	<ul style="list-style-type: none"> -Families: Sense of Place and time. Communities: history and resources (Lewis and Clark) -Study of States -Map Skills -Current Events (Time for Kids) 	<ul style="list-style-type: none"> -Animal Study: habitats, classification, adaptations -Food Chains -Pebbles sand and silt -Solids and Liquids -Environmental Awareness (River Bend Nature Center and Service Learning Projects) 	<ul style="list-style-type: none"> Staying Healthy: Dental Nutrition Illness prevention -Interpersonal skills -Safety 	<ul style="list-style-type: none"> Animal reports Posters for staying healthy Presentation on the States in America 	<ul style="list-style-type: none"> - Computer operation checklist -Slide Shows

Savannah Rotating Curriculum Three-Year Plan (Grades 1 through 3)

Year 1

September	Seeds and Plants (ongoing through October)/History of America
October	History of America
November	History of America
December	History of America
January	History of America
February	Rotation: Solar Systems – Air and Weather – Pebbles, Sand and Silt
March	Rotation: Solar Systems – Air and Weather – Pebbles, Sand and Silt
April	Rotation: Solar Systems – Air and Weather – Pebbles, Sand and Silt
May	Rotation: Solar Systems – Air and Weather – Pebbles, Sand and Silt

Year 2

September	Insects
October	Insects/Family Heritage
November	Family Heritage/Changes (Death and Dying)/Immigration
December	Immigration
January	Global Awareness
February	Rotation: Cultures around the World, Magnets and Dental, Balance and Motion
March	Rotation: Cultures around the World, Magnets and Dental, Balance and Motion
April	Rotation: Cultures around the World, Magnets and Dental, Balance and Motion
May	Rotation: Cultures around the World, Magnets and Dental, Balance and Motion

Year 3

September	Family History and Traditions (Sense of Place and Time)/Communities – history and resources
October	Communities/Study of States
November	Study of States
December	Study of States/ Animal Habitats and Classifications
January	Animal Habitats, Classifications, Adaptations and Food Chains
February	Rotation: Solids and Liquids, Animal Projects, Body Systems
March	Rotation: Solids and Liquids, Animal Projects, Body Systems
April	Rotation: Solids and Liquids, Animal Projects, Body Systems
May	Rotation: Solids and Liquids, Animal Projects, Body Systems

Savannah Social Studies Curriculum (Grades 1 through 3)

U.S. History

***The following standards and benchmarks are embedded in the following social studies units:

- Explorers
- Colonial America (Colonists and Native Americans)
- Pioneer Life in America
- Civil War/Slavery era
- Immigration
- Communities
- Family Histories

I. A. Family Life Today and in the Past

Standard:

The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.

Benchmarks:

1. The students will compare family life in his or her community from earlier times and today.
Study of Community
2. Students will compare family life in at least three distant places and times.
Native American unit, colonial times, pioneers & westward expansion
3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.
Native American unit, colonial times, Community study and pioneers & westward expansion

*Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions from the following periods.

- Native American
- Colonial Times
- Pioneer Life

I. B. Famous People and Events in U.S. History

Standard:

The student will recognize people and events that made significant contributions to U.S. history.

Benchmark

1. Students will know individuals and groups associated with key turning points in U.S. History
 - George Washington, Ben Franklin and the American Revolution
colonial/biographies
 - Abraham Lincoln and the Civil War
civil war era
 - Lewis and Clark and the Corps of Discovery
pioneer & westward expansion
 - (Susan B. Anthony and the Women's Suffrage movement.
biographies
 - Martin Luther King, Jr., Rosa Parks and the Civil Rights movement
biographies
 - Military Veterans and Service to Country
Veteran's Day program

I. C. Many Peoples and Cultures Meet in the making of North America

Standard:

The student will demonstrate knowledge of the people who settled in North America.

Benchmark:

1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.
Native American unit and exploration unit
2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interactions with American Indian nations.

* Students will learn of the regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, Arctic, Ojibwe and Dakota) and of the impact settlers from Scandinavia, Spain, Netherlands, France and England in terms of conflict, cooperation, trade, disease. Students will learn of significant

historical people such as Leif Eriksson; Christopher Columbus; Powhatan, Pocahontas and John Smith; Squanto and the Pilgrims. Native American unit and exploration unit

Historical Skills: IV. A. Concepts of Time

Standards

The student will demonstrate chronological thinking.

Benchmarks:

1. *Students will define and use terms for concepts of historical time. ("long, long ago," recent past present and future; days of the week, months of the year, seasons)Prairie*
2. *Students will place events in chronological order and construct timelines. (Visual or graphic representations of their own life histories (Prairie?) and the topics studied.) Prairie to introduce and Savannah to cover in the following units: Explorers, Immigrants, Family history, Communities, and Biographies*

Historical Skills: IV. B. Historical Resources

Standards

1. *The student will understand that we can learn about the past from different sorts of evidence.*

Benchmarks

1. *The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.*
 - *Archeological and geological evidence; Native Americans/World Culture/Communities*
 - *legends and mythology; oral traditions; Native Americans/World Cultures*
 - *documents such as diaries, letters and newspapers; Colonial America, Pioneer Study (Westward Expansion), Biographies, Communities and Civil War Unit*
 - *maps; all units*
 - *songs, art, photographs, and architecture; Native Americans/Colonial Period, Pioneer Study, Civil War, Communities, World Cultures, Immigration*
 - *artifacts such as toys, clothing, furniture, tools; Native Americans/Colonial Period, Pioneer Study, Civil War, communities, World Cultures, Immigration*
 - *visual and mathematical graphics (tables, flow charts, graphs) Explorers/Immigration*

Geography: V.A. Concept of Location

Standards

1. *The student will use directional and positional words to locate and describe people, places and things. Prairie*
2. *The student will demonstrate working knowledge of the cardinal directions. explorers and study of the Fifty States*

Benchmarks

1. *Student will describe the location of people, places and things by using positional words: near/far, above/below, left/right, behind/in front. Prairie*
2. *Students will use maps and globes to locate places referenced in stories and real life situation such as street address, apartment number, classroom number. Prairie*
3. *Students will explain that an address locates a specific place. Prairie*
4. *Students will name and use directional words such as near/far, above/below, left/right, behind/in front, high/low, north/south, east/west, to describe locations of places in the school and community. prairie*
5. *Students will locate places by using simple maps and understand that maps are drawing of locations and places as viewed from above. Prairie will make and use maps of classroom and Savannah students will make a Fire Escape Map of their house.*

6. *Students will use the equator and poles as reference points to describe locations (point to or mark United States, Minnesota, Europe, and Africa features on a map of the world and a globe, in relation to the poles and the equator) Time for Kids/current events*
7. *Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer and will determine which is farther from Minnesota: Texas or Alaska. Prairie*
8. *Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)embedded throughout units.*

Geography: V.B. Maps and Globes

Standards

1. *The student will use and create maps and globes to locate people, places and things.*
2. *The student will use maps and globes to demonstrate specific geographical knowledge*

Benchmarks

1. *Students will locate places by using simple maps and understand that maps are drawings of locations and places as viewed from above. Prairie*
2. *Students will recognize and locate the outline shape of the state of Minnesota on a map/globe. Westward Expansion/Pioneer Study*
2. *Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make a map to illustrate a topic in History or a story from the reading curriculum:*

*Make a map showing the 13 colonies in the Colonial America Unit,
Make a map showing the travels of a pioneer family in the book,
Dandelion (Pioneer Unit)*

- Make a map of the country researched in the World Cultures Unit
Make a map showing the state researched Our Fifty States unit.*
3. *Students will locate the continents and oceans on a map of the world and a globe*
Explorers Unit
Cultures of the World
Immigration Unit
continual process (Peace Garden and discussion Time for Kids
(current events)
4. *Students will recognize the outline shape of the contiguous United States (Point out the borders that touch other countries or water and know the locations of Alaska and Hawaii)*
Pioneer Unit
Study of the Fifty States
5. *Students will recognize the outline shape of countries and locate cultures and civilizations studied in history. (Student will be able to mark or point to countries such as Canada, Mexico, Egypt, China, India, and Japan on a world map and a globe)*
Cultures of the World
Immigration
6. *Students will locate on a map the major world countries, states and major cities of the United States (ancient civilizations, capitals of major countries, largest cities in the United States)*
Cultures of the World
Study of the Fifty States
7. *Students will use an atlas to locate geographic information (use an index to find latitude and longitude of places and find those places on a map in the atlas).*
Cultures of the World
Study of the Fifty States

Geography: V. C. Physical Features and Processes

Standards

1. *The students will distinguish between physical and human-made features of places on the Earth's surface*
2. *The student will identify specific landforms and waterways on a map using geographical terms*

Benchmarks

1. *Students will name and locate physical features (deserts, mountain ranges, major rivers) of the United States, including places about which they have read.*
Study of the Fifty States
Pioneers/westward expansion
2. *Student will name and locate major human-made features (major cities, capital of Minnesota, hometown) of the United States, including features about which they have read.*
Study of the Fifty States
3. *Students will locate major river systems (Nile, Mekong).and mountain ranges (Himalayan Mountains, Alps) on continents studied.*
Cultures of the World
4. *Students will explain and use introductory geographical terms such as tributary, boundary, and island.*
Cultures of the World
Study of the Fifty States

Year 1 Social Studies (Grades 1 through 3)

Native American Study-

Standards:

U. S. History:

I. A. Family Life Today and in the Past

I. C. Many Peoples and Cultures Meet in the Making of North America

Historical Skills:

IV. B. Historical Resources

Geography:

V.A. Concept of Location

V.B. Maps and Globes

Economics

VIA. Economic Choices

Government and Citizenship

VII. A. Civic Values, Skills, Rights and Responsibilities

Standards	<p>I. A. <u>Family Life Today and in the Past</u> <i>1. The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.</i></p> <p>I. C. <u>Many Peoples and Cultures Meet in the Making of North America</u> <i>2. The student will demonstrate knowledge of the people who settled in North America</i></p> <p>IV. B. <u>Historical Resources</u> <i>3. The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V. A. <u>Concept of Location</u> <i>4. The student will use directional and positional words to locate and describe people, places and things.</i> <i>5. The student will demonstrate working knowledge of the cardinal directions</i></p> <p>V. B. <u>Maps and Globes</u> <i>6. The student will use and create maps and globes to locate people, places and things.</i></p> <p>VI A. <u>Economic Choices</u> <i>7. The student will understand that economic choices are necessary in life.</i></p> <p>VII.A. <u>Civic Values, Skills, Rights and Responsibilities</u> <i>8. The student will understand the importance of participation in civic life and demonstrate effective civic skills.</i></p>
Outcomes	<p>Students will develop an understanding of the historical importance of Native Americans and the cultures of various tribes.</p>
Benchmarks	<p>I.A. <u>Family Life Today and in the Past</u> <i>1. The students will compare family life in his or her community from earlier times and today.</i> <i>2. Students will compare family life in distant times.</i> <i>3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</i> <i>*Students will learn about daily life of the first Americans, the Native Americans, by researching dress, education, manners, games, stories, and work, as well as transportation, communication and inventions.</i></p> <p>I.C. <u>Many Peoples and Cultures Meet in the Making of North America</u></p>

	<p>4. <i>Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</i></p> <p>5. <i>Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interactions with American Indian nations.</i></p> <ul style="list-style-type: none"> • <i>Students will learn of the regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, Artic, Ojibwe and Dakota) will learn of significant historical people such as Powhatan, Pocahontas and John Smith; Squanto and the Pilgrims.</i> <p>IV. B. <u>Historical Resources</u></p> <p>6. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i></p> <ul style="list-style-type: none"> • <i>Archeological and geological evidence;</i> • <i>legends and mythology; oral traditions;</i> • <i>maps;</i> • <i>songs, art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, furniture, tools;</i> • <i>visual and mathematical graphics such as tables, flow charts, graphs.)</i> <p>V.A. <u>Concept of Location</u></p> <p>7. <i>Students will use maps and globes to locate places referenced in stories.</i></p> <p>8. <i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>9. <i>Students will interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Locate locations of Native American Tribes studied.)</i></p> <p>VI A. <u>Economic Choices</u></p> <p>10. <i>Students will identify the differences between basic needs (food, clothing, and shelter) and wants (things like people would like to have such as beads for clothing)</i></p> <p>11. <i>Students will explain that money can be used to buy goods and services.</i></p> <p><u>VII.A. Civic Values, Skills, Rights and Responsibilities</u></p> <p>12. <i>Students will explain the importance of voting and how one vote can make a difference.</i></p> <p><i>Students will explain that people have diverse viewpoints and that speaking and listening to others is important.</i></p> <p>Learner Activities</p> <p>-Students will read literature books and view videos to learn about the historical importance of Native Americans.</p> <p>-Students will compare and contrast cultures of North American tribes</p>
Teaching strategies	<p>1. Help students develop an understanding of past and present Native American culture by reading historical fiction, biographies, non-fiction, internet documents, sharing artifacts and other historical sources, presentations by Woodland students, and guest speakers who will tell of modern American Indians</p> <p>2. Explore the historical impact of Native Americans during the Colonial period by reading selected literature and showing videos</p> <p>3. Experience life of a Dakota Indian by spending time in an authentic tipi</p>

	<p>4. Use maps to locate regions where American Indians settled</p> <p>5. Class discussion about economics: needs vs. wants and how the practice of trading became a monetary system.</p> <p>6. As a way for students to understand government and citizenship, have them vote on which tribe in which they would like to live and explain reasons.</p>
Resources	<p>An authentic tipi experience</p> <p>Literature books: <u>Little Hawk's New Name</u> <u>Small Wolf</u> by Nathaniel Benchley <u>Legend of The Bluebonnet</u> by Tomie DePaola <u>Legend of the Indian Paintbrush</u> by Tomie DePaola <u>Blue Wings Flying</u> <u>Knots on a Counting Rope</u> by Bill Martin <u>Rough Faced Girl</u> by Rafe Martin <u>Annie and the Old One</u> <u>Red Fox and his Canoe</u> by Nathaniel Benchley <u>Buffalo Woman</u> by Paul Goble <u>Gift of the Sacred Dog</u> by Paul Goble <u>The Girl Who Loved Wild Horses</u> by Paul Goble</p> <p>Instructional Resources: <u>History Pockets: Native Americans.</u> (Evan-Moor) <u>The Complete Book of United States History</u> by American Education Publishing Unit 1: The First Americans (Until early 15002 A.D.) pgs 7-30 <u>Social Studies Made Simple for Grade 5</u> by Barbara Allman pgs.7-13</p>
Assessments	<p>-Students will use a T chart to compare how people are similar; yet their cultures are different/ understand that people have the same needs, even though they have differences.</p> <p>-Journal response to Tipi experience</p> <p>-Participation in class discussions</p> <p>-Make a history pocket book showing lives of American Indians of the past.</p> <p>-Make a chart that compares strands of Native American life from different regions.</p> <p>-Teacher observation of developing map skills</p>
Technology	<p>Videos: Native American Life (Schlessinger) The History of Thanksgiving</p> <p>Internet sources: www.teaching-standards.com www.nationalgeographic.com</p>

Significant Tasks	<p>1. Replicate Native American life by spending time with Community volunteer, Larry Richie in the school tipi.</p> <p>2. Invite Native American Speaker: Lakota George or other local residents</p> <p>3. Woodland students to give Native American presentations to Savannah students</p> <p>4. Create a model depicting Native American life from the past in the school greenhouse</p> <p>5. Each student will make a T-chart to compare life as a Dakota Indian and life today</p> <p>6. Each student will choose a strand of Native American life (clothing, shelter, food, tools and inventions, work or games and recreation) and chart differences found in regions where they lived.</p> <p>7. After completion of unit, each students will vote on the tribe in which s/he would like to live and explain that choice.</p>
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Assessment Rubric on Native American Standards

1. *The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.*
2. *The student will demonstrate knowledge of the people who settled in North America*
3. *The student will understand that we can learn about the past from different sorts of evidence*

<u>Significant Tasks</u>	Score of 1.	Score of 2.	Score of 3.
<p>-Students will complete a T-chart. to compare how people are similar; yet their cultures are different/ understand that people have the same needs, even though they have differences.</p> <p>-Students will gain information about diverse American Indian nations from listening to presentations from Woodland students and/or producing a Native American History Pockets book</p> <p>- Each student will choose a strand of Native American life (clothing, shelter, food, tools and inventions, work or games and recreation) and chart differences found in regions where they lived.</p>	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area
<i>1. Students will compare family life in distant times.</i>			
<i>2. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions.</i>			
<i>3. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</i>			
<i>5. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interactions with American Indian nations.</i>			
<i>4. Students will learn of the regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, Artic, Ojibwe and Dakota)</i>			

<p>5. Students will learn of significant historical people such as Powhatan, Pocahontas and John Smith; Squanto and the Pilgrims.</p>			
<p>6. The students will compare different kinds of historical sources and describe the different sorts of information the sources provide.</p> <ul style="list-style-type: none"> • Archeological and geological evidence; • legends and mythology; oral traditions; • maps; • songs, art, photographs, and architecture; • artifacts such as toys, clothing, furniture, tools; 			

Name _____

Date _____

Comparison Chart of Life Long Ago and Now

	<u>Dakota Indian life</u>	<u>Life today</u>
<u>Shelter</u>		
<u>Clothing</u>		
<u>Transportation</u>		
<u>Food</u>		
<u>Toys and Games</u>		
<u>Communication</u>		
<u>Inventions</u>		
<u>Education</u>		
<u>Tools</u>		

Explorers

Pre-history through 1607

Standards:

U. S. History:

I. B. Famous People and Events in U. S. History

I. C. Many Peoples and Cultures Meet in the making of North America

Historical Skills:

IV. A. Concepts of Time

Geography:

V.A. Concept of Location

V. B. Maps and Globes

Standards	<p>I.B. <u>Famous People and Events in U. S. History</u></p> <p>1. <i>The student will recognize people and events that made significant contributions to U.S. History</i></p> <p>I.C. <u>Many Peoples and Cultures Meet in the making of North America</u></p> <p>2. <i>The student will demonstrate knowledge of the people who settled in North America.</i></p> <p>IV. A. <u>Concepts of Time</u></p> <p>3. <i>The student will demonstrate chronological thinking.</i></p> <p>V. A. <u>Concept of Location</u></p> <p>4. <i>The student will demonstrate working knowledge of the cardinal directions</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>5. <i>The student will use maps and globes to locate people and places</i></p> <p>Students will understand that Native Americans were settled in the United States prior to explorers.</p>
Outcomes	<p>Students will learn of explorers who were significant in the history of the United States.</p>
Benchmarks	<p>I.B. <u>Famous People and Events in U.S. History</u></p> <p>1. <i>Students will know individuals and groups associated with key turning points in U.S. History. (Leif Eriksson, Christopher Columbus.</i></p> <p>2. <i>Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interactions with American Indian nations. *Scandinavian, Spanish, Dutch, French and English explorations, conflict, cooperation, trade, and disease.</i></p> <p>I.C. <u>Many People and Cultures Meet in the making of North America</u></p> <p>3. <i>Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</i></p> <p>4. <i>Students will demonstrate knowledge of European exploration and settlement of the North American continent and resulting interaction with American Indian Nations.</i></p> <p>IV. A. <u>Concepts of Time</u></p> <p>5. <i>Students will place events in chronological order and construct timelines to track explorations.</i></p> <p>V.A. <u>Concept of Location</u></p> <p>6. <i>Students will use maps and globes to locate places referenced in study of explorers.</i></p> <p>7. <i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>7. <i>Students will interpret simple maps using the map elements of title, direction,</i></p>

	<p><i>symbols, and a map key or legend.</i></p> <p>8. <i>Students will locate the continents and oceans on a map of the world and a globe</i></p> <p>Students will read literature books and view videos to learn about historical explorers.</p>
Learner Activities	Students will read literature books and view videos to learn about historical explorers.
Teaching Strategies	Using literature and videotapes, students will learn about explorers. Creating timelines of significant events and using maps to track explorations, students will learn about the contributions of people who shaped U.S. history.
Resources	<p>World maps</p> <p>Literature books: <u>Livingston the Mouse</u> by P. Edwards <u>Explorers of the World</u> <u>Henry the Explorer</u></p> <p>(Videos listed below)</p> <p>Teaching Resources: <u>Social Studies Made Simple, Grade One</u> (McGraw Hill) pgs. 25, 26, and 60 <u>Kids Learn America</u> <u>Social Studies Made Simple for Grade 4</u> by Barbara Adams pgs. 1,5,6,10,11,12 <u>The Basic, Not Boring, Social Studies, Grades 2-3.</u> pgs. 28-35 <u>Lift-the-Flap Timelines: American History</u> by Alyse Sweeny. Scholastic. 2004. pgs. 9-12 <u>The Complete Book of United States History</u> by American Education Publishing Unit 2: Europeans Explore America (1492-1700) pgs 31-54 <u>History Pockets: Explorers of North America,</u> grades 4-6 (Evan-Moor) <u>Social Studies Made Simple for Grade 5</u> by Barbara Allman pgs. 14-22</p>
Assessments	<p>A map of the world that tracks the routes of famous explorers.</p> <p>A timeline to show the history of exploration.</p> <p>Student produced "Explorers" Booklet</p>
Technology	<p>Videos: American Explorers and Pioneers (Goldhil Video) United States History: The Era of Colonization 1585-1763 (Schlessinger) The Vikings in North America</p>
Significant Tasks	<ol style="list-style-type: none"> 1. Students will use a map of the world to track the routes of famous explorers. 2. Students will develop a timeline to show the historical events and people involved in exploration of the North American Continent 3. Students will make an Explorers Booklet

Assessment Rubric on Explorers

1. *The student will recognize people and events that made significant contributions to U.S. History*
2. *The student will demonstrate knowledge of the people who settled in North America.*
3. *The student will demonstrate chronological thinking.*
4. *The student will demonstrate working knowledge of the cardinal directions*
5. *The student will use maps and globes to locate people and places*

<u>Significant tasks</u>	Score of 1.	Score of 2.	Score of 3.
<ol style="list-style-type: none"> 1. Students will use a map of the world to track the routes of famous explorers. 2. Students will develop a timeline to show the 	Student shows little understanding	Student shows some understanding	Student shows good understanding

history of exploration. 3. Students will make an "Explorers" booklet	in this area	in this area	in this area
1. Students will know individuals and groups associated with key turning points in U.S. History. (Leif Eriksson, Christopher Columbus.			
2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interactions with American Indian nations. *Scandinavian, Spanish, Dutch, French and English explorations, conflict, cooperation, trade, and disease.			
3. Students will understand that large and diverse American Indian nations were the original inhabitants of North America. (Review from Native American Unit)			
4. Students will place events in chronological order and construct timelines to track explorations			
5. Students will use maps and globes to locate places referenced in study of explorers.			
6. Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)			

Colonial America

Standards:

U.S. History

- I.A. Family Life Today and in the Past
- I. B. Famous People and Events in U.S. History
- I. C. Many Peoples and Cultures Meet in the Making of North America

Historical Skills:

- IV. A. Concepts of Time
- IV. B. Historical Resources

Geography:

- V.A. Concept of Location
- V.B. Maps and Globes

Standards	<p>I.A. <u>Family Life Today and in the Past</u> 1. <i>The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same</i></p> <p>I. B. <u>Famous People and Events in U.S. History</u> 2. <i>The student will recognize people and events hat made significant contributions to U.S. history.</i></p> <p>I. C. <u>Many Peoples and Cultures Meet in the Making of North America</u> 3. <i>The student will demonstrate knowledge of the people who settled in North America.</i></p> <p>IV. A. <u>Concepts of Time</u> 4. <i>The student will demonstrate chronological thinking.</i></p> <p>IV. B. <u>Historical Resources</u> 4. <i>The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V.A. <u>Concept of Location</u> 5. <i>The student will demonstrate working knowledge of the cardinal directions.</i></p> <p>V.B. <u>Maps and Globes</u> 6. <i>The student will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend to identify the original 13 colonies and to locate places read about.</i></p>
Outcomes	Students will develop an understanding of the history of the United States by learning about significant events and famous and ordinary people in Colonial Times
Benchmarks	<p>I.A. <u>Family Life Today and in the Past</u> 1. <i>Students will compare family life in distant times.</i> 2. <i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions</i></p> <p>I. B. <u>Famous People and Events in U.S. History</u> 3. <i>Students will know individuals and groups associated with key turning points in U.S. History (George Washington, Ben Franklin and the American Revolution)</i></p> <p>I. C. <u>Many Peoples and Cultures Meet in the Making of North America</u> 4. <i>Students will demonstrate knowledge of European settlement of the North American continent.</i></p> <p>IV. A. <u>Concepts of Time</u> <i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of the topics studied.)</i></p>

<p>Learner Activities</p>	<p><u>IV. B. Historical Resources</u> <i>5. The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i></p> <ul style="list-style-type: none"> • <i>documents such as diaries, letters and newspapers;</i> • <i>maps;</i> • <i>songs, art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, furniture, tools</i> <p><u>V.A. Concept of Location</u> <i>6. Students will use maps and globes to locate places referenced in stories</i></p> <p><u>V.B. Maps and Globes</u> 7. <i>The student will use maps and globes to locate places significant to the study of Colonial America.</i></p> <p>Students will read literature books and view videos to learn about the Colonial period in history and how events and people shaped the United States.</p>
<p>Teaching strategies</p>	<p>Through the use of literature selections (those students read and read aloud selections by teacher), activities, discussion groups, and production of Colonial booklet, the students will learn about this period of history.</p>
<p>Resources</p>	<p>Literature Books: <u>Samuel Eaton’s Day</u> by K. Walters <u>Sarah Morton’s Day</u> by K. Walters <u>Oxcart Man</u> by Hall <u>Rachael and Obadiah</u> <u>Obadiah the Bold</u> <u>Boston Coffee Party</u> by Steven Kroll <u>Fort Life</u> <u>Buttons for George Washington</u> <u>George the Drummer boy</u> by Nathaniel Benchley <u>Sam, the Minuteman</u> by Nathaniel Benchley <u>American Girls</u> series by Valerie Tripp Videos listed below</p> <p>Instructional Resources: <u>History Pockets: Life in Plymouth Colony</u> (Evan-Moor) History Pockets: Colonial America, grades 4-6 (Evan-Moor) <u>Lift-the-Flap Timelines: American History</u> by Alyse Sweeny. Scholastic. 2004. pgs. 13-24 <u>The Complete Book of United States History</u> by American Education Publishing Unit 3: Colonial Times (1550-1775) pages 55-88) and Unit 4: A New Nation is Born (1775-1810) pages 89-118 <u>The Era of Colonization and Settlement, 1600-1760s</u> by Kathy Sammis <u>Social Studies Made Simple for Grade 5</u> by Barbara Allman pgs. 24-27</p>
<p>Assessments</p>	<p>Students will demonstrate an understanding of this time in history by making a timeline, completing a “Then and Now” booklet, , making a Wondershape showcasing people who made significant contributions in this period of history, and locating the Colonial States on a map.</p>
<p>Technology</p>	<p>Videos: Colonial Life for Children, Plimouth Plantation (Schlessinger) Colonial Life for Children, Settling the New World (Schlessinger) American Independence (Schlessinger) The Life of George Washington</p>

Significant tasks	Locating the 13 colonies on a United States map "History of America" Timeline continued Wondershape about significant people such as George Washington, Ben Franklin, Betsy Ross, and Paul Revere. Colonial booklet comparing daily life then and now
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Assessment Rubric on Colonial America

- 1. The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same*
 - 2. The student will recognize people and events hat made significant contributions to U.S. history.*
- IV. B. Historical Resources
- 3. The student will understand that we can learn about the past from different sorts of evidence.*

V.B. Maps and Globes

4. The student will use and create maps and globes to locate places significant to the study of Colonial America.

Significant Tasks:	Score of 1.	Score of 2.	Score of 3.
Students will demonstrate an understanding of this time in history by making a timeline, reporting on people who made significant contributions by using a wondershape, and locating the Colonial States on a map.	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>Students will compare family life in distant times.</i>			
<i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions</i>			
<i>Students will know individuals and groups associated with key turning points in U.S. History (George Washington, Ben Franklin and the American Revolution)</i>			
<i>Students will demonstrate knowledge of European settlement of the North American continent.</i>			
<i>Students will use maps and globes to locate places referenced in stories</i>			
<i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make a map to illustrate the 13 colonies)</i>			

As a way to reach standards: The student will compare different kinds of historical sources and describe the different sorts of information the sources provide. (documents such as diaries, letters and newspapers; maps; songs, art, photographs, and architecture; artifacts such as toys, clothing, furniture, tools)

Biographies (To be included in appropriate units)

Standards:

U. S. History:

I.B. Famous People and Events in U.S. History

Historical Skills:

IV. A. Concepts of Time

IV. B. Historical Resources

Geography:

V.B. Maps and Globes

Standards	<p><u>I. B. Famous People and Events in U.S. History</u> 1. The student will recognize people and events hat made significant contributions to U.S. history.</p> <p><u>IV. A. Concepts of Time</u> 2. The student will demonstrate chronological thinking.</p> <p><u>IV. B. Historical Resources</u> 3. The student will understand that we can learn about the past from different sorts of evidence.</p>
Benchmarks	<p><u>I. B. Famous People and Events in U.S. History</u> 1. Students will know individuals and groups associated with key turning points in U.S. History</p> <ul style="list-style-type: none"> • George Washington, Ben Franklin and the American Revolution • Abraham Lincoln and the Civil War • Lewis and Clark and the Corps of Discovery • (Susan B. Anthony and the Women’s Suffrage movement. • Martin Luther King, Jr., Rosa Parks and the Civil Rights movement • Military Veterans and Service to Country (Veteran’s Day program) <p><u>IV. A. Concepts of Time</u> 2. Students will place events in chronological order and construct timelines of people studied.</p>

	<p>IV. B. <u>Historical Resources</u> 3. <i>The student will compare different kinds of historical sources (diaries, letters and newspapers) and describe the different sorts of information the sources provide.</i></p>
Teaching Strategies	Provide instruction through literature books, videos and class discussion
Resources	<p>Biographies:</p> <p>Instructional Resources: <u>Famous Americans.</u> Scholastic (Meriwether Lewis and William Clark, Sacagawea, Daniel Boone, Paul Revere, Harriett Tubman, Abraham Lincoln, George Washington. <u>Lift-the-Flap Timelines: American History</u> by Alyse Sweeny. Scholastic. 2004. pgs. 25-30 and 53-58 <u>The Complete Book of United States History 1492-1700</u>) by American Education Publishing Unit 2: Europeans Explore America (pgs 31-54 and Unit 4: A New Nation is Born (1775-1810) pages 89-118</p>
Assessments	Book report Note-taking Participation in classroom activities
Technology	Videos: <ul style="list-style-type: none"> • Leonardo da Vinci • Michelangelo • Johann Gutenberg, Jonas Salk, • William Shakespeare • Mahatma Gandhi • Marie Curie CD roms
Significant Tasks	Book report Diamante Poem Wondershape graphic Posters Walk-in-their-shoes interviews

Assessment Rubric on Biographies

1. *The student will recognize people and events hat made significant contributions to U.S. history.*
2. *Students will place events in chronological order and construct timelines. (Visual or graphic representations of the topics studied.)*
3. *The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.*

<u>Significant Tasks</u>	Score of 1.	Score of 2.	Score of 3.
Book report Diamante Poem Wondershape Graphic Walk-in-their-shoes Interview	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>Students will know individuals and groups associated with key turning points in U.S. History</i>			
<i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of the topics studied.)</i>			
<i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i>			

Pioneer Life in America

Standards:

U.S. History

- I.A. Family Life Today and in the Past
- I. B. Famous People and Events in U.S. History
- I. C. Many Peoples and Cultures Meet in the Making of North America

Historical Skills:

- IV. B. Historical Resources

Geography:

- V.A. Concept of Location
- V.B. Maps and Globes
- V. C. Physical Features and Processes

Standards	<p>I.A. <u>Family Life Today and in the Past</u> 1. <i>The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.</i></p> <p>I. B. <u>Famous People and Events in U.S. History</u> 2. <i>The student will recognize people and events that made significant contributions to U.S. history.</i></p> <p>I. C. <u>Many Peoples and Cultures Meet in the Making of the United States</u> 3. <i>The student will demonstrate knowledge of the people who settled in North America.</i></p> <p>IV. B. <u>Historical Resources</u> 4. <i>The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V.A. <u>Concept of Location</u> 5. <i>The student will use directional and positional words to locate and describe people, places and things.</i> 6. <i>The student will demonstrate working knowledge of the cardinal directions.</i></p> <p>V.B. <u>Maps and Globes</u> 7. <i>The student will use and create maps and globes to locate people, places and things.</i> 8. <i>The student will use maps and globes to demonstrate specific geographical knowledge.</i></p> <p>V. C. <u>Physical Features and Processes</u> 9. <i>The student will identify specific landforms and waterways on a map using geographical terms</i></p>
Outcomes	<p>Students will develop an understanding of the history of the United States in the 18th and 19th century by studying famous and ordinary people who shaped America.</p>
Benchmarks	<p>I.A. <u>Family Life Today and in the Past</u> 1. <i>The students will compare family life in his or her community from earlier times and today.</i> 2. <i>Students will compare family life in distant times.</i> 3. <i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions</i></p> <p>I. B. <u>Famous People and Events in U.S. History</u> 4. <i>Students will know individuals and groups associated with key turning points in U.S. History (Lewis and Clark and the Corps of Discovery, Sacagawea)</i></p>

<p>Learner Activities</p>	<p>IV. B. <u>Historical Resources</u></p> <p>5. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i></p> <ul style="list-style-type: none"> • <i>documents such as diaries, letters and newspapers;</i> • <i>maps;</i> • <i>songs, art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, furniture</i> <p>V.A. <u>Concept of Location</u></p> <p>6. <i>Students will use maps and globes to locate places referenced in stories</i></p> <p>7. <i>Students will locate places by using simple maps and understand that maps are drawing of locations and places as viewed from above</i></p> <p>8. <i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>9. <i>Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</i></p> <p>10. <i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make a map to illustrate travels in the book, <u>The Boltons</u>)</i></p> <p>11. <i>Students will recognize the outline shape of the contiguous United States (Point out the borders that touch other countries or water).</i></p> <p>V. C. <u>Physical Features and Processes</u></p> <p>12. <i>Students will name and locate physical features (deserts, mountain ranges, major rivers) of the United States, including places about which they have read.</i></p> <p>Students will read literature books, see videos, and develop a graphic display to learn about pioneer life in America</p>
<p>Teaching Strategies</p>	<p>Through the use of literature selections (those students read and read-aloud selections by teacher), activities, and discussion groups, the students will learn about this period of history and the people who made significant contributions</p>
<p>Resources</p>	<p>(Videos listed below)</p> <p>Literature Books:</p> <p><u>The Golly Sisters Go West</u> by Byers</p> <p><u>The Courage of Sarah Noble</u> by Alilce Dalglish</p> <p><u>The White Stallion</u></p> <p><u>Josephina Quilt Story</u></p> <p><u>Daniel's Duck</u></p> <p><u>Dandelion</u> by Eve Bunting</p> <p><u>The Wagon</u> by Toni Johnston</p> <p><u>Grandma's Jewelry Box</u> by Linda Milstein</p> <p><u>How to Make Pop-Ups</u> by Joan Irvine</p> <p>Instructional Resources:</p> <p><u>Lift-the-Flap Timelines: American History</u> by Alyse Sweeny. Scholastic. 2004. pgs. 19-24 and 41-44</p> <p><u>The Complete Book of United States History</u> by American Education Publishing: Unit 5: From Coast to Coast (1785-1860) pages 119-170</p> <p><u>Social Studies Made Simple for Grade 5</u> by Barbara Allman pgs. 37-43</p>

Assessments	Make a covered wagon and fill it with items needed on the trip Journal about your trip
Technology	Oregon Trail Video: American History for Children: United States Expansion (Schlessinger)
Significant Tasks	Continue with the History of America timeline Tracking the westward travels of the characters in <u>The Boltions</u> through graphic displays in greenhouse Make a covered wagon with items for trip. Keep a journal about the trip Oregon Trail computer activity

Assessment Rubric on Pioneers

1. The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.
2. The student will recognize people and events that made significant contributions to U.S. history.
3. The student will use and create maps and globes to locate people, places and things.
4. The student will use maps and globes to demonstrate specific geographical knowledge.
5. The student will identify specific landforms and waterways on a map using geographical terms

<u>Significant Tasks:</u>	Score of 1.	Score of 2.	Score of 3.
Continue with the History of America timeline 1. Tracking the westward travels The Boltions (characters in the book, <u>Dandelions</u> by Eve Bunting. through graphic displays in greenhouse 2. Make a covered wagon with items for trip. 3. Keep a journal about the trip	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>Students will compare family life in distant times.</i>			
<i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions</i>			
<i>4. Students will know individuals and groups associated with key turning points in U.S. History (Lewis and Clark and the Corps of Discovery, Sacagawea)</i>			
<i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide. (oral traditions; documents such as diaries, letters and newspapers; maps; songs, art, photographs, and architecture; artifacts such as toys, clothing, furniture)</i>			
<i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make a map to illustrate travels in the book, <u>The Boltions</u>)</i>			
<i>Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</i>			
<i>Students will recognize the outline shape of the contiguous United States (Point out the borders that touch other countries or water).</i>			
<i>Students will name and locate physical features (deserts, mountain ranges, major rivers) of the United</i>			

<i>States, including places about which they have read</i>			
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Supportive: IV. B. Historical Resources The student will understand that we can learn about the past from different sorts of evidence. (benchmark) The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.

- *documents such as diaries, letters and newspapers;*
- *maps;*
- *songs, art, photographs, and architecture;*
- *artifacts such as toys, clothing, furniture*

Students will use maps and globes to locate places referenced in stories

Pioneer Journey

Names of Group Members

Think of all you have learned about pioneers. You are now going to have the exciting experience of becoming pioneers and the opportunity to tell your story. The people in your group can become a family or travel as friends. Together, you will keep a journal that tells about your trip.

1. Choose:

- | | |
|---------------------------|--|
| a recorder for your group | to record a KWL chart and keep track of all your notes |
| a keeper for your group | to keep track of all materials |
| a gopher for your group | to get the materials the teacher passes out. |

2. You will make a covered wagon for your trip and as a group make a list of items you will take. Each of you should pack a small chest with personal things you want to take to your new home.

3. Your group will write a journal of 5-10 entries to tell about your trip. Use the notes you have taken and remember what you have learned from reading books and discussion groups. Here are some ideas to use.

Starting place:

Where you are going:

Names and ages of people in your group:

Why you are moving west:

Hardships on your trip:

Good time on your trip:

Who did you meet?

Places visited:

4. Track your journey on a map of the United States.

Civil War/Slavery (Diversity)

Standards:

U.S. History

- I.A. Family Life Today and in the Past
- I. B. Famous People and Events in U.S. History

Historical Skills:

- IV. B. Historical Resources

Geography:

- V.A. Concept of Location
- V.B. Maps and Globes

Standards	<p>I.A. <u>Family Life Today and in the Past</u> <i>1. The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.</i></p> <p>I. B. <u>Famous People and Events in U.S. History</u> <i>2. The student will recognize people and events that made significant contributions to U.S. history.</i></p> <p>IV. B. <u>Historical Resources</u> <i>3. The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V.A. <u>Concept of Location</u> <i>4. The student will use directional and positional words to locate and describe people, places and things.</i></p> <p><i>5. The student will demonstrate working knowledge of the cardinal directions.</i></p> <p>V.B. <u>Maps and Globes</u> <i>6. The student will use and create maps and globes to locate people, places and things.</i></p>
Outcomes	<p>-Students will learn about the time period when our nation was in conflict and of the people and events that were turning points in U.S. History</p> <p>-Students will develop and understanding of how to resolve conflict peacefully.</p>
Benchmarks	<p>I.A. <u>Family Life Today and in the Past</u> <i>1. Students will compare (family) life in distant times.</i> <i>2. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions</i></p> <p>I. B. <u>Famous People and Events in U.S. History</u> <i>3. Students will know individuals and groups associated with key turning points in U.S. History (Abraham Lincoln and the Civil War; Harriet Tubman and the Underground Railroad; Susan B. Anthony and the Women’s Suffrage movement; Martin Luther King, Jr., Rosa Parks and the Civil Rights movement).</i></p> <p>IV. B. <u>Historical Resources</u> <i>4. The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i> <ul style="list-style-type: none"> • documents such as diaries, letters and newspapers; • maps; • songs, art, photographs, and architecture; • artifacts such as toys, clothing, furniture, and tools) </p>

Learner Activities	<p>V.A. <u>Concept of Location</u> 5. <i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i></p> <p>V.B. <u>Maps and Globes</u> 6. <i>Students will locate places referenced in the study of the Civil War era by using simple maps</i></p> <p>Students will read literature books and view videos to learn about famous people and ordinary families in this period of history.</p>
Teaching strategies	Through the use of literature selections (those students read and “read aloud” books by teacher), activities, and discussion groups, the students will learn about this period of history.
Resources	<p>Literature Books:</p> <p><u>The Drinking Gourd</u> <u>Pink and Say</u> <u>Abe Lincoln’s Hat</u> <u>Cecil’s Story</u> <u>Wagon Wheels</u> <u>The Wagon</u> <u>Harriet Tubman</u></p> <p>Instructional Resources: <u>Lift-the-Flap Timelines: American History</u> by Alyse Sweeny. Scholastic. 2004. pgs. 31-36 <u>The Complete Book of United States History</u> by American Education Publishing Unit 6: America Against America (1840-1870) pages 171-198 <u>The Era of Civil War & Reconstruction, 1860-1877.</u> by Kathy Sammis <u>Social Studies Made Simple for Grade 5</u> by Barbara Allman pgs. 44-52</p>
Assessments	After reading <u>The Wagon</u> , students will write poetry or prose and include illustrations to portray their understanding of slavery.
Technology	American History for Children: Equal Rights for All (Schlessinger) Civil War (Teacher’s Video Company)
Significant Tasks and Projects	Map activities Writing assignment: poetry or prose response writing Continue with the History of America timeline

Assessment Rubric on Civil War Era

1. *The student will recognize people and events that made significant contributions to U.S. history.*
2. *The student will understand that we can learn about the past from different sorts of evidence.*
3. *The student will use directional and positional words to locate and describe people, places and things.*
4. *The student will demonstrate working knowledge of the cardinal directions.*
5. *The student will use and create maps and globes to locate people, places and things.*

Significant Tasks After reading literature selections, seeing documents, videos and artifacts, students will	Score of 1.	Score of 2.	Score of 3.
	Student shows little	Student shows some	Student shows good

work in partnerships to create a diamante poem about individuals and groups associated with the Civil War era or use a Data Disk to record pertinent information.	understanding in this area	understanding in this area	understanding in this area.
<i>Students will know individuals and groups associated with key turning points in U.S. History (Abraham Lincoln and the Civil War; Harriet Tubman and the Underground Railroad; Susan B. Anthony and the Women's Suffrage movement; Martin Luther King, Jr., Rosa Parks and the Civil Rights movement).</i>			
<p><i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i></p> <ul style="list-style-type: none"> • <i>documents such as diaries, letters and newspapers;</i> • <i>maps;</i> • <i>songs, art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, furniture, and tools)</i> 			
<i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i>			
<i>Students will locate places referenced in the study of the Civil War era by using simple maps</i>			

*Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions*

Science Standards throughout this Document:

Standards are in italics

First grade is in Times New Roman

Second grade is Times New Roman and underlined

Third grade is in Times New Roman, bold and underlined

Strand I.A. History and Nature of Science: Scientific World View

Standards:

The student will understand that science is a human endeavor practiced throughout the world.

The student will understand the use of science as a tool to examine the natural world.

Benchmarks:

1. *The student will recognize that repeating a scientific investigation will lead to very similar results.*
2. *The student will recognize that scientific investigations generally work the same way in different places.*
3. *The student will give examples of scientific advances throughout history*
4. *The student will recognize that everyone can do science and invent things and ideas.*
5. ***The student will explore the use of science as a tool that can help investigate and answer questions about the environment.***

Strand I. B. History and Nature of Science: Scientific Inquiry

Standards:

The student will raise questions about the natural world, make careful observations, and seek answers. (Same for grades 1-2)

The student will understand the nature of scientific investigations.

Benchmarks:

1. *The student will observe, describe measure, compare and contrast common objects using simple tools including but not limited to ruler, thermometer and balance.*
2. *The student will use appropriate tools to gather and organize data.*
3. *The student will recognize and describe patterns in data.*
4. ***The student will ask question about the natural world that can be investigated scientifically***
5. ***The student will participate in a sciendific investigation using appropriate tools.***
6. ***The student will know that scientists use different kinds of investigations depending on the questions they are trying to answer.***

Year One	Year Two	Year Three
II. Physical Science: (Magnet and Electricity)	II. Physical Science: Balance and Motion Magnets and Electricity	II. Physical Science: Solids and Liquids
III. Earth and Space Science: Solar System Air and Weather	III. Earth and Space Science: Prairie Environmental Study (Air and Weather)	III. Earth and Space Science: Pebbles, Sand and Silt
IV. Life Science: Seeds and Plants	IV. Life Science: Insects/Metamorphosis	IV. Life Science: Animal Study

Year 1 Science (Grades 1 through 3)

Seeds and Plants

Life Science Standards:

- IV. B. Diversity of Organisms
- IV.C. Interdependence of Life
- IV.D. Heredity
- IV.E. Biological Populations Change Over Time
- IV. F. Flow of Matter and Energy

Standards	<p>IV.B. Diversity of Organisms:</p> <p>1. <i>The student will observe <u>and recognize</u> plant life cycles.</i></p> <p>2. <u>The student will recognize that plants have different structures that serve various functions.</u></p> <p>IV.C. Interdependence of Life:</p> <p>3. <i>The student will understand that organisms live in different environments.</i></p> <p>4. <u>The student will understand that an organism's patterns of behavior are related to the nature of its environment.</u></p> <p>IV. D. Heredity:</p> <p>5. <i>The student will understand that there is a variation among individuals of one kind within a population.</i></p> <p>6. <u>The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interactions with the environment.</u></p> <p>IV. E. Biological Populations Change Over Time</p> <p>7. <i>The student will understand that biological populations change over time.</i></p> <p>IV.F. Flow of Matter and Energy</p> <p>8. <i>The student will understand that organisms have basic needs <u>and will investigate feeding relationships among organisms</u></i></p>
Outcomes	<ul style="list-style-type: none"> • Students will develop an understanding of life cycle, propagation and growth and development of seeds and plants. • Plant cycles • How basic needs of organisms are met • Responses of organisms to changes in environment • Sorting and classifying objects based on properties
Benchmarks	<p>IV. B Diversity of Organisms</p> <p>1. <i>The student will observe how plants and animals grow and change <u>and will describe life cycles</u></i></p> <p>2. <u>The student will describe the structures that serve different functions in growth, survival, and reproductions for plants.</u></p> <p>3. <u>The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction</u></p> <p>IV.C. Interdependence of Life:</p> <p>4. <i>The student will observe and describe some features of plants and animals that allow them to live in specific environments.</i></p> <p>5. <u>The student will know that organisms interact with one another in various ways besides providing food.</u></p> <p>6. <u>The student will know that changes in a habitat can be beneficial or harmful to an organism.</u></p> <p>IV. D. Heredity:</p> <p>7. <i>The student will describe ways in which many plants and animals closely resemble but</i></p>

Learner Outcomes	<p>are not identical to their parents.</p> <p>8. The student will match adult plants to their offspring.</p> <p>9. The student will observe and differentiate between characteristics of organisms that are inherited and characteristics that are acquired.</p> <p>10. The student will identify similarities and differences between parents and offspring.</p> <p>IV. E. Biological Populations Change Over Time</p> <p>11. The student will know that some kinds of organisms that once lived on Earth are now extinct, including giant tree ferns and horsetail trees.</p> <p>IV.F. Flow of Matter and Energy</p> <p>12. The student will know that plants require air, water, nutrients and light.</p> <p>Uses process skills of scientific investigation</p> <ul style="list-style-type: none"> Gathering information through observation and measurement Recording data Communicating results through graphs and journal Classifying seed groups
Teaching Strategies	Through the use of literature selections (those students read and “read aloud” selections by teacher), hands on activities, and experiments, the students will learn about seeds and plants.
Resources	<p>Literature</p> <p><u>The Reason for a Flower</u></p> <p><u>I'm a Seed</u></p> <p><u>Miss Rumphius</u></p> <p><u>The Surprise Garden</u></p> <p><u>Harriet and the Garden</u></p> <p><u>What Can You do with a Yam?</u></p> <p><u>The Tiny Seed</u></p> <p><u>The Garden</u></p> <p>Instructional Resources:</p> <p><u>Giant Science Resource Book, Grades 1-6 (Evan-Moor) pgs. 4-29</u></p> <p><u>Plants: Science Works for Kids Series, Grades 1-3. (Evan Moor)</u></p>
Assessments	Teacher observation, checklist and student journal Students will make graphs to document growth of plants
Technology	Computer program: Plants Kid Pix or Storybook Weaver could be used for student story about seeds. Graphing using computer program Video: Plants (Eyewitness)
Significant Tasks and Projects	Students will take a field trip to River Bend to learn from naturalists and to gather seed types. Students will keep a journal of their predictions, observations, and conclusions of their experiments. Students will write a non-fiction book about seeds Prairie Appreciation Day interactive worksheets to use on the Prairie

Assessment Rubric on Seeds and Plants

- The student will observe and recognize plant life cycles.*
- The student will recognize that plants have different structures that serve various functions.**
- The student will understand that organisms live in different environments.*
- The student will understand that an organism's patterns of behavior are related to the nature of its environment.**
- The student will understand that there is a variation among individuals of one kind within a population.*
- The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interactions with the environment.**
- The student will understand that biological populations change over time.*
- The student will understand that organisms have basic needs and will investigate feeding relationships among organisms*

Significant Tasks:	Score of 1.	Score of 2.	Score of 3.
	1. Students will take a field trip to River Bend to learn from naturalists and to gather seed types. 2. Students will keep a journal of their predictions,	Student shows little understanding	Student shows some understanding

observations, and conclusions of their experiments. 3. Students will write a non-fiction book about seeds 4. Prairie Appreciation Day interactive worksheets	in this area	in this area	in this area
<i>The student will observe how plants and animals grow and change and will describe life cycles)</i>			
<u>The student will describe the structures that serve different functions in growth, survival, and reproductions for plants.</u>			
<u>The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction</u>			
<i>The student will observe and describe some features of plants and animals that allow them to live in specific environments.</i>			
<u>The student will know that organisms interact with one another in various ways besides providing food.</u>			
<u>The student will know that changes in a habitat can be beneficial or harmful to an organism.</u>			
<i>The student will describe ways in which many plants and animals closely resemble but are not identical to their parents.</i>			
<i>The student will match adult plants to their offspring.</i>			
<u>The student will observe and differentiate between characteristics of organisms that are inherited and characteristics that are acquired.</u>			
<u>The student will identify similarities and differences between parents and offspring.</u>			
<i>The student will know that some kinds of organisms that once lived on Earth are now extinct, including giant tree ferns and horsetail trees.</i>			
<i>The student will know that plants require air, water, nutrients and light.</i>			

The Solar System

Standard:

Earth and Space Science: III. C. The Universe

Standards	<p>III. C. The Universe</p> <p>1. Students will recognize the changes that occur in the sky in a 24-hour day.</p> <p>2. <u>The student will understand the characteristics and relationships of objects in the solar system</u></p>
Benchmarks	<p>III.C. The Universe</p> <p>1. The student will observe and describe the changes in the position of the sun and the moon.</p> <p>2. <u>The student will recognize the difference between rotation and revolution and their connection to day, night, seasons, and the year.</u></p> <p>3. <u>The student will identify the planets in the solar system and their relative sizes, distances and basic characteristics.</u></p> <p>4. <u>The student will observe that the sun supplies heat and light to the Earth.</u></p> <p>5. <u>The student will know that planets look like stars but over time they move differently than stars.</u></p> <p>Students will read a variety of non-fiction books and view videos to learn about the solar system. Each student will then conduct research to learn more about a planet of their choice.</p>
Learner Activities	
Teaching Strategies	<p>The teacher will model the assignment research project using Earth as the topic. Develop questions to be answered</p> <p>Research topics by using books, internet and videos.</p> <p>Prepare a presentation using a graphic such as a poster or overhead transparency.</p>
Resources	<p>Literature</p> <p><u>The Tour of Planets</u></p> <p><u>Draw Me a Star</u></p> <p><u>The Restless Earth</u></p> <p><u>My Picture Book of Planets</u></p> <p><u>Mars</u></p> <p><u>Saturn</u></p> <p><u>Jupiter</u></p> <p><u>Neptune</u></p> <p><u>Uranus</u></p> <p><u>Earth</u></p> <p><u>Venus</u></p> <p><u>Mercury</u></p> <p>Instructional Resources:</p> <p><u>Stars and Planets.</u> (Teacher Created Materials, Inc.) *Moon, stars and constellations, scale models</p> <p><u>Giant Science Resource Book (Evan-Moor) pgs. 269-290</u></p>
Assessments	<p>Students will follow a project checklist</p> <p>Students will give a presentation on a planet they have researched.</p> <p>Students will self-assess presentation after receiving feedback from teacher and peer group.</p>
Technology	<p>Internet Sources:</p> <p>Videos:</p> <p>Astronomy 101</p> <p>Solar Systems...A New Look</p>
Significant Tasks and Projects	<p>Students will choose a planet to research, formulate questions, use varied source to locate information, make a poster and fact sheet to share with classmates.</p>

The Solar System

Students will recognize the changes that occur in the sky in a 24-hour day.

The student will understand the characteristics and relationships of objects in the solar system

<u>Significant tasks:</u> Students will choose a planet to research, formulate questions, use varied source to locate information, make a poster and fact sheet to share with classmates.	Score of 1.	Score of 2.	Score of 3.
<i>The student will observe and describe the changes in the position of the sun and the moon.</i>	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<u><i>The student will recognize the difference between rotation and revolution and their connection to day, night, seasons, and the year.</i></u>			
<u><i>The student will identify the planets in the solar system and their relative sizes, distances and basic characteristics.</i></u>			
<u><i>The student will observe that the sun supplies heat and light to the Earth.</i></u>			
<u><i>The student will know that planets look like stars but over time they move differently than stars.</i></u>			

Air and Weather

Standard:

Earth and Space Science: III.B. The Water Cycle, Weather, and Climate

Standards	III. B. <u>The Water Cycle, Weather, and Climate.</u> 1. The student will investigate weather cycles <u>and conditions.</u>
Outcomes	Students will demonstrate a knowledge of basic science concepts of earth and space science through direct experiences that help them understand <ul style="list-style-type: none"> • Water cycles • Properties of water • Measuring changes that occur in objects or phenomena as a result of interaction • Sorting and classifying objects based on one or two properties
Benchmarks	III. B. <u>The Water Cycle, Weather, and Climate</u> 1. The student will observe record and describe characteristics in daily weather and seasonal cycles. 2. The student will measure, record, and describe weather conditions using common instruments. 3. The student will identify cumulus, cirrus and stratus clouds.
Learner Activities	Students will participate in experiments that enable them to develop an understanding of scientific concepts of air and weather. Students will graph temperature, sunrise and sunset, and other ongoing trends in math class.
Teaching Strategies	Use experiences from the FOSS kit, “Air and Weather”
Resources	Literature Books: <u>Thunder Cake</u> FOSS kit, “Air and Weather” Instructional Resources: <u>Giant Science Resource Book.</u> (Evan Moor) pgs. 180-221 <u>Weather: Super Science Activities</u> (Teacher Created Materials) *clouds and weather charting activities <u>1000 Facts on Science and Technology</u> by John Farndon. 2004
Assessments	Checklists from FOSS kit Students will display information using graphs and describe how previously learning concepts apply to new situations.
Technology	Videos: Wetlands (Eyewitness) Weather (Eyewitness) All About the Water Cycle Internet use: U.S. Naval Observatory
Significant Tasks and Projects	1. Students will keep a journal recording observations and experiment conclusions 2. Students will participate in recording information on graphs and charts

Air and Weather Rubric

*The student will investigate weather cycles **and conditions.***

Significant tasks: 1. Students will keep a journal recording observations and experiment conclusions	Score of 1. Student	Score of 2. Student	Score of 3. Student
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2. Students will participate in recording information on graphs and charts	shows little understanding in this area	shows some understanding in this area	shows good understanding in this area.
<i>The student will observe record and describe characteristics in daily weather and seasonal cycles.</i>			
<u>The student will measure, record, and describe weather conditions using common instruments.</u>			
<u>The student will identify cumulus, cirrus and stratus clouds.</u>			

Strand I.A. History and Nature of Science: Scientific World View

Standards:

The student will understand that science is a human endeavor practiced throughout the world.

The student will understand the use of science as a tool to examine the natural world.

Benchmarks:

- The student will recognize that repeating a scientific investigation will lead to very similar results.
- The student will recognize that scientific investigations generally work the same way in different places.
- The student will give examples of scientific advances throughout history
- The student will recognize that everyone can do science and invent things and ideas.
- **The student will explore the use of science as a tool that can help investigate and answer questions about the environment.**

Strand I. B. History and Nature of Science: Scientific Inquiry

Standards:

The student will raise questions about the natural world, make careful observations, and seek answers.

(Same for grades 1-2)

The student will understand the nature of scientific investigations.

Benchmarks:

- *The student will observe, describe measure, compare and contrast common objects using simple tools including but not limited to ruler, thermometer and balance.*
- The student will use appropriate tools to gather and organize data.
- The student will recognize and describe patterns in data.
- **The student will ask question about the natural world that can be investigated scientifically**
- **The student will participate in a scientific investigation using appropriate tools.**
- **The student will know that scientists use different kinds of investigations depending on the questions they are trying to answer.**

Year One Health (Grades 1 through 3)

Health – Body Systems

IV. Life Science

Standards	IV.B. Heredity 1. <i>The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristic result from an individual's interactions with the environment.</i>
Outcomes	IV. G. Human Organism 2. <i>The student will know that the human body is made up of parts</i> 3. <i>The student will recognize that people have basic needs.</i> Students will demonstrate knowledge of simple functions of the body and locate common body parts (brain, heart, stomach, bladder, liver, gall bladder, kidney, lungs, pancreas, spleen, appendix, small and large intestines, eyes, ears, skeleton, and muscles)
Benchmarks	IV. B. Heredity 1. <i>The student will observe and differentiate between characteristics of organisms that are inherited and characteristic that are acquired.</i>
Learner Activities	IV. G. Human Organism 2. <i>The student will observe and describe major parts of the body including, but not limited to eyes, nose, heart, skin, arms, legs and muscles.</i> 3. <i>The student will know that people need water, food, air, waste removal and a particular range of temperature in their environment, just like other animals.</i> Students will learn about body organs and their functions through shared reading of a Body Systems packet. Students will paste organ in appropriate spot on the body.
Teaching Strategies	Teacher produced learning packet that focuses on function and location of body parts
Resources	The Magic School Bus in the Human Body (video) Literature Books: <u>1000 Facts on Science and Technology</u> by John Farndon. 2004 Instructional Resources: <u>Giant Science Resource Book</u> (Evan-Moor) pgs. 114-143 <u>The Human Body: Super Science Activities.</u> (Teacher Created Materials)
Assessments	Students will create a 2-dimensional body with body parts pasted in correct location
Technology	Videos: Make Mine Milk A Healthy Body
Significant Tasks and Projects	Students will make a life-size body with organs place appropriately. Guest speakers (parents who work in the health industry)

Health – Body System

IV. Life Science

1. *The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristic result from an individual's interactions with the environment.*

2. *The student will know that the human body is made up of parts*

3. *The student will recognize that people have basic needs.*

<u>Significant tasks:</u>	Score of 1.	Score of 2.	Score of 3.
<i>The student will observe and differentiate between characteristics of organisms that are inherited and characteristic that are acquired.</i>			
<i>The student will observe and describe major parts of the body including, but not limited to eyes, nose, heart, skin, arms, legs and muscles.</i>			
<i><u>The student will know that people need water, food, air, waste removal and a particular range of temperature in their environment, just like other animals.</u></i>			

Year Two World History (Grades 1 through 3)

***The following standards and benchmarks are embedded in Year 1 social studies units:

- Family Intergenerational Relationships and Traditions
- Immigration
- Cultures around the World

I. A. Family Life Today and in the Past

Standard:

The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.

Benchmarks:

1. The students will compare family life in his or her community from earlier times and today. Year three - communities
2. Students will compare family life in at least three distant places and times. Cultures
3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. cultures
 - *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions when researching and presenting countries

I. B. Civilizations in World History

Standard:

The student will demonstrate knowledge of the historical development of past cultures around the world.

Benchmarks

1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe. (China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghani, Mali) cultures

I. C. Famous People in World History

Standard

The student will recognize individuals or groups that have shaped the world cultures

Benchmarks

The student will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history (Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie) , and analyze the significance of their contributions. Cultures

Family History and Heritage

Standards:

Historical Skills:

IV. B. Historical Resources

Geography:

V.B. Maps and Globes

***NOTE: Yellow highlighted Standards and Benchmarks MUST BE TAUGHT at the prescribed time to assure the given skill is appropriately addresses at some time in a student's educational process.**

Standards	<p>IV. B. <u>Historical Resources</u></p> <p>1. <i>The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>2. <i>The student will use and create maps and globes to locate people, places and things.</i></p>
Outcomes	Students will demonstrate an understanding of their family history and heritage
Benchmarks	<p>IV. B. <u>Historical Resources</u></p> <p>1. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i></p> <ul style="list-style-type: none"> • oral traditions; • documents such as diaries, letters and newspapers; • songs, art, photographs, and architecture; • artifacts such as toys, clothing, furniture, and tools <p>V.B. <u>Maps and Globes</u></p> <p>2. <i>Students will locate places referenced in the study of students' ancestors by using simple maps.</i></p>
Learner Activities	<p>Students will read literature about families and their traditions</p> <p>Students will interview family members and report on cultural background</p> <p>Students will research the family's oldest artifact and share knowledge in a class presentation</p>
Teaching Strategies	<p>-Instruction will focus on helping students connect their heritage with map skills</p> <p>-Bring in a variety of antique artifacts so students will understand that we can learn from the past through art, photographs, toys, tools, clothing and so on.</p> <p>-Chart the students' artifacts so they can compare different kinds of historical sources.</p>
Resources	<p>Literature books:</p> <p>Instructional Resources:</p>
Assessments	<p>Participation in class discussion</p> <p>Presentation of oldest artifact</p>
Technology	Family Tree on Computer
Significant Tasks and Projects	<p>Family heritage project– where did your ancestors come from?</p> <p>Artifact Sharing</p> <p>Map activities – what country/continent did your ancestors come from?</p>

Family History and Heritage

1. The student will understand that we can learn about the past from different sorts of evidence.

2. The student will use and create maps and globes to locate people, places and things.

<u>Significant tasks:</u> 1. Family heritage project– where did your ancestors come from? 2. Artifact Sharing 3. Map activities – what country/continent did your ancestors come from?	Score of 1.	Score of 2.	Score of 3.
<i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i> <ul style="list-style-type: none"> • <i>oral traditions;</i> • <i>documents such as diaries, letters and newspapers;</i> • <i>songs, art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, furniture, and tools</i> 	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>Students will locate places referenced in the study of students' ancestors by using simple maps.</i>			

Artifacts

Bring a selection of old objects to school and have students guess their purpose. Then ask students to bring the oldest object in their home (or a picture of it) and have them fill out the "Artifact Chart":

Name _____

Date _____

This is a picture of my family artifact

What is it?	
What is it made of?	
How would you have used it?	
How old is it?	
What was it used for? How was it used?	
How was it made? (Was it handmade or mass produced?)	
Is it used today?	
How did your family get it?	
What else could you tell about it?	

Assessments	Venn diagram showing needs of immigrants in past and present Immigration timeline Participation in classroom activities
Technology	Video: American History for Children – Immigration to the US. (Schlessinger)
Significant Tasks and Projects	Guest speakers (People who have emigrated to Minnesota) Venn diagram of Immigration (Past and present) Make a timeline of immigration and mark origins of immigrants on a world map

Rubric on Immigration

The student will use and create maps and globes to locate people, places and things.

The student will use maps and globes to demonstrate specific geographical knowledge

<u>Significant Tasks</u> Complete a Venn Diagram showing the similarities and differences of Immigrants today and in the past.	Score of 1.	Score of 2.	Score of 3.
IV. A. Concepts of Time 1. <i>Students will define and use terms for concepts of historical time. (“long, long ago,” recent past present and future; days of the week, months of the year, seasons)</i> 3. <i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of the topics studied.)</i>	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
IV. B. Historical Resources 2. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i> <ul style="list-style-type: none"> • <i>documents such as diaries, letters and newspapers;</i> • <i>maps;</i> • <i>art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, furniture, and tools</i> • <i>graphic organizers such as charts</i> 			
V.B. Maps and Globes 3. <i>Students will locate the continents and oceans on a map of the world and a globe.</i>			
4. <i>Students will use an atlas to locate geographic information</i>			

Biographies

World History:

III. C Famous People in World History

Historical Skills:

IV. A. Concepts of Time

IV. B. Historical Resources

Geography:

V.A. Concept of Location

V.B. Maps and Globes

Standards	<p>III. C <u>Famous People in World History</u></p> <p>1. <i>The student will recognize individuals or groups that have shaped the world.</i></p> <p>IV. A. <u>Concepts of Time</u></p> <p>2. <i>The student will demonstrate chronological thinking.</i></p> <p>IV. B. <u>Historical Resources</u></p> <p>3. <i>The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V.A. <u>Concept of Location</u></p> <p>4. <i>The student will use directional and positional words to locate and describe people, places and things.</i></p> <p>5. <i>The student will demonstrate working knowledge of the cardinal directions</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>6. <i>The student will use and create maps and globes to locate people, places and things.</i></p>
Benchmarks	<p>III. C <u>Famous People in World History</u></p> <p>1. <i>Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.</i></p> <p>IV. A. <u>Concepts of Time</u></p> <p>2. <i>Students will define and use terms for concepts of historical time. ("long, long ago," recent past present and future; days of the week, months of the year, seasons)</i></p> <p>3. <i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of the topics studied.)</i></p> <p>IV. B. <u>Historical Resources</u></p> <p>4. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide. (Non-fiction and Historical Fiction)</i></p> <p>V.A. <u>Concept of Location</u></p> <p>5. <i>Students will use maps and globes to locate places referenced in stories</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>6. <i>Students will locate places by using simple maps and understand that maps are drawings of locations and places as viewed from above.</i></p>
Teaching Strategies	Provide instruction through literature books, videos and class discussion
Materials	Literature Books: Instructional Resources:
Assessments	Book report Note-taking Participation in classroom activities
Technology	Videos: <ul style="list-style-type: none"> • Leonardo da Vinci Marie Curie • Michelangelo Mahatma Gandhi • Johann Gutenberg, Jonas Salk, • William Shakespeare
Project-based	(Included as part of Culture Study: Culture Kit and Poster)

Rubric on Famous People/Biographies

<u>Significant Tasks</u> Culture Kit and Poster	Score of 1. Student shows little understanding in this area	Score of 2. Student shows some understanding in this area	Score of 3. Student shows good understanding in this area.
III. C Famous People in World History 1. <i>Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.</i>			
3. <i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of the topics studied.)</i>			
IV. B. Historical Resources 4. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide. (Non-fiction and Historical Fiction)</i>			

Cultures around the World

Standards:

U.S. History

I.A. The student will understand how families live today and in earlier times,

World History:

III. B. Civilizations in World History

III. C. Famous People in World History

Historical Skills:

IV. A. Concepts of Time

IV. B. Historical Resources

Geography:

V.A. Concept of Location

V.B. Maps and Globes

V. C. Physical Features and Processes

Standards	<p>I. A. <u>Family Life Today and in the Past</u> 1. <i>The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.</i></p> <p>III. B. <u>Civilizations in World History</u> 5. <i>The student will demonstrate knowledge of the historical development of past cultures around the world.</i></p> <p>III. C. <u>Famous People in World History</u> 6. <i>The student will recognize individuals or groups that have shaped the world.</i></p> <p>IV. A. <u>Concepts of Time</u> 7. <i>The student will demonstrate chronological thinking</i></p> <p>IV. B. <u>Historical Resources</u> 8. <i>The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V.A. <u>Concept of Location</u> 9. <i>The student will use directional and positional words to locate and describe people, places and things.</i> 10. <i>The student will demonstrate working knowledge of the cardinal directions</i></p> <p>V.B. <u>Maps and Globes</u> 11. <i>The student will use and create maps and globes to locate people, places and things.</i></p> <p>V. C. <u>Physical Features and Processes</u> 12. <i>The students will distinguish between physical and human-made features of places on the Earth's surface</i> 13. <i>The student will identify specific landforms and waterways on a map using geographical terms</i></p>
Outcomes	<p>Students will demonstrate an understanding of how people of various cultures are alike and how they are different Students will learn the names and location of continents</p>

<p>Benchmarks</p>	<p>I.A. <u>Family Life Today and in the Past</u></p> <p>1. <i>The students will compare family life in his or her community from earlier times and today.</i></p> <p>2. <i>Students will compare family life in distant times and places</i></p> <p>III. B. <u>Civilizations in World History</u></p> <p>3. <i>Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe. (China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali)</i></p> <p>III. C. <u>Famous People in World History</u></p> <p>4. <i>The student will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history (Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie) , and analyze the significance of their contributions.</i></p> <p>IV. A. <u>Concepts of Time</u></p> <p>5. <i>Students will define and use terms for concepts of historical time.</i></p> <p>6. <i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of the countries studied.)</i></p> <p>IV. B. <u>Historical Resources</u></p> <p>7. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i></p> <ul style="list-style-type: none"> • <i>Archeological and geological evidence;</i> • <i>legends and mythology;</i> • <i>maps;</i> • <i>songs, art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, furniture, tools;</i> <p>V.A. <u>Concept of Location</u></p> <p>8. <i>Student will describe the location of people, places and things by using positional words:</i></p> <p>9. <i>Students will use maps and globes to locate places referenced in stories.</i></p> <p>10. <i>Students will locate places by using simple maps and understand that maps are drawing of locations and places as viewed from above</i></p> <p>11. <i>Students will use the equator and poles as reference points to describe locations (point to or mark United States, Minnesota, Europe, and Africa features on a map of the world and a globe, in relation to the poles and the equator)</i></p> <p>12. <i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>13. <i>The student will use maps and globes to demonstrate specific geographical knowledge</i></p> <p>14. <i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make or use a world map to identify countries studied.</i></p> <p>15. <i>Students will locate the continents and oceans on globe and world map.</i></p> <p>16. <i>Students will recognize the outline shape of countries and locate cultures and civilizations studied in history. (Student will be able to mark or point to countries such as Canada, Mexico, Egypt, China, India, and Japan on a world</i></p>
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Learner Activities	<p><i>map and a globe)</i></p> <p>17. Students will locate on a map the major world countries, states and major cities of the United States (ancient civilizations, capitals of major countries, largest cities in the United States)</p> <p>18. Students will use an atlas to locate geographic information (use an index to find latitude and longitude of places and find those places on a map in the atlas).</p> <p>V. C. <u>Physical Features and Processes</u></p> <p>19. Students will locate major river systems (Nile, Mekong).and mountain ranges (Himalayan Mountains, Alps) on continents studied.</p> <p>20. Students will explain and use introductory geographical terms such as tributary, boundary, and island.</p> <ul style="list-style-type: none"> • Participate in kick-off activity that focuses on exploring basic needs in all cultures (see attachments) • Read fiction and non-fiction literature to learn about a variety of cultures • Select and research a country, develop and give a presentation to classmates
Teaching Strategies	<p>Provide an interactive experience where students discover basic needs of all people, regardless of culture</p> <p>Use literature, historical resources, the internet and videos to investigate history of three ancient civilizations.</p> <p>Share biographies of people from other countries who have made significant contributions to the world</p> <p>Provide instruction about a variety of countries/cultures through literature, videos, guest speakers, art, food and instructional packets.</p>
Resources	<p>Use the media collection of “Countries”</p> <p>Use video selections listed below</p> <p>Literature books:</p> <p>Instructional resources:</p> <p><u>Social Studies Made Simple for Grade 4</u> by Barbara Adams pgs. 18,23,26</p> <p><u>The Basic, Not Boring Series: Social Studies</u> by Imogene Forte pgs. 40-43/46-47</p>
Assessments	<p>Project checklist</p> <p>Speaking rubric</p>
Technology	<p>Videos:</p> <p>Australia (National Geographic)</p> <p>Arctic and Antarctic (National Geographic)</p> <p>Children’s Stories from Africa</p> <p>People</p> <p>Wonders From Down Under</p> <p>Internet use to research countries and their cultures</p>
Significant Tasks and Projects	<p>Celebrations from Around the World</p> <p>Student research and presentation of Culture Kit</p> <p>Guest speakers (Paula’s resources)</p>

Project: include important people, map, significant physical features such as mountain ranges.

Rubric on Cultures

1. The student will demonstrate knowledge of the historical development of past cultures around the world.

2. The student will recognize individuals or groups that have shaped the world.
3. The student will demonstrate chronological thinking
4. The student will understand that we can learn about the past from different sorts of evidence.
5. The student will use and create maps and globes to locate people, places and things.
6. The student will identify specific landforms and waterways on a map using geographical terms

<u>Significant Tasks</u> <u>Culture Kit (add a timeline for important historical events, list of people who have made significant contributions, labeled map of country studied, and inventions)</u>	Score of 1.	Score of 2.	Score of 3.
<i>1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe. (China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali)</i>	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>2. The student will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history (Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie) , and analyze the significance of their contributions.</i>			
<i>4. The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i> <ul style="list-style-type: none"> • Archeological and geological evidence; • legends and mythology; • maps; • songs, art, photographs, and architecture; • artifacts such as toys, clothing, furniture, tools; 			
<i>Language arts (speaking/ viewing/listening)</i>			
<i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make or use a world map to identify countries studied.</i> <i>The student will use maps and globes to locate places and to demonstrate specific geographical knowledge</i> <ul style="list-style-type: none"> • locate the continents and oceans on a map of the world and a globe • will use the equator and poles as reference points to describe location • will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW) • recognize the outline shape of countries and locate cultures and civilizations studied in 			

<p><i>history. (Student will be able to mark or point to countries such as Canada, Mexico, Egypt, China, India, and Japan on a world map and a globe)</i></p> <ul style="list-style-type: none"> • <i>locate on a map the major world countries, (ancient civilizations, capitals of major countries,)</i> • <i>use an atlas to locate geographic information (use an index to find latitude and longitude of places and find those places on a map in the atlas).</i> 			
<p>V. C. Physical Features and Processes</p> <p><i>16. Students will locate major river systems (Nile, Mekong).and mountain ranges (Himalayan Mountains, Alps) on continents studied.</i></p> <p><i>17. Students will explain and use introductory geographical terms such as tributary, boundary, and island.</i></p>			

Support/Qualifiers

- *Students will define and use terms for concepts of historical time*
- *Students will locate places by using simple maps and understand that maps are drawing of locations and places as viewed from above*
- *Student will describe the location of people, places and things by using positional words:*

Insects, Metamorphosis and Life Cycle

Life Science: IV. B. Diversity of Organisms

Standards	<p>IV.B. Diversity of Organisms:</p> <p>1. <i>The student will observe <u>and recognize</u> that plants and animals have life cycles.</i></p> <p>2. <i><u>The student will recognize that plants and animals have different structures that serve various functions.</u></i></p> <p>IV.C. Interdependence of Life:</p> <p>3. <i>The student will understand that organisms live in different environments.</i></p> <p>4. <i><u>The student will understand that an organism's patterns of behavior are related to the nature of its environment.</u></i></p> <p>IV. D. Heredity:</p> <p>5. <i>The student will understand that there is a variation among individuals of one kind within a population.</i></p> <p>IV. E. Biological Populations Change Over Time</p> <p>6. <i>The student will understand that biological populations change over time.</i></p> <p>IV.F. Flow of Matter and Energy</p> <p>7. The student will understand that organisms have basic needs.</p> <p>Students will demonstrate an understanding of insects:</p> <ul style="list-style-type: none"> • characteristics of insects • adaptations • life cycle/metamorphosis
Outcomes	
Benchmarks	<p>IV.B. Diversity of Organisms:</p> <p>1. <i>The student will observe how plants and animals grow and change (<u>describe life cycles</u>)</i></p> <p>2. <i><u>The student will describe the structures that serve different functions in growth, survival, and reproductions for plants and animals.</u></i></p> <p>3. <i><u>The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction</u></i></p> <p>IV.C. Interdependence of Life:</p> <p>4. <i>The student will observe and describe some features of plants and animals that allow them to live in specific environments.</i></p> <p>5. <i><u>The student will know that organisms interact with one another in various ways besides providing food.</u></i></p> <p>6. <i><u>The student will know that changes in a habitat can be beneficial or harmful to an organism.</u></i></p> <p>IV. D. Heredity:</p> <p>7. <i>The student will describe ways in which many plants and animals closely resemble but are not identical to their parents.</i></p> <p>8. <i>The student will match adult animal and plants to their offspring.</i></p> <p>IV. E. Biological Populations Change Over Time</p> <p>9. <i>The student will know that some kinds of organisms that once lived on Earth are now extinct, including giant tree ferns and horsetail trees.</i></p> <p>IV.F. Flow of Matter and Energy</p> <p>10. <i>The student will know that insects need air, water and food.</i></p>
Learner Activities	<p>Students will learn about insects through reading literature, seeing videos, observing insects at school and at River Bend Nature Center, making junk bugs and symmetrical insects.</p>
Teaching	<p>Provide instruction about insects through fiction and non-fiction literature,</p>

Strategies	videos, KWL, art, interactive worksheets
Resources	Literature Books: <u>The Hungry Caterpillar</u> <u>The Grouchy Ladybug</u> <u>The Firefly</u> <u>Almanac of Insects</u> Videos: Buzzin' Bees Insect (Eyewitness) Insects and Spiders Instructional Resources: Giant Science Resource Book. (Evan-Moor) pgs. 30-44
Assessments	Junk bug with body parts labeled
Technology	Computer program: What is an Insect? and Bugdom Videos: Bees Use Storybook Weaver or Kid Pix to write a story about insects
Significant Tasks and Projects	Students will use "junk" to make an insect that includes characteristics of 3 body parts, antennae, six legs, will label the insect model and will give an oral presentation Collect and release insects Observe cycle of monarch butterflies Butterfly garden Symmetry insects Paper and pencil assessment

Rubric on Insects, Metamorphosis and Life Cycle

- The student will observe and recognize that plants and animals have life cycles.*
- The student will recognize that plants and animals have different structures that serve various functions.**
- The student will understand that organisms live in different environments.*
- The student will understand that an organism's patterns of behavior are related to the nature of its environment.**
- The student will understand that there is a variation among individuals of one kind within a population.*
- The student will understand that biological populations change over time.*
- The student will understand that organisms have basic needs.*

<u>Significant tasks</u>	Score of 1.	Score of 2.	Score of 3.
Students will use "junk" to make an insect that includes characteristics of 3 body parts, antennae, six legs, will label the insect model and will give an oral presentation Students will collect and release insects Observe cycle of monarch butterflies	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>The student will observe how plants and animals grow and change (describe life cycles)</i>			
<u>The student will describe the structures that serve different functions in growth, survival, and reproductions for plants and animals.</u>			
<u>The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction</u>			

<i>The student will observe and describe some features of plants and animals that allow them to live in specific environments.</i>			
<u>The student will know that organisms interact with one another in various ways besides providing food.</u>			
<u>The student will know that changes in a habitat can be beneficial or harmful to an organism.</u>			
<i>The student will describe ways in which many plants and animals closely resemble but are not identical to their parents.</i>			
<i>The student will match adult animal and plants to their offspring.</i>			
<i>The student will know that some kinds of organisms that once lived on Earth are now extinct, including giant tree ferns and horsetail trees.</i>			
<i>The student will know that insects need air, water and food.</i>			

Balance and Motion

Physical Science: II. Energy Transformation
II. D. Motion

Standards	II. C. Energy Transformation
Outcomes	<p><u>1. The student will explore the characteristics and properties of sound and light.</u></p> <p>II. D. Motion</p> <p><u>2. The student will know that objects move in various ways.</u></p> <p>Students will demonstrate an understanding of changes that occur as a result of interaction of balance and motion</p>
Benchmarks	II. C. Energy Transformation
Learner Activities	<p><u>1. The student will investigate how sounds are made when objects vibrate</u></p> <p><u>2. The student will know that light tends to maintain its direction of motion until it is absorbed, refracted, or reflected by an object.</u> (Woodlands to teach Savannah?)</p> <p>II.D. Motion</p> <p><u>3. The student will observe and describe how objects move in a variety of ways, including, but not limited, a straight line, a curve, a circle, back and forth and at different speeds.</u></p> <p><u>4. The student will observe that push and pull forces can make objects move.</u></p> <p>Students will gather information from direct observation of experiments and projects</p>
Teaching Strategies	<p>Experiential instruction</p> <p>Use activities from the FOSS kit: Balance and Motion</p>
Materials	<p>Literature Books:</p> <p>Mirette on the High Wire</p> <p>FOSS kit: Balance and Motion</p> <p>Instructional Resources:</p> <p><u>Giant Science Resource Book.</u> (Evan-Moor) pgs. 235-248</p> <p><u>1000 Facts on Science and Technology</u> by John Farndon. 2004</p>
Assessments	<p>Teacher observation of students making predictions and doing experiments</p> <p>Display of information gathered</p> <p>Answering questions in journal</p>
Technology	Video: How It's Done: From Roller Coasters to Ice Cream
Significant Tasks and Project-based learning	Conduct problem-solving experiments and record data by using charts/graphs and use journal responses to experiments performed.

Assessment Rubric on Balance and Motion

- 1. The student will explore the characteristics and properties of sound and light.**
- 2. The student will know that objects move in various ways.**

<u>Significant Tasks:</u>	Score of 1.	Score of 2.	Score of 3.
Conduct problem-solving experiments and record data by using charts/graphs and use journal responses to experiments performed.	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<u>The student will investigate how sounds are made when objects vibrate</u>			

<u><i>The student will know that light tends to maintain its direction of motion until it is absorbed, refracted, or reflected by an object.</i></u>			
<u><i>The student will observe and describe how objects move in a variety of ways, including, but not limited, a straight line, a curve, a circle, back and forth and at different speeds.</i></u>			
<u><i>The student will observe that push and pull forces can make objects move.</i></u>			

Magnets (and Electricity)

Physical Science: II. A. Structure of Matter
II. E. Forces of Nature

Standards	II. A. Structure of Matter 1. <i>The student will understand that objects have physical properties <u>and can be sorted and classified based on their properties.</u></i> II. G. Forces of Nature 2. <i>The student will understand that forces can act at a distance.</i>
Outcomes	Students will demonstrate an understanding of the properties of magnets and electricity
Benchmarks	II. A. Structure of Matter 1. <i>The student will describe, <u>sort and classify</u> objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets.</i> II. G. Forces of Nature 2. <i>The student will know that magnets can be used to make some things move without direct contact.</i> 3. <i>The students will know that things near the Earth fall to the round unless something holds them up.</i>
Learner Activities	Students will gather information from direct observation of experiments and projects
Teaching Strategies	Hands-on activities where students discover properties of magnets.
Materials	Literature Books Magnets and Electricity Magnets (big books) Instructional Resources: <u>Giant Science Resource Book.</u> (Evan-Moor) pgs. 223-235 <u>Magnets and Electricity: Super Science Activities, Grades 2-5</u> (Teacher Created Materials) <u>1000 Facts on Science and Technology</u> by John Farndon. 2004
Assessments	Teacher observation of students doing experiments Display of information gathered Answering questions in journal Chart of what is magnetic and what is not
Technology	Computer program: Zap Video: Learning About Electricity
Project-based learning	Students will set up their own experiments and record results using charts/graphs/journal responses to experiments

Assessment Rubric on Magnets

1. The student will understand that objects have physical properties and can be sorted and classified based on their properties.

2. The student will understand that forces can act at a distance.

<u>Significant tasks:</u> Students will set up their own experiments and record results using charts/graphs/journal responses to experiments	Score of 1. Student shows little understanding in this area	Score of 2. Student shows some understanding in this area	Score of 3. Student shows good understanding in this area.
<i>The student will describe, <u>sort and classify</u> objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets.</i>			
<i>The student will know that magnets can be used to make some things move without direct contact.</i>			
<i>The students will know that things near the Earth fall to the round unless something holds them up.</i>			

Year Two Health (Grades 1 through 3)

Family Dynamics, (Family structure, Life Cycles and Changes)

Outcomes	Students will develop an understanding of roles and responsibilities of family members and how families are alike and different Students will discuss (feelings) toward the topic of Death and dying
Learner Activities	Students will read books, poems, and see videos about the topic of family structure, life cycles, and change
Teaching Strategies	Teacher will use literature as a springboard for class discussion topics of family structure, life cycles and changes
Resources	<u>The Tenth Good Thing About Barney</u> (death and dying) <u>The Giving Tree</u>
Assessments	Student response to topic of change in families by writing a story that reflects personal experiences Students will draw their family and write a non-fiction account of who family members are. Students will contribute a page to class book on Death and Dying
Technology	View the film, "The Lion King", take notes, and summarize.
Significant Tasks and Projects	Class book about Death and Dying Write individual stories about changes in your family

Year Three Social Studies (Grades 1 through 3)

Family Intergenerational Relationships and Traditions

Standards:

World History:

III. A. Family Life Today and in the Past

Historical Skills:

IV. A. Concepts of Time

Standards	<p>I. A. Family Life Today and in the Past</p> <p>1. <i>The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.</i></p> <p>IV. A. Concepts of Time</p> <p>2. <i>The student will demonstrate chronological thinking.</i></p>				
Outcomes	<p>Students will demonstrate an understanding of their family history and traditions</p>				
Benchmarks	<p>I. A. Family Life Today and in the Past</p> <p>1. <i>Students will compare family life from earlier times and today learning about similarities and differences in work, dress, manners, school life, technology and games.</i></p> <p>2. <i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change by learning of transportation and communication methods.</i></p> <p>Historical Skills: IV. A. <u>Concepts of Time</u></p> <p>3. <i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of their own life histories and the topics studied.)</i></p> <p>Students will read literature about families and their traditions Students will interview family members and report on favorite traditions Students will illustrate a page for a class book on Family Traditions Students will research the family's oldest artifact and share knowledge in a class presentation</p>				
Learner Activities					
Teaching Strategies	<p>-Instruction will include sharing a variety of literature books that focus on families and their traditions, writing an invitation to grandparents to attend Grandparent Day, conducting an interview with elders to determine life then contrasted with life now, and modeling a page for a class book that shows family traditions throughout the year.</p>				
Resources	<p>Literature books: <u>Wilfred Partridge MacDonald Gordan</u></p> <p>Instructional Resources:</p>				
Assessments	<p>Participation in class discussion Interview grandparents or family members to learn about traditions</p>				
Technology	<p>Berenstein Bears videos:</p>				
Significant Tasks and Projects	<p>Comparison chart – own lives and elders (grandparents). Timeline of own life Class book on family traditions throughout the seasons</p> <table border="1" data-bbox="537 1707 1170 1827"> <tr> <td data-bbox="537 1707 857 1770">In the summer we...</td> <td data-bbox="857 1707 1170 1770">In the fall we...</td> </tr> <tr> <td data-bbox="537 1770 857 1827">In the winter we...</td> <td data-bbox="857 1770 1170 1827">In the spring we...</td> </tr> </table>	In the summer we...	In the fall we...	In the winter we...	In the spring we...
In the summer we...	In the fall we...				
In the winter we...	In the spring we...				

Rubric on Family Intergenerational Relationships and Traditions

<u>Significant Tasks</u> Family history and traditions Interview Words of Wisdom	Score of 1.	Score of 2.	Score of 3.
	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
1. <i>Students will compare family life from earlier times and today learning about similarities and differences in work, dress, manners, school life, technology and games.</i>			
2. <i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change by learning of transportation and communication methods.</i>			
3. <i>Students will place events in chronological order and construct timelines. (Visual or graphic representations of their own life histories and the topics studied.)</i>			

List of Elders' Questions:

Where you born before the use of...

Penicillin	Copy Machine
Hula Hoops	Polio Vaccine
Plastic	Credit Cards
Frozen Food	Contact Lenses
Dishwashers	Ball-Point Pens
Instant Coffee	Low-fat Dishes

What is your full name?

When were you born?

What was it like when you were my age?

What did you do for fun?

What was a popular fad?

What was your favorite book?

Were there fast food restaurants? (If so, which ones?)

How much did a soft drink and pizza cost?

What was a popular song?

What types of clothes did you wear to school?

What was a day at school like when you were a child?

How did you live without a blow dryer, CD player, TV, computer or answering machine?

Did you have a curfew?

Did you really walk to school 2 miles uphill everyday?

Words of Wisdom

Parents and grandparents give us advice and lessons they learned from their parents and grandparents.

Pretend that it is many years in the future and you are writing a letter to your own grandchildren. What advice do you think would be important to pass on to them? Write them a letter.

Communities: History and Resources

Standards:

U. S. History:

I. A. Family Life Today and in the Past

Historical Skills:

IV. A. Concepts of Time

IV. B. Historical Resources

Geography:

V.B. Maps and Globes

Outcomes	<p>I.A. <u>Family Life Today and in the Past</u> 1. <i>The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.</i></p> <p>IV. A. <u>Concept of Time:</u> 2. <i>The student will demonstrate chronological thinking.</i></p> <p>IV. B. <u>Historical Resources</u> 3. <i>The student will understand that we can learn about the past from different sorts of evidence.</i></p> <p>V.B. <u>Maps and Globes</u> 4. <i>The student will use and create maps and globes to locate people, places and things.</i></p>
Benchmarks	<p>I.A. <u>Family Life Today and in the Past</u> 1. <i>The students will compare family life in his or her community from earlier times and today.</i></p> <p>2. <i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions</i></p> <p>IV. A. <u>Concepts of Time</u> 3. <i>Students will define and use terms for concepts of historical time.</i> 4. <i>Students will place events in chronological order and construct timelines. .)</i></p> <p>IV. B. <u>Historical Resources</u> 5. <i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i> <ul style="list-style-type: none"> • <i>Archeological, oral traditions;</i> • <i>documents such as diaries, letters and newspapers;</i> • <i>maps;</i> • <i>songs, art, photographs, and architecture;</i> • <i>artifacts such as toys, clothing, and furniture)</i> </p> <p>V.B. <u>Maps and Globes</u> 6. <i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend</i></p>
Learner Activities	<p>KWL Students will complete a brochure about the community of Nerstrand</p>
Teaching Strategies	<p>Help students explore needs of community through literature and exploration of local community</p>
Resources	<p>The History of Nerstrand</p>

	History of Faribault (Woodland teachers have)
Assessments	Venn diagram (past/present and urban and rural) Brochure/booklet about own community
Technology	Use the digital camera on the walking tour of Nerstrand Videos: Mysteries of Town Histories Ponds and River (Eyewitness) Jungles (Eyewitness) Desert (Eyewitness) Ocean (Eyewitness)
Significant Tasks and Projects	A walking tour of the community Guest speakers Art rendering of community designed by student Classroom model of community (each student will make a building for the community)

Assessment Rubric on Communities: History and Resources

1. The student will understand how families live today and in earlier times, recognizing that some aspects change over time while other stay the same.
2. The student will demonstrate chronological thinking.
3. The student will understand that we can learn about the past from different sorts of evidence.
4. The student will use and create maps and globes to locate people, places and things.

Significant tasks:	Score of 1.	Score of 2.	Score of 3.
Timeline Venn diagram (past/present and urban and rural) Brochure/booklet about own community	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>The students will compare family life in his or her community from earlier times and today.</i>			
<i>Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. *Students will learn about daily life (dress, school, manners, games, stories, work) as well as transportation, communication and inventions</i>			
<i>Students will define and use terms for concepts of historical time.</i>			
<i>Students will place events in chronological order and construct timelines.</i>			
<i>The student will compare different kinds of historical sources and describe the different sorts of information the sources provide.</i> <ul style="list-style-type: none"> • Archeological, oral traditions; • documents such as diaries, letters and newspapers; • maps; • songs, art, photographs, and architecture; • artifacts such as toys, clothing, and furniture) 			
<i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend</i>			

Our 50 States:

Geography standards: V.A. Concept of Location
 V.B. Maps and Globes
 V. C. Physical Features and Processes

Standards	<p>V.A. <u>Concept of Location</u></p> <ol style="list-style-type: none"> 1. <i>The student will use directional and positional words to locate and describe people, places and things.</i> 2. <i>The student will demonstrate working knowledge of the cardinal directions.</i> <p>V.B. <u>Maps and Globes</u></p> <ol style="list-style-type: none"> 3. <i>The student will use and create maps and globes to locate people, places and things.</i> 4. <i>The student will use maps and globes to demonstrate specific geographical knowledge.</i> <p>V. C. <u>Physical Features and Processes</u></p> <ol style="list-style-type: none"> 5. <i>The student will distinguish between physical and human-made features of places on the Earth's surface.</i> 6. <i>The student will identify specific landforms and waterways on a map using geographical terms.</i> <p>Outcomes Students will develop an understanding of the regions and 50 states that make up the U.S.</p>
Benchmarks	<p>V.A. <u>Concept of Location</u></p> <ol style="list-style-type: none"> 1. <i>Students will use maps and globes to locate places referenced.</i> 2. <i>Students will locate places by using simple maps and understand that maps are drawing of locations and places as viewed from above</i> 3. <i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i> <p>V.B. <u>Maps and Globes</u></p> <ol style="list-style-type: none"> 4. <i>Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</i> 5. <i>Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make a map to illustrate specific state researched))</i> 6. <i>Students will recognize the outline shape of the contiguous United States (Point out the borders that touch other countries or water).</i> 7. <i>Students will locate on a map states and major cities of the United States. Students will use an atlas to locate geographic information (use an index to find latitude and longitude of places and find those places on a map in the atlas)</i> <p>V. C. <u>Physical Features and Processes</u></p> <ol style="list-style-type: none"> 8. <i>Students will name and locate physical features (deserts, mountain ranges, major rivers) of the United States, including places about which they have read</i> 9. <i>Students will name and locate major human-made features of the United States, including features about which they have read (major cities, capital of Minnesota)</i> 10. <i>Students will locate major river systems and mountain ranges of the United States.</i> 11. <i>Students will explain and use introductory geographical terms such as tributary, boundary, island)</i> <p>Learner Activities Students will learn about the United States through literature, map exploration, and research Students will participate in a brainstorming session to determine what facts should be explored about states.</p>

Teaching Strategies	The teacher will use literature, map projects and a mini-booklets to help students will explore the 50 states. The teacher will use the state of Minnesota to model the research project
Resources	Using the collection of books about states from the media center Atlas of States Music: 50 Nifty United States Teaching Resources: <u>One Nation, Fifty States</u> by Imogene Forte. 2002 <u>Kids Learn America!</u> By Patricia Gordon <u>The Basic, Not Boring Series: Social Studies</u> by Imogene Forte pgs. 28-35
Assessments	Students will research a state using the class-developed topic list, produce a brochure and give a presentation to classmates.
Technology	Internet resources
Significant Tasks and Projects	Students will give a presentation on the state that was researched using the class-developed topic list. Students will share their brochures and present 3 facts and a fib.

Geography – Grades 4-8

V.A. Concepts of Location

Standard: The student will identify and locate major physical and cultural features that played an important role in the history of the United States.

Benchmarks:

Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied (Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia)

Assessment Rubric on The Fifty States

1. The student will use directional and positional words to locate and describe places.
2. The student will use and create maps and globes to locate people, places and things.
3. The student will use maps and globes to demonstrate specific geographical knowledge.
4. The student will distinguish between physical and human-made features of places on the Earth's surface.
5. The student will identify specific landforms and waterways on a map using geographical terms.

<u>Significant tasks:</u>	Score of 1.	Score of 2.	Score of 3.
Students will learn about the 50 states through cooperative research projects and will give a presentation on the state that was researched using the class-developed topic list. Students will share their brochures and/or bookmarks and will include "3 facts and a fib" for the school newspaper.	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<u>Speaking benchmarks</u>			
V.A. Concept of Location 1. Students will use maps and globes to locate places referenced. 2. Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N, NE, E, SE, S, SW, W, NW)			
V.B. Maps and Globes 4. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe. 5. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend. (Make a map to illustrate specific state researched) 6. Students will recognize the outline shape of the			

<p><i>contiguous United States (Point out the borders that touch other countries or water).</i></p> <p><i>7. Students will locate on a map states and major cities of the United States.</i></p> <p><i>Students will use an atlas to locate geographic information (use an index to find latitude and longitude of places and find those places on a map in the atlas)</i></p>			
<p>V. C. Physical Features and Processes</p> <p><i>8. Students will name and locate physical features (deserts, mountain ranges, major rivers) of the United States, including places about which they have read</i></p> <p><i>9. Students will name and locate major human-made features of the United States, including features about which they have read (major cities, capital of Minnesota)</i></p> <p><i>10. Students will locate major river systems and mountain ranges of the United States.</i></p> <p><i>11. Students will explain and use introductory geographical terms such as tributary, boundary, island)</i></p>			

Research project: use maps, physical features,
 Look at Woodland's benchmarks for research.

State: _____

Origin of Name: _____

Capital: _____

Admitted to Union in: _____

Motto: _____

Song: _____

Flower: _____

Bird: _____

Tree: _____

Major City: _____

Major River: _____

Goods/Services _____

Interesting Fact: _____

Science for Year Three (Grades 1 through 3)

Animal Study: Habitats, Classifications, Adaptations, Food Chains

Life Science: IV. B. Diversity of Organisms

IV. D. Heredity

IV. F. Flow of Matter and Energy

Standards	<p>IV.B. Organisms: 1. The student will observe <u>and recognize</u> that plants and animals have life cycles.</p> <p>IV. F. Flow of Matter and Energy 2. The student will investigate feeding relationships among organisms. 3. The student will recognize that plants and animals have different structures that serve various functions.</p> <p>IV.C. Interdependence of Life: 4. The student will understand that organisms live in different environments. 5. The student will understand that an organism's patterns of behavior are related to the nature of its environment.</p> <p>IV. D. Heredity: 6. The student will understand that there is a variation among individuals of one kind within a population. 7. The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interaction with the environment. 8. The student will identify similarities and differences between parent and offspring.</p> <p>IV. E. Biological Populations Change Over Time 9. The student will understand that biological populations change over time.</p> <p>IV.F. Flow of Matter and Energy 10. The student will understand that organisms have basic needs.</p> <p>Students will develop an understanding of animals: -habitats -food chains -classification -adaptations</p>
Outcomes	
Benchmarks	<p>IV.B. Organisms: 1. The student will observe how plants and animals grow and change (<u>describe life cycles</u>) 2. The student will describe the structures that serve different functions in growth, survival, and reproductions for plants and animals. 3. The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction</p> <p>IV.C. Interdependence of Life: 4. The student will observe and describe some features of plants and animals that allow them to live in specific environments. 5. The student will know that organisms interact with one another in various ways besides providing food. 6. The student will know that changes in a habitat can be beneficial or harmful to an organism.</p> <p>IV. D. Heredity: 7. The student will describe ways in which many plants and animals closely resemble but are not identical to their parents.</p>

	<p>8. <i>The student will match adult animal and plants to their offspring</i></p> <p>IV. E. Biological Populations Change Over Time</p> <p>9. <i>The student will know that some kinds of organisms that once lived on Earth are now extinct, including, but not limited to dinosaurs, trilobites, and mammoths.</i></p> <p>IV.F. Flow of Matter and Energy</p> <p>10. <i>The student will know that animals need air, water and food.</i></p> <p>11. <i>The student will observe and describe predator and prey relationships</i></p> <p>12. <i>The student will compare and contrast plant eaters and meat eaters.</i></p>
Learner Activities	Students will read non-fiction literature and see videos on the topic of animals that will enable them to research and give a presentation on an animal of their choice.
Teaching Strategies	Direct instruction using non-fiction books, charts, and videos to help student discover information about animals (habitats, classification, food chains, adaptations)
Resources	Literature Books: Videos listed below Instructional Resources: Giant Science Resource Book. (Evan-Moor) pgs. 53-168
Assessments	Students will research an animal using the checklist guideline and present findings to the class. Student will receive feedback from teacher and classmates and will self-assess
Technology	Videos: Mammal (Eyewitness) Reptile (Eyewitness) All About Fish Bird (Eyewitness) Dog (Eyewitness) Amphibian (Eyewitness) Animals of Africa Wolves The Bald Eagle Exploring the World of Mammals Where Do Animals Go in the Winter (National Geographic)
Significant Tasks and Projects	Students will select an animal to research and give a presentation to classmates. Students will fill out posters based on animal classifications

Assessment Rubric on Animal Study: Habitats, Classifications, Adaptations, Food Chains

1. *The student will observe and recognize that plants and animals have life cycles.*
2. *The student will investigate feeding relationships among organisms.*
- 3. The student will recognize that plants and animals have different structures that serve various functions.**
4. *The student will understand that organisms live in different environments.*
- 5. The student will understand that an organism's patterns of behavior are related to the nature of its environment. :**
6. *The student will understand that there is a variation among individuals of one kind within a population.*
- 7. The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interaction with the environment.**
- 8. The student will identify similarities and differences between parent and offspring.**
9. *The student will understand that biological populations change over time.*
10. *The student will understand that organisms have basic needs.*

<u>Significant tasks:</u> Students will select an animal to research and give a presentation to classmates.	Score of 1.	Score of 2.	Score of 3.
	Student	Student	Student

Students will fill out posters based on animal classifications	shows little understanding in this area	shows some understanding in this area	shows good understanding in this area.
<i>The student will observe how plants and animals grow and change (describe life cycles)</i>			
<u>The student will describe the structures that serve different functions in growth, survival, and reproductions for plants and animals.</u>			
<u>The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction</u>			
<i>The student will observe and describe some features of plants and animals that allow them to live in specific environments.</i>			
<u>The student will know that organisms interact with one another in various ways besides providing food.</u>			
<u>The student will know that changes in a habitat can be beneficial or harmful to an organism.</u>			
<i>The student will describe ways in which many plants and animals closely resemble but are not identical to their parents.</i>			
<i>The student will match adult animal and plants to their offspring</i>			
<u>The student will know that some kinds of organisms that once lived on Earth are now extinct, including, but not limited to dinosaurs, trilobites, and mammoths.</u>			
<i>The student will know that animals need air, water and food.</i>			
<u>The student will observe and describe predator and prey relationships</u>			
<u>The student will compare and contrast plant eaters and meat eaters.</u>			

Pebbles, Sand and Silt

Physical Science: II. A. Structure of Matter

Earth and Space Science III. A. Earth Structure and Processes

Standards	Structure of Matter 1. <u>The student will understand that objects can be sorted and classified based on their properties.</u>
Outcomes	Earth Structure and Processes 2. <u>The student will recognize basic Earth materials.</u> Students will develop an understanding of the basic concepts of earth and space science.
Benchmarks	Structure of Matter 1. <u>The student will sort and classify objects in terms of color, size, shape, weight, texture and flexibility.</u>
Learner Activities	Earth Structure and Processes 2. <u>The student will observe and describe rocks, soils, water and air.</u> Students will develop an understanding of basic science concepts of earth and space science. through direct experience including understanding of: <ul style="list-style-type: none"> • concepts related to everyday life through characteristic properties of objects, patterns, and how they repeat • how the personal use of materials impacts the environment • sorting and classifying objects based on one or two properties • measuring changes that occur in objects or phenomena as a result of interaction • displaying information using graphs • describing how previously learned concepts apply to new situations
Teaching Strategies	Use prescribed instruction strategies from FOSS kit: Pebbles, Sand and Silt
Resources	FOSS Science kit: Pebbles, Sand and Silt Literature Books: Instructional Resources: Giant Science Resource Book. (Evan-Moor) pgs. 213-221
Assessments	Checklist and teacher observation Student graphs/charts/journal
Technology	Videos: A Home for Pearl Signs of Nature (Eyewitness)
Significant Tasks and Projects	Conduct problem-solving experiments and record data by using charts/graphs and use journal responses to experiments performed.

Assessment Rubric on Pebbles, Sand and Silt

1. The student will understand that objects can be sorted and classified based on their properties.

2. The student will recognize basic Earth materials.

Significant tasks: Conduct problem-solving experiments and record data by using charts/graphs and use journal responses to experiments performed.	Score of 1. Student shows little understanding in this area	Score of 2. Student shows some understanding in this area	Score of 3. Student shows good understanding in this area.
<u>The student will sort and classify objects in terms of color, size, shape, weight, texture and flexibility.</u>			

<i>The student will observe and describe rocks, soils, water and air.</i>			

Strand I.A. History and Nature of Science: Scientific World View

Standards:

The student will understand that science is a human endeavor practiced throughout the world.

The student will understand the use of science as a tool to examine the natural world.

Benchmarks:

- *The student will recognize that repeating a scientific investigation will lead to very similar results.*
- *The student will recognize that scientific investigations generally work the same way in different places.*
- *The student will give examples of scientific advances throughout history*
- *The student will recognize that everyone can do science and invent things and ideas.*
- **The student will explore the use of science as a tool that can help investigate and answer questions about the environment.**

Strand I. B. History and Nature of Science: Scientific Inquiry

Standards:

The student will raise questions about the natural world, make careful observations, and seek answers.

(Same for grades 1-2)

The student will understand the nature of scientific investigations.

Benchmarks:

- *The student will observe, describe measure, compare and contrast common objects using simple tools including but not limited to ruler, thermometer and balance.*
- *The student will use appropriate tools to gather and organize data.*
- *The student will recognize and describe patterns in data.*
- **The student will ask question about the natural world that can be investigated scientifically**
- **The student will participate in a scientific investigation using appropriate tools.**
- **The student will know that scientists use different kinds of investigations depending on the questions they are trying to answer.**

Solids and Liquids

Physical Science: II. A. Structure of Matter.

Standards	II. A. <u>Structure of Matter.</u>
Outcomes	<p><u>1. The student will understand that objects have physical properties.</u></p> <p><u>2. The student will understand that objects can be sorted and classified based on their properties</u></p> <p>Students will develop an understanding of basic science concepts of physical science.</p>
Benchmarks	II. A. <u>Structure of Matter.</u>
Learner Activities	<p><u>1. The student will describe objects in terms of color, size, shape, weight, texture and flexibility.</u></p> <p><u>2. The student will classify a substance as a solid, liquid or gas.</u></p> <p><u>3. The student will know that solids have a definite shape and that liquids take the shape of their container.</u></p> <p><u>4. The student will observe that water can be a solid or liquid and can change from one state to the other.</u></p> <p>Students will develop an understanding of basic science concepts of physical science through direct experience including understanding of</p> <ul style="list-style-type: none"> • Student graphs/charts/journal sorting and classifying objects based on one or two properties • measuring changes that occur in objects or phenomena as a result of interaction • displaying information using graphs
Teaching Strategies	Using prescribed instruction strategies from FOSS kit: Solids and Liquids
Resources	FOSS kit: Solids and Liquids Instructional Resources: <u>Giant Science Resource Book (Evan-Moor) pgs. 204-212 and 248-255)</u> <u>1000 Facts on Science and Technology by John Farndon. 2004</u>
Assessments	Checklist and teacher observation Student graphs/charts/journal
Technology	Video: Matter: Liquids, Solids and Gases
Significant Tasks and Projects	Conduct problem-solving experiments and record data by using charts/graphs and use journal responses to experiments performed.

Assessment Rubric on Solids and Liquids unit

1. *The student will understand that objects have physical properties.*

2. *The student will understand that objects can be sorted and classified based on their properties*

<u>Significant tasks:</u>	Score of 1.	Score of 2.	Score of 3.
Conduct problem-solving experiments and record data by using charts/graphs and use journal responses to experiments performed.	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>The student will describe objects in terms of color, size, shape, weight, texture and flexibility.</i>			
<i>The student will classify a substance as a solid, liquid or gas.</i>			
<i>The student will know that solids have a definite shape</i>			

<u>and that liquids take the shape of their container.</u>			
<u>The student will observe that water can be a solid or liquid and can change from one state to the other.</u>			

Strand I.A. History and Nature of Science: Scientific World View

Standards:

The student will understand that science is a human endeavor practiced throughout the world.

The student will understand the use of science as a tool to examine the natural world.

Benchmarks:

- The student will recognize that repeating a scientific investigation will lead to very similar results.
- The student will recognize that scientific investigations generally work the same way in different places.
- The student will give examples of scientific advances throughout history
- The student will recognize that everyone can do science and invent things and ideas.
- **The student will explore the use of science as a tool that can help investigate and answer questions about the environment.**

Strand I. B. History and Nature of Science: Scientific Inquiry

Standards:

The student will raise questions about the natural world, make careful observations, and seek answers.

(Same for grades 1-2)

The student will understand the nature of scientific investigations.

Benchmarks:

- The student will observe, describe measure, compare and contrast common objects using simple tools including but not limited to ruler, thermometer and balance.
- The student will use appropriate tools to gather and organize data.
- The student will recognize and describe patterns in data.
- **The student will ask question about the natural world that can be investigated scientifically**
- **The student will participate in a scientific investigation using appropriate tools.**
- **The student will know that scientists use different kinds of investigations depending on the questions they are trying to answer.**

Year Three: Health and Safety (Grades 1 through 3)

Dental Health

Outcomes	Students will develop an understanding of care of teeth and gums
Learner Activities	Students will learn about dental health through literature, charts, filmstrips, videos, and guest speakers. Students will keep a personal chart of dental care Students will make a set of paper teeth to identify types of teeth and their purposes Students will make a poster that promotes dental health.
Teaching Strategies	The teacher will present information about Dental Health and Hygiene through non-fiction literature, posters and charts, filmstrips and videos, and interactive worksheets.
Resources	Filmstrip: Tooth town USA Video: Gina's Tremendous Tooth Adventure Literature Books: <u>Arthur's Loose Tooth</u> <u>We Are Alike</u> Instructional Resources: <u>The Human Body, Grades 2-5</u> . Teacher Created Materials. Pgs. 4-7
Assessments	Students will take notes and then develop a poster that promotes good dental health.
Technology	Video: Internet resources:
Significant Tasks and Projects	Savannah meeting where all students gather to learn about dental health Guest speaker – dental hygienist Demonstrate proper way to brush using disclosing tablets to assess Students will produce a poster that promotes good dental health Students will make a three dimensional model of teeth

Health and Nutrition

Life Science: IV. G. Human Organisms

<i>Standards</i>	IV. G. Human Organisms <i>The student will recognize that people have basic needs.</i>
Outcomes	Students will develop an understanding of the importance of eating healthy
Benchmarks	<i>IV. G. Human Organisms: The student will know that people need water, food, air, waste removal and a particular range of temperature in their environment just like other animals.</i>
Learner Activities	Students will participate in Fitness Fever during physical education class and will record foods eaten in the booklet provided. Through this experience, and books read in classroom, students will learn about the four food groups and suggested portions
Teaching Strategies	Coordinate with fitness fever to reinforce knowledge of food groups, suggested portions, and the importance of eating healthy.
Resources	Literature Books:

	<u>Dinosaurs Alive and Well</u> Instructional Resources: <u>The Human Body, Grades 2-5</u> . Teacher Created Materials. Pgs. 31-45
Assessments	Students will complete the Fitness Fever booklets
Technology	Videos: The Food Pyramid: High 5 for a Healthy You (National Dairy Council) Make Mine Milk (American Dairy Farmers) All About Health and Hygiene
Significant Tasks and Projects	Students will work on Fitness Fever booklets Students will participate in the Food Service activities (see attachment)

Disease Control and Prevention

Life Science: IV. G Human Organisms

<i>Standards</i>	<i>IV. G. Human Organisms</i>
Outcomes	<i>The student will learn that some diseases are caused by germs.</i> Students will develop an awareness of disease control and prevention.
<i>Benchmarks</i>	<i>IV. G. Human Organisms</i> <i>-The student will know that diseases caused by germs can be spread from person to person; the number of germs can be reduced by personal behavior.</i> <i>-Students will learn about disease control and prevention by reading books and poetry on that topic, seeing videos, listening to speakers, and practicing healthy habits.</i>
Learner Activities	
Teaching Strategies	Teachers will help students learn about preventing and controlling diseases through literature and group discussions.
Resources	<u>Dinosaurs Alive and Well</u> <u>Germs Make Me Sick</u> Shel Silverstein poems
Assessments	Note taking Teacher observation Group chart on "Ways to Stay Healthy"
Technology	Videos – Human Body for Children: All About Health and Hygiene (Schlessinger) A Healthy Body (The Children's Video Encyclopedia)
Significant Tasks and Projects	Guest speaker: nurse Washing hands experiment (Are your hands really clean?)

Ongoing themes for Each Year (Grades 1 through 3)

Environmental Awareness

History and Nature of Science: I.B. Scientific Inquiry

Standard	I.B. Scientific Inquiry <i>The student will raise questions about the natural world, make careful observations, and seek answers.</i>
Outcomes	Students will develop an understanding of our obligation to protect and care for the environment.
Learner Activities	Students will have opportunities to care for the environment through service learning activities: <ul style="list-style-type: none"> • Prairie planting • Community and school yard clean up days • Peace Garden projects • Ongoing recycling projects • Reforestation projects at the Big Woods State Park Students will learn in an outdoor classroom: <ol style="list-style-type: none"> 1. Discovery Day at the Big Woods State Park 2. River Bend Nature Center (RBNC) field trips 3. Peace Garden 4. Recycling education program through RBNC
Teaching Strategies	Teachers will facilitate experiences where students learn about stewardship to the environment
Resources	The Lorax (also in video form) The Kapok Tree
Assessments	Teacher observation Student reflection
Technology	Video: The Lorax A Home for Pearl I Need the Earth and the Earth Needs Me Internet resources:
Significant Tasks and Projects	Service Learning projects Guest speakers from River Bend Nature Center Making posters to promote stewardship

Interpersonal Skills/Character Development

Outcomes	Students will demonstrate positive interpersonal skills including cooperation, problem solving, (see report card)
Learner Activities	Classroom discussions of school-wide behavior plan (Caught slips and PSP – see attachment) Homeroom activities that focus on character development Literature books on the topic of interpersonal skills
Teaching Strategies	Using literature, classroom discussions, videos, and school life experiences to promote positive behaviors
Resources	Nancy Carlson Books James Marshall Books Fables by Arnold Lobel The Children's Book of Virtues Chicken Soup for the Kid's Soul
Assessments	Teacher observation and student self-assessment of social behaviors

Technology	Videos: Dilemma: He's Different Friendship Working it Out Teaching Tolerance Be Proud! Be Brave! Be Kind!
Significant Tasks and Projects	Reflection Journal entries throughout the year in homeroom

Safety Education

Outcomes	Students will demonstrate good choices in safety issues
Learner Activities	Practices safe decision-making <ul style="list-style-type: none"> • Pedestrian • Bike • Weather • Bus • Fire • Safety
Teaching Strategies	Students will learn about fire safety through class discussion and role playing, a visit from the Nerstrand Fire Department, workbook from the firefighters ?, learning songs about fire prevention, current events, and videos.
Resources	Booklets from the Fire Department McGruff – “Stop, Drop, and Roll”
Assessments	Student knows telephone number and address Student has written or drawn what to do if own house is on fire.
Technology	Videos: Stop and Stay Stopped (Minnesota School Bus Operator’s Association) Child Safety (KERA) Fire and Rescue (Focus Video Production) Surviving the Cold (American Red Cross) Sparky’s ABC’s of Fire Safety (National Firefighter’s Professional Association) Stranger Smart/School Safety Days Program
Significant Tasks and Projects	Guest speaker: The Nerstrand Firefighters with their truck Art: Make a fire truck using 16 fold boxes Homework assignment: what to do in case of fire at your house Role Playing – how to call 911 with correct information (house address, phone number)

Woodlands Social Studies Curriculum (Grades 4 and 5)

IV. C. Historical Inquiry

Standard

The Student will apply research skills by investigating a topic in U.S. History.

Lewis and Clark, Native American Unit

Benchmarks

Investigation using research skills (Beginning level)

Students will define a research topic that can be studied using a variety of historical sources,

Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.

Students will develop strategies to find, collect and organize historical research.

Analyze historical evidence and draw conclusions (Beginning level)

Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events

Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.

Students will understand the concepts of historical context and multiple causation.

Students will create a timeline that illustrates the relationship of their topic to other historic events.

Present and explain findings of a research project (Beginning level)

Students will analyze how historians present their work in multiple formats: papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media.

Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.

Students will articulate a clear thesis statement that explains the historical relevance of their research topic.

Student will learn how to cite sources and to document their research in the form of a bibliography. Student will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in new interpretive format.

Geography: V.C. Physical Features and Processes

Units of study: Native Americans, Pioneer/Westward Expansion, California Gold Rush, Lewis and Clark, Civil War, and the Great Depression (Also River Bend Nature field trips, KFC Carleton students and literature selections such as Tornado)

Standards:

1. The student will use basic terminology describing basic physical and cultural features of continents studied. **“World Tour” in 4th grade math**
2. The student will identify and locate geographic features associated with the development of the United States. **Prairie, Midwest, California Gold Rush, Lewis and Clark, Civil War, Great Depression**
3. The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. **Native Americans**
4. The student will give examples of physical systems and describe their role in shaping life on Earth.

Benchmarks:

1. Students will locate and describe major physical features such as mountain systems, river basin, deserts, and plains) **Literature: Use maps to locate places referenced in book selections, KFC**
2. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States (Mohawk Depression, Ohio River, Appalachian Mountains, and California gold fields)
3. Students will describe the major physical features of the United States.
4. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them. **Lewis and Clark, literature selection: Tornado and yearly trips to River Bend Nature Center**
5. Students will describe patterns of vegetation and landforms in the United States.
6. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage (flood plains, earthquake zones, hurricanes)

LIST OF BOOKS for Literature Rotations/Social Studies themes

<p><u>Colonialism & Revolutionary War</u></p> <ol style="list-style-type: none"> 1. The Fighting Ground 2. Benjamin Franklin 3. Meet George Washington 4. Emma's Journal 5. Night Journeys 6. Revolutionary War on Wednesday 	<p><u>Civil War/Slavery</u></p> <ol style="list-style-type: none"> 1. Charley Skedaddle 2. Harriet Tubman 3. Perilous Road 4. Meet Abraham Lincoln 5. Night John
<p><u>Westward Movement</u></p> <ol style="list-style-type: none"> 1. Frozen Summer 2. Journey to Nowhere 3. Lewis & Clark,, In their Own Words 4. On to Oregon 5. The Sign of the Beaver 6. Sing Down the Moon 7. Sarah, Plain and Tall 8. Skylark 9. Streams to the River, Rivers to the Sea 10. Weasel 	<p><u>The Great Depression</u></p> <ol style="list-style-type: none"> 1. Out of the Dust 2. Where the Red Fern Grows 3. Roll of Thunder, Hear My Cry 4. Mississippi Bridge 5. Bud, Not Buddy 6. A Year Down Yonder 7. A Letter to Mrs. Roosevelt 8. Rice County History Books 9. The Cause of the Great Depression
<p><u>Survival</u></p> <ol style="list-style-type: none"> 1. My Side of the Mountain 2. Tracks in the Snow 3. Nightmare Mountain 4. The Cay 5. Maniac MaGee 6. Hatchet 7. Wilderness Peril 	<p><u>World War II</u></p> <ol style="list-style-type: none"> 1. Number the Stars 2. Snow Treasure 3. Sadako and 1,000 Paper Cranes 4. The Upstairs Room 5. Journey to America 6. The Big Lie: A True Story 7. Night Crossing 8. Sounds of Minnesota
<p><u>Humor</u></p> <ol style="list-style-type: none"> 1. How to be a Perfect Person in Just 3 Days 2. Bingo Grown and the Language of Love 3. Burning Questions of Bingo Brown, The 4. Marshmallow Muscles, Banana Brainstorm 5. Summer of the Monkeys 6. Superfudge 7. Tales of a Fourth Grade Noting 8. The War with Grandpa 	<p><u>Fantasy</u></p> <ol style="list-style-type: none"> 1. Castle in the Attic 2. The Cricket in Time Square 3. James and the Giant Peach 4. Poppy 5. Tuck Everlasting 6. Wrinkle in Time, A 7. Whipping Boy, The

LIST OF BOOKS for Literature Rotations/Social Studies themes (continued)

<p>Death</p>	<p>Mystery</p>
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<ol style="list-style-type: none"> 1. Bridge to Teribithia 2. On My Honor 3. A Taste of Blackberries 4. Stone Fox 5. Forgive the River, Forgive the Sky 	<ol style="list-style-type: none"> 1. Coffin on a Case 2. The Egypt Game 3. Encyclopedia Brown 4. The Westing Game 5. The House with the Clock in its Walls 6. From the Mixed-up Files of Mrs. Basil E. Frankwieler 7. Who Really Killed Cock Robin?
<p>School Stories</p> <ol style="list-style-type: none"> 1. Crash 2. Dear Mr. Henshaw 3. Flying Solo 4. Frindle 5. The Hundred Dresses 6. The Janitor's Boy 7. The Landry News 8. Maniac MaGee 9. Superfudge 10. Tales of a Fourth Grade Nothing 	<p>Adventure</p> <ol style="list-style-type: none"> 1. My Side of the Mountain 2. Tracks in the Snow 3. Nightmare Mountain 4. The Cay 5. Maniac MaGee 6. Hatchet 7. Wilderness Peril 8. The True Confessions of Charlotte Doyle

Cross Reference of Standards and Units of Study

Historical Skills:

IV. A. Concepts of Time.

Standard:

1. The student will acquire skills of chronological thinking **Explorers, Colonial America, Civil War**

Benchmark:

1. Students will develop a chronological sequence of persons, events and concepts studied in this unit (timelines, graphic representations of historical narratives) **Explorers, Biographies, Colonial America, Civil War**

IV.B. Historical Resources

Standard:

1. The student will begin to use historical resources

Benchmarks:

1. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics) **Native Americans, Colonial/Revolutionary War, Civil War**
2. Students will assess the credibility and determine appropriate use of different sorts of sources such as popular press (newspapers and magazines), eyewitness accounts, diaries, literature, mythology, interviews, photographs, government documents, scholarly publications, web resources). **Modern America**
3. Students will investigate the ways historians learn about the past if there are no written records (archeological and geographical evidence, art, architecture, oral traditions, and mythology). **Native Americans**

IV. C. Historical Inquiry

Standard

1. The student will apply research skills by investigating a topic in U.S. history
2. The student will analyze historical evidence and draw conclusions
3. The students will present and explain the findings of a research project.

Benchmarks

*Investigation using research skills **Native Americans/Lewis and Clark, Biographies of people who have made significant changes in our world, or the Civil War**

1. Students will define a research topic that can be studied using a variety of historical sources,
2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.
3. Students will develop strategies to find, collect and organize historical research.

*Analyze historical evidence and draw conclusions

4. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events
5. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.
6. Students will understand the concepts of historical context and multiple causation.
7. Students will create a timeline that illustrates the relationship of their topic to other historic events.

*Present and explain findings of a research project

8. Students will analyze how historians present their work in multiple formats: papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media.
9. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.
10. Students will articulate a clear thesis statement that explains the historical relevance of their research topic. Student will learn how to cite sources and to document their research in the form of a bibliography. Student will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in new interpretive format.

Geography: V. A. Concepts of Location

Standards: Pioneers/Westward Expansion

1. The student will identify and locate major physical and cultural features that played an important role in the history of the United States. **Pioneer/Westward Expansion**
2. The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota **Pioneer/Westward Expansion**
3. The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States. **Pioneer/Westward Expansion**

Benchmarks:

1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied (Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia) **Pioneer/Westward Expansion**
2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877 (Ireland, Germany, China) **Pioneer/Westward Expansion**

3. Students will locate the major source countries for immigration to the United States during the years 1897-1916 (Italy, Poland, Austro-Hungarian Empire) **Rebuilding of America**
4. Students will describe how the landownership patterns laid out by the French, English, Spanish and the United States Public Land Survey created different landscapes in different parts of the country. (Rectangular survey in Midwest, long lots, metes and bounds in former colonies) **Pioneer/Westward Expansion**

Geography: V.B. Maps and Globes

Standards:

1. The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge. **Explorers**
2. The student will make and use maps to acquire, process, and report on the spatial organization of people and places on earth. **Explorers and Pioneers/Westward Expansion**

Benchmarks

1. Students will use political and thematic maps to locate major physical and cultural regions of the world. (Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude. **Explorers and Reshaping America**
2. Students will create a variety of maps to scale. **Pioneer/Westward Expansion**
3. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have. (Evaluate maps in print media that depict events in other parts of the world). Time for Kids/**Modern America**

Geography: V.C. Physical Features and Processes

Standards:

1. The student will identify and locate geographic features associated with the development of the United States. **Explorers and Pioneers/Westward Expansion**
2. The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. **Pioneer/Westward Expansion**
3. The student will give examples of physical systems and describe their role in shaping life on Earth. **Pioneer/Westward Expansion**

Benchmarks:

1. Students will locate and describe major physical features such as mountain systems, river basin, deserts, and plains) **Explorers and Pioneers/Westward Expansion**
2. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States (Mohawk Depression, Ohio River, Appalachian Mountains, and California gold fields) **Explorers and Pioneers/Westward Expansion**
3. Students will describe the major physical features of the United States. **Pioneers/Westward Expansion**
4. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.
5. Students will describe patterns of vegetation and landforms in the United States. **Pioneers/Westward Expansion**
6. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage (flood plains, earthquake zones, hurricanes)

Geography: V.D. Interconnections

Standards:

1. The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States. **Explorers and Pioneers/Westward Expansion**
2. The student will describe how humans influence the environment and in turn are influenced by it. **Explorers and Pioneers/Westward Expansion**

Benchmarks:

- Students will analyze how changes in technology and political attitudes promote development in various regions of the United States. (Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal) **Explorers and Pioneers/Westward Expansion**
- Students will analyze how changes in transportation affected settlement of the country (Canals in early 1800s; steamboats in the mid-1880s, westward expansion; settlement of Minnesota, areas people moved from and to.) **Explorers and Pioneers/Westward Expansion**
- Students will recognize changes over time in nearby landscapes, resulting from human occupation (forest and farm land being replaced by housing) **Explorers and Pioneers/Westward Expansion**

Geography: V.E. Essential Skills

Standards:

1. The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. **Native Americans, Pioneers/Westward Expansion and Civil War**

Benchmarks:

1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps) **Native Americans, Modern America and/or Civil War (units where research is done)**

2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos and other images. (Thematic, topographical, aerial photos, satellite images) **Time for Kids**

Students will locate major political and physical features of the United States and the world. (Countries, rivers, topographic features, largest cities) "**Time for Kids**"

Economics: VI. A. Producers and Consumers

Standard:

1. The student will understand the concept of interdependence in relation to producers and consumers. **Great Depression and throughout other history units**

Benchmarks:

1. Students will compare and contrast the roles of producers and consumers.

2. Students will explain that a market exists when consumers buy and producers sell goods and services.

Economics: VI. B. Economic Choices

Standard:

1. The student will understand basic principles of economic decision making.

Benchmarks:

1. Students will understand the concept of scarcity and its role in decision-making.

2. Students will apply a decision-making process to make informed choices. (State the problem, identify alternatives using explicit criteria, make a decision, and explain the choice that was made)

3. Students will analyze how people respond predictably to positive and negative economic incentives (Subsidies of land grants to railroad helped build transcontinental railroad; tariffs discouraged importation of foreign textiles)

Economics: VI. C. the Market Economy

Standard:

1. The student will understand that in a market economy income is earned in different ways.

Benchmark:

1. Students will identify multiple forms of income and their sources. (wages and salary, rent, interest, and profit)

Year 1: Rotating Social Studies for Woodlands (Grades 4 & 5)

Native Americans

History of America:

I.A. Pre-history through **1607**

Historical Skills:

IV. B. Historical Resources

IV. C. Historical Inquiry

Geography:

V.C. Physical Features and Processes

V.E. Essential Skills

***NOTE: Yellow highlighted Standards and Benchmarks MUST BE TAUGHT at the prescribed time to assure the given skill is appropriately addresses at some time in a student's educational process.**

Standards	<p>I.A. <u>Pre-history through 1607</u> 1. <i>The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.</i></p> <p>IV. B. <u>Historical Resources</u> 2. <i>The student will begin to use historical resources.</i></p> <p>IV. <u>Historical Inquiry</u> 3. <i>The student will apply research skills by investigating a topic in U.S. history</i> 4. <i>The student will analyze historical evidence and draw conclusions</i> 5. <i>The students will present and explain the findings of a research project.</i></p> <p>V.B. <u>Maps and Globes</u> 6. <i>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i></p> <p>V.C. <u>Physical Features and Processes</u> 7. <i>The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.</i></p> <p>V.E. <u>Essential Skills</u> 8. <i>The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i></p> <p>Students will develop and understanding of the historical importance of Native Americans, the cultures and contributions of various tribes</p>
Outcomes	<p>Benchmarks</p> <p>I.A. <u>Pre-history through 1607</u> 1. <i>Students will compare ways of life of Indian Nations from different regions of the North America (Iroquoise, Cherokee, Ojibwe, Dakota, Hopi, Navajo, Yakama</i></p> <p>IV. B. <u>Historical Resources</u> 2. <i>Students will investigate the ways historians learn about the past if there are no written records: archeological and geographical evidence, art, architecture, oral traditions, and mythology.</i></p> <p>IV. C. <u>Historical Inquiry</u> <u>Investigation using research skills</u> 3. <i>Students will define a research topic that can be studied using a variety of historical sources,</i> 4. <i>Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives,</i></p>

Learner Activities	<p><i>as appropriate for their project.</i></p> <p>5. <i>Students will develop strategies to find, collect and organize historical research.</i></p> <p><u>Analyze historical evidence and draw conclusions</u></p> <p>6. <i>Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author’s interpretation of historical events</i></p> <p>7. <i>Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors’ view of historical events.</i></p> <p>8. <i>Students will understand the concepts of historical context and multiple causation.</i></p> <p>9. <i>Students will create a timeline that illustrates the relationship of their topic to other historic events.</i></p> <p><u>Present and explain findings of a research project</u></p> <p>10. <i>Students will analyze how historians present their work in multiple formats: papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media.</i></p> <p>11. <i>Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</i></p> <p>12. <i>Students will articulate a clear thesis statement that explains the historical relevance oft their research topic. Student will learn how to cite sources and to document their research in the form of a bibliography.</i></p> <p>13. <i>Student will learn what constitutes plagiarism and how to paraphrase appropriately other people’s work in new interpretive format.</i></p> <p><u>V.C. Physical Features and Processes</u></p> <p>14.<i>Students will locate and describe major physical features such as mountain systems, river basin, deserts, and plains)</i></p> <p><u>V.E. Essential Skills</u></p> <p>15. <i>Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</i></p> <p>Students will</p> <ul style="list-style-type: none"> • read literature books and view videos to learn about the historical importance of Native Americans. • compare and contrast cultures of North American tribes • work in groups to research Native American cultures and develop a presentation for Savannah students • make story webs to map out stories • participate in literature discussions • use maps and time lines • take notes and make written responses in a journal • research, create and present poster of important elements in tribal life
	Teaching Strategies

	<ul style="list-style-type: none"> • Set up and experience life in an authentic tipi. • Use graphic organizers (time-lines, tables and graphs) • Set-up a tipi
Resources	<p>An authentic tipi experience</p> <p>Literature Books Media Collection of Native American books <u>Arctic Indians</u> <u>Ojibwa</u> <u>California</u> <u>Great Basin</u> <u>Plateau</u></p> <p>Video series: Native Americans Internet information Exemplars (student work from past years)</p> <p>Instructional Recourses: <u>The Complete Book of United States History</u>. American Education Publishing. Pgs. 7-27 <u>History Pockets: Colonial America</u>, grades 4-6. (Evan-Moor) <u>History Pockets: Native Americans</u>, grades 1-3 (Evan-Moor) <u>Social Studies Made Simple</u>, Grade 5. (McGraw-Hill) pages 7-13 <u>Silver Burdett and Ginn Social Studies program</u></p>
Assessments	<ul style="list-style-type: none"> • Criteria for research project/presentation (Checklist and/or rubric) • Self assessment of research presentation • Observation • Response log/Reflections • Students will use a T-chart, graph, Venn diagram or table to compare and contrast cultures/understand that people have same needs, even though they have differences • Unit test from Social Studies series
Technology	<p>Native American Life videos (Schlessinger)</p> <p>Internet sources (Google sites)</p> <p>Use computer programs for aid in presentation</p> <p>Video taping student presentations</p>
Significant Tasks and Projects	<ul style="list-style-type: none"> • Replicate Native American life by spending with Community volunteer, Larry Richie, in the school tipi. • Invite Native American speaker • Woodland students will research a Native American people following a checklist provided and will then give presentations to Savannah students • Compare and contrast information gleaned from Native American videos

Native Americans Assessment Rubric

1. The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.
2. The student will apply research skills by investigating a topic in U.S. history
3. The student will analyze historical evidence and draw conclusions
4. The students will present and explain the findings of a research project.
5. The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.

<u>Significant tasks</u>	Score of 1.	Score of 2.	Score of 3.
<p>1. Meet with another research group and use a Data Disk or Venn diagram to compare and contrast Native American group studied</p> <p>2. Students will research an Indian Nation using the prescribed checklist and give a presentation to classmates upon completion of project.</p>	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<p><i>1. Students will compare ways of life of Indian Nations from different regions of the North America (Iroquoise, Cherokee, Ojibwe, Dakota, Hopi, Navajo, Yakama</i></p>			
<p><i>2. Students will investigate the ways historians learn about the past if there are no written records: archeological and geographical evidence, art, architecture, oral traditions, mythology.</i></p>			
<p><u>Investigation using research skills</u></p> <p>3. Students will define a research topic that can be studied using a variety of historical sources,</p> <p>4. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</p> <p>5. Students will develop strategies to find, collect and organize historical research.</p>			
<p><u>Analyze historical evidence and draw conclusions</u></p> <p>6. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events</p> <p>7. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.</p> <p>8. Students will understand the concepts of historical context and multiple causation.</p> <p>9. Students will create a timeline that illustrates the relationship of their topic to other historic events.</p>			
<p><u>Present and explain findings of a research project</u></p> <p>10. Students will analyze how historians present their work in multiple formats: papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media.</p> <p>11. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</p> <p>12. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</p> <p>13. Student will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in new interpretive format.</p>			

Early Civilization in the United States Project (adapted from Ways that Work, pgs. 17-27)

Name: _____

Group Members: _____

The original inhabitants of North America were the large and diverse American Indian Nations. It is believed that long ago the Bering Straight was a connection between what is now Eurasia and North America. These early settlers spread out across the land, and although there are many commonalities, each group developed a culture and lifestyle based on the region in which they settled. You are going to be transported back in time to live among these ancient peoples and to research what life was like then. You and your friends will need to share your knowledge when you return.

1. You will need to read books and consult other related resources materials such as the Internet and historical societies. Keep track of the books and other reference sources here.

Name of Book	Author	Genre	Dates started/completed

Points: 10 points for each book read
100 minimum points required per group member
Due Date: _____ Score: _____

2. You will prepare a poster depicting the village in which you live including shelter, transportation modes, artifacts, tools, and other pictorial information that will show what life was like. Please include captions, along with information describing the significance of items included in the poster.

Points: 50 points maximum for including all requirements in poster
 50 points maximum for captions and descriptive sentences

Due Date: _____ Score: _____

3. You will make a pictorial map of North America that will approximate the size, distance, and shape of their region, symbolize natural resources and demonstrate an understanding of geographic features. Show your location and provides information about the resources found in that area. The map should be labeled with heading, a compass rose and a legend. Please write a descriptive paragraph explaining the reason your people chose to settle here and how the physical area impacts life.

Points: 50 points maximum for a map
 50 points maximum for the descriptive paragraphs

Due Date: _____ Score: _____

4. Your group will each make a Yakima Native American Time Ball that will record at least 10 significant events that took place in your life as an ancient Native American (see page 144 in Ways that Work) or to bring back a time capsule with at least 10 artifacts that have a written explanation of the significance. You may also choose to determine a graphic that a member of your Native American family would use to record significant events of their lives.

Points: 200 points for a completed Yakima Native American Time Ball or
 item of your choice that shows significant life events

Due Date: _____ Score: _____

5. Your group will present the whole project to the class.

Points: 200 points maximum for presentation

Due Date: _____ Score: _____

6. Your group will participate in three group conferences with your teacher during the project. You will cooperatively plan and work together to accomplish your goals. You will provide evidence of such cooperation to the teacher. (Bring all planning sheets with you for each conference. You must turn these in during the final conference to receive credit for your work.)

First conference: Planning and goal setting

Due Date: _____

Score: _____

Second conference: Mending and tending

Due Date: _____

Score: _____

Third conference: Evaluation and recommendations

Due Date: _____

Score: _____

Points: 100 maximum for evidence of:

- a.) efforts to solve problems peacefully
- b.) creation of a comfortable environment for all
- c.) collaboration on ideas so everyone is included
- d.) contribution of a similar amount of work by each member

Data Disk from Ways that Work by Tarry Lindquist, pg. 156

This graphic organizer is designed to emphasize the relationships between environment and culture. The cultural disc is affixed to the blank core of the larger general data disc by a brad placed would represent culture are:

- Clothing
- Traditions
- Education
- Food
- Shelter
- Economic System
- Jobs

- Social life
- Form of Government
- Reasons for emigration
- Communication
- Transportation
-

The categories for the outer disc that represents the environment are:

- Size/Physical Features
- Climate
- Natural Resources
- Population
- Chief Projects

When the sections are filled in, students are asked to rotate the general data disc, paying particular attention to the natural resources section. The following questions can prompt class discussions.

1. *How could natural resources influence the shelter you build? The clothing you wear/ the traditions, like holidays and favorite sports, you observe?*
2. *Would natural resources influence the kind of food you eat? The economy? The education needed to be productive?*
3. (Continue to proceed around the disc, making generalizations about the specific relationships between environment and culture.)

Explorers

U. S. History:

I.B. Pre-history through 1607

Historical Skills:

IV. A. Concepts of Time.

IV. B. Historical Resources

Geography:

V. A. Concepts of Location

V.B. Maps and Globes

V.C. Physical Features and Processes

V.E. Essential Skills

Standard	<p>I.B. Pre-history through 1607</p> <p>1. <i>The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nation.</i></p> <p>IV. A. Concepts of Time.</p> <p>2. <i>The student will acquire skills of chronological thinking</i></p> <p>IV. B. Historical Resources</p> <p>3. <i>The student will begin to use historical resources.</i></p> <p>V. A. Concepts of Location</p> <p>4. <i>The student will identify events and locate major physical and cultural features that played an important role in the history of the United States.</i></p> <p>V.B. Maps and Globes</p> <p>5. <i>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i></p> <p>6. <i>The student will use maps to acquire, process, and report on the spatial organization of places on earth.</i></p> <p>V.C. Physical Features and Processes</p> <p>7. <i>The student will identify and locate geographic features associated with the development of the United States.</i></p> <p>V.E. Essential Skills</p> <p>8. <i>The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i></p>
Benchmarks	<p>I.B. Pre-history through 1607</p> <p>1. <i>Students will identify key European explorers and how their voyages led to the establishment of colonies. (Christopher Columbus, Jacques Cartier, Henry Hudson, Ponce de Leon, John Smith.)</i></p> <p>2. <i>Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts (trading relationships, wampum, smallpox)</i></p> <p>IV. A. Concepts of Time.</p> <p>3. <i>Students will develop a chronological sequence of persons, events and concepts studied in this unit. (timelines, graphic representations of historical narratives)</i></p> <p>IV. B. Historical Resources</p> <p>4. <i>Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, material artifacts, art, maps, and statistics)</i></p> <p>V.A. Concept of Location –</p> <p>5. <i>Students will use maps and globes to locate places referenced in study of explorers.</i></p> <p>6. <i>Students will use cardinal and intermediate directions to locate places. (Students will describe the directional relationships between home and places studied – N,NE,E,SE,S,SW,W,NW)</i></p>

Learner Activities	<p>V.B. Maps and Globes 7. <i>Students will interpret and create maps using the map elements of title, direction, symbols, and a map key or legend.</i> 8. <i>Students will use political and thematic maps to locate major physical and cultural regions of the world. (Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude)</i></p> <p>V.C. Physical Features and Processes <i>10. Students will identify physical features and analyze their impact as either hindering or promoting settlement.</i></p> <p>V.E. Essential Skills <i>11. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</i></p> <ul style="list-style-type: none"> • Students will develop an understanding of the period of history when people explored North America. • Students will develop basic map skills. • Students will read literature books and view videos to learn about historical explorers. • Students will use maps and timelines to track explorations.
Teaching Strategies	Using literature and videotapes, students will learn about explorers. Timeline
Resources	<p>World maps Literature Selections Instructional Resources: <u>The Complete Book of United States History.</u> American Education Publishing. Pgs. 31-48 <u>Lift-the-Flap- Timelines: American History.</u> By Alyse Sweeney. (Scholastic) pg. 9-12 <u>Don't Know Much About American History</u> by Kenneth C. Davis <u>History Pockets: Explorers of North America.</u> Grades 4-5 (Evan-Moor) <u>Social Studies Made Simple, Grade 4.</u> (McGraw-Hill) pgs. 1-12 <u>Social Studies Made Simple, Grade 5</u> (McGraw-Hill) pgs. 14-15</p>
Assessments	Students will use a map of the world to track the routes of famous explorers. Students will develop a timeline to show the history of exploration.
Technology	Videos: American Explorers and Pioneers (Goldhil Video) United States History: The Era of Colonization 1585-1763 (Schlessinger) The Vikings in North America
Significant Tasks and Projects	History of America Timeline Map completion When explorers met the Native Americans – positive and negative effects “Walk in Their Shoes” interview

Explorers

1. *The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nation.*
2. *The student will acquire skills of chronological thinking*
3. *The student will identify events and locate major physical and cultural features that played an important role in the history of the United States.*
4. *The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.*
5. *The student will make and use maps to acquire, process, and report on the spatial organization of places on earth.*

<u>Significant tasks</u> 1. Complete a History of America Timeline 2. Identify Exploration routes on World Map 3. “Walk in Their Shoes” interview (When explorers met the Native Americans – positive and negative effects) 4. Make a Wondershape that includes information about Explorers.	Score of 1.	Score of 2.	Score of 3.
<i>1. Students will identify key European explorers and how their voyages led to the establishment of colonies. (Christopher Columbus, Jacques Cartier, Henry Hudson, Ponce de Leon, John Smith.)</i>			
<i>2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts (trading relationships, wampum, smallpox)</i>			
3. Students will develop a chronological sequence of persons, events and concepts studied in this unit. (timelines, graphic representations of historical narratives)			
<i>4. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, material artifacts, art, maps, and statistics)</i>			
<i>5. Students will use political and thematic maps to locate major physical and cultural regions of the world. (Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude)</i>			
<i>6. Students will use and create a variety of maps to scale</i>			

Significant tasks

“Walk in Their Shoes” Interview

After a biography of a historical person has been read and discussed, have students pretend to be reporters interviewing that person. This is a way to link reading, language arts, and social studies. The following is a list of tasks students can follow:

1. Brainstorm questions a reporter might ask
2. Par down the list by eliminating questions that can be answered with a simple yes or no in favor of those requiring longer, more thoughtful answers.
3. Choose six questions to ask in a mock interview

4. Students pretend to be the historical person and respond to all six questions in writing (This gives evidence of students' reading comprehension and practice in writing. Voice, use of the present tense, and fluency are important language art skills used here along with additional social studies skills of sequencing, recognizing the significance of events, and demonstrating an appreciation for perspective)
5. Determine the format you want to use (poster, book, article)
6. Add visuals to the interview text for the final copy.

Wondershape Organizer

This is an activity that promotes problem-solving, explores symmetry, offers open-ended choices, and contributes to personal connections. After the students have decided on the number of categories, such as the five issues that contributed to the Civil War*, they should do the following:

1. Using drawing paper cut four or more identical symmetrical shapes about six inches or more in diameter. Put one step or category on each shape. Use words or pictures.
2. Fold each shape in half, keeping the drawing/words inside.
3. Put glue on one half of the outside of the shape and attach it to one half of the outside of the second shape.
4. Glue the other half of that shape to one half of the outside of a third shape, and so on until all the shapes are connected.
5. Tie a length of string to a paper clip and attach to the wonder shape. Suspend from the ceiling

Colonial America

U.S. History:

I.C. Colonization and Conflict, 1607-1780

Historical Skills:

IV. A. Concepts of Time.

IV. B. Historical Resources

Geography:

V. A. Concepts of Location

V.B. Maps and Globes

V.C. Physical Features and Processes

V.E. Essential Skills

Standards	<p>I.C. Colonization and Conflict, 1607-1780</p> <p>1. <i>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America</i></p> <p>IV. A. Concepts of Time.</p> <p>2. <i>The student will acquire skills of chronological thinking</i></p> <p>IV. B. Historical Resources</p> <p>3. <i>The student will begin to use historical resources.</i></p> <p>V. A. Concepts of Location</p> <p>4. <i>The student will identify and locate major physical and cultural features that played an important role in the history of the United States.</i></p> <p>V.B. Maps and Globes</p> <p>5. <i>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i></p> <p>V.C. Physical Features and Processes</p> <p>6. <i>The student will identify and locate geographic features associated with the development of the United States.</i></p> <p>V.E. Essential Skills</p> <p>7. <i>The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i></p>
Benchmarks	<p>I.C. Colonization and Conflict, 1607-1780</p> <p>1. <i>Students will explain and understand the political, religious, social and economic events and conditions that led to the colonization of America (religious persecution in Europe, economic opportunity, missions).</i></p> <p>2. <i>Student will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies and analyze their impact (plantation agriculture, maritime industries, family farming, animal husbandry) *Also covered in Civil War unit</i></p> <p>3. <i>Student will be introduced to the differences and tensions between the English colonies and American Indian tribes (Pequot War, French and Indian War)</i></p> <p>4. <i>Students will be introduced to the significance of enslaved Africans and their descendants in the economic and social life of the colonies.</i></p> <p>IV. A. Concepts of Time.</p> <p>5. <i>Students will develop a chronological sequence of persons, events and concepts studied in this unit (timelines, graphic representations of historical narratives)</i></p> <p>IV. B. Historical Resources</p> <p>6. <i>Students will identify, describe and extract information from various types of</i></p>

<p>Learner Activities</p>	<p><i>historical sources, both primary and secondary (letters, diaries, newspaper accounts, architecture, material artifacts, art, maps, and statistics)</i></p> <p><i>7. Students will assess the credibility of different sorts of sources such as popular press (newspapers and magazines), eyewitness accounts, diaries, literature, interviews, photographs, government documents, scholarly publications, and web resources and know their value.</i></p> <p>V.C. Physical Features and Processes</p> <p><i>8. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States. Students will describe the major physical features of the United States.</i></p> <p>V.E. Essential Skills</p> <p><i>9.. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</i></p> <ul style="list-style-type: none"> • Students will read literature books (see list on pages 3 and 4), and view videos to learn about the Colonial period in history and how people and events shaped the United States. • Students will develop a time line of historically important dates • Students will participate in group discussions
<p>Teaching Strategies</p>	<p>Literature book selections including biographies Colonial Life videos Use of charts/tables to compare/contrast Colonial and modern day life Discussion groups Timeline development Use of U.S. maps</p>
<p>Materials</p>	<p><u>Literature books:</u> <u>Benjamin Franklin</u> <u>Meet George Washington</u> <u>To Be a Slave</u> by Julius Lester <u>If You Lived When There Was Slavery in America</u> by Anne Kamma</p> <p><u>Instructional Resources:</u> <u>The Complete Book of United States History.</u> American Education Publishing. pgs. 55-83 <u>Social Studies Made Simple, Grade 5</u> (McGraw-Hill) pgs. 16-25 <u>The Era of Colonization and Settlement, 1600s-1760s.</u> by Kathy Sammis (J. Weston Walch) <u>Don't Know Much About American History</u> by Kenneth C. Davis <u>Lift-the-Flap- Timelines: American History.</u> By Alyse Sweeney. (Scholastic) pg. 13-24 <u>History Pockets: Colonial America, grades 4-6</u> (Evan-Moor) <u>History Pockets: Life in Plymouth Colony, grades 1-3</u> (Evan-Moor) Videos listed below</p>
<p>Assessments</p>	<ul style="list-style-type: none"> • Discussion groups after reading a selection such as “To Be a Slave” • Written work - A day in the life of _____” a journal written from the Colonial period view • An accurate timeline of significant events • Produce an ABC Picture book • Anecdotal notes that document student achievements • A completed data disc

Technology	Videos: Liberty series Colonial Life for Children, Plymouth Plantation (Schlessinger) Colonial Life for Children, Settling the new World (Schlessinger) Internet
Project-based learning	<ul style="list-style-type: none">• “A day in the life of _____” a journal written from the Colonial period view: Why I Came to America• An accurate timeline that shows historical significance of dates.• Map projects• Venn diagram settlements in different geographical areas.• Data Disc or ABC picture book

Colonial America

1. The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America

2. The student will acquire skills of chronological thinking

Significant tasks	Score of 1.	Score of 2.	Score of 3.
1. "A day in the life of _____" a journal written from the Colonial period view: Why I Came to America 2. An accurate timeline that shows historical significance of dates. 3. Data Disk or an ABC Picture book	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area
1. Students will explain and understand the political, religious, social and economic events and conditions that led to the colonization of America (religious persecution in Europe, economic opportunity, missions).			
2. Student will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies and analyze their impact (plantation agriculture, maritime industries, family farming, animal husbandry)			
3. Student will identify the differences and tensions between the English colonies and American Indian tribes (Pequot War, French and Indian War)			
4. Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies.			
5. Students will develop a chronological sequence of persons, events and concepts studied in this unit (timelines, graphic representations of historical narratives)			
6. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, architecture, material artifacts, art, maps, and statistics)			

Projects:

1. Data Disk (Ways that Work by Tarry Lindquist) pg. 156

This graphic organizer is designed to emphasize the relationships between environment and culture. The cultural disc is affixed to the blank core of the larger general data disc by a brad placed would represent culture are:

- Clothing
- Traditions
- Education
- Food
- Shelter
- Economic System
- Jobs
- Social life
- Form of Government
- Reasons for emigration
- Communication
- Transportation

The categories for the outer disc that represents the environment are:

- Size/Physical Features
- Climate
- Natural Resources
- Population
- Chief Projects

When the sections are filled in, students are asked to rotate the general data disc, paying particular attention to the natural resources section. "How could natural resources influence the

shelter you build? The clothing you wear/ the traditions, like holidays and favorite sports, you observe? Would natural resources influence the kind of food you eat? The economy? The education needed to be productive? (Continue to proceed around the disc, making generalizations about the specific relationships between environment and culture.)

ABC picture book

Objective: to identify historical events and develop written communication skills.

This project would be undertaken after students have read/researched a topic such as the Revolutionary War and have examined a selection of "ABC" books.

Instructions:

Your book should contain the following:

1. decorated cover with name(s) of authors
2. each letter of the alphabet is on a separate page
3. a word or term relating to the topic (Revolutionary War) for each letter
4. a thorough definition/explanation of each word written in terms a younger child could understand
5. an illustration for each word that can be drawn, copied, cut from magazines or newspapers, or computer generated

Assessment:

Be consistent throughout your book Make it as much like a real ABC book as possible. Your grade will be determined by

- craftsmanship
- creativity
- thoroughness
- neatness
- writing conventions (remember spelling and grammar count)

U.S. History: Colonial Times

I.D. Political Unrest and the American Revolution 1763-mid-1791

Historical Skills:

IV. A. Concepts of Time.

IV. B. Historical Resources

<p>Standard</p>	<p><u>I.D. Political Unrest and the American Revolution 1763-mid-1791</u></p> <p>1. Students will demonstrate an understanding of the causes and course of the American Revolution.</p> <p>2. Students will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.</p> <p><u>IV. A. Concepts of Time.</u></p> <p>3. The student will acquire skills of chronological thinking</p> <p><u>IV. B. Historical Resources</u></p> <p>4. The student will begin to use historical resources.</p>
<p>Benchmarks</p>	<p><u>I.D. Causes and course of the American Revolution</u></p> <p>1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain (The Proclamation of 1763, the Stamp Act, the Boston Tea Party, The Intolerable Acts)</p> <p>2. Students will be introduced to the principles of the Declaration of Independence.</p> <p>3. Students will analyze the roles of key individuals and political leaders in the American Revolution (Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington, Francis Marion, Jon Hancock, Nathan Hale)</p> <p>4. Students will know and understand key factors and events contributing to the defeat of the British(Differences in warfare style, the Committees of Correspondence, the Battles of Trenton, Saratoga, Yorktown).</p> <p><u>I.D. Principles of the American Revolution: the foundation of a new nation.</u></p> <p>5. Students will be introduced to the basic principles of the new government established by the Constitution of the United State(Separation of powers, three branches of government, checks and balances.</p> <p>6.Students will be introduced to the reasons why the United States developed the Constitution, including the debates and compromises that led to the final document (Other topics could include Interstate commerce, Shay’s Rebellion, 3/5 Compromise, Bill of Rights)</p> <p><u>IV. A. Concepts of Time.</u></p> <p>Students will develop a chronological sequence of persons, events and concepts studied in this unit(timelines, graphic representations of historical narratives)</p> <p><u>IV. B. Historical Resources</u></p> <p>1. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, architecture, material artifacts, art, maps, and statistics)</p> <p>2. Students will assess the credibility and determine appropriate use of different sorts of sources such as: popular press (newspapers and magazines), eyewitness accounts, diaries, literature, interviews, photographs, government documents, and web resources.</p>
<p>Learner Activities</p>	<p>Students will learn of People, Causes and Effects of the American Revolution</p>
<p>Teaching Strategies</p>	<p>Provide opportunities for students to</p> <ul style="list-style-type: none"> • View and discuss videos • Use maps and time lines • Take notes and make written responses in a journal • Participate in Literature/Textbook discussions • Make Story Webs • Read literature and textbook selections • Teach with graphic organizers (maps, graphs and time lines)
<p>Resources</p>	<p>Literature Books used: <u>The Fighting Ground</u> by Avi <u>Benjamin Franklin</u></p>

	<p><u>Meet George Washington</u> <u>Emma's Journal</u> <u>Night Journeys</u> <u>Revolutionary War on Wednesday</u></p> <p>Other recommended literature selections: <u>George Washington's Socks</u> <u>Johnny Tremain</u> by Ester Forbes (Houghton Mifflin, 1946) <u>My Brother Sam is Dead</u> by James and Christopher Collier (Four Winds, 1974) <u>Sarah Bishop</u> by Scott O'Dell (Houghton Mifflin, 1980) <u>The Secret of Sarah Revere</u> by Ann Rinaldi (Gulliver, 1995) <u>Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart</u> by Kristiana Gregory (Scholastic, 1996)</p> <p>Instructional Resources: <u>*The Complete Book of United States History</u>. American Education Publishing. pgs. 89-112 <u>*Social Studies Made Simple, Grade 5</u> (McGraw-Hill) pgs. 26-28 <u>Lift-the-Flap- Timelines: American History</u>. By Alyse Sweeney. (Scholastic) pg. 13-18 <u>Don't Know Much About American History</u> by Kenneth C. Davis</p> <p>Other: PBS Videos: Liberty series Silver Burdett and Ginn Social Studies Text U.S. and World maps Internet resources</p>
Assessments	<p>Observation/anecdotal notes Participation in literature/textbook discussion groups Written responses to videos Video of presentations "What did you see?" You must gather information about the event so that you can describe what happened as you saw it and decide whether you would support going to war for American independence.</p>
Technology	<p>Videos: Liberty Series: American Independence The American Revolution/Oh Fatal Ambition The American Revolution/Are We To Be a Nation The American Revolution/Reluctant revolutionaries The American Revolution/the Times that try Men's Souls The American Revolution/Blows Must Decide The American revolution/World turned Upside Down</p> <p>Internet resources Word processing using computers</p>
Significant Tasks and Projects	<p>Written responses "What Did You See" Pick a Part from <u>How to Meet Standards, Motivate Students, and Still Enjoy Teaching</u>. Bensen. Pgs. 112-114 Your Opinion: What were the three most significant events leading up to the Revolutionary War? Opinion Continuum/ Persuasive writing to support opinion</p>

Political Unrest and the American Revolution 1763-mid-1791

- 1. Students will demonstrate an understanding of the causes and course of the American Revolution.*
- 2. Students will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation*

<u>Significant tasks</u> What Did You See? A speech that supports your point of view to support going to war or not. (from <u>How to Meet Standards, Motivate Students, and Still Enjoy Teaching</u> . Bensen. Pgs. 112-114) Your Opinion: What were three most significant events leading up to the Revolutionary War? Opinion Continuum activity	Score of 1.	Score of 2.	Score of 3.
<i>1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain (The Proclamation of 1763, the Stamp Act, the Boston Tea Party, The Intolerable Acts)</i>			
<i>2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths.</i>			
<i>3. Students will analyze the roles of key individuals and political leaders in the American Revolution (Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington, Francis Marion, Jon Hancock, Nathan Hale)</i>			
<i>4. Students will know and understand key factors and events contributing to the defeat of the British(Differences in warfare style, the Committees of Correspondence, the Battles of Trenton, Saratoga, Yorktown).</i>			
<i>5. Students will know and understand basic principles of the new government established by the Constitution of the United State(Separation of powers, three branches of government, checks and balances.</i>			
<i>6.Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document (Interstate commerce, Shay’s Rebellion, 3/5 Compromise, Bill of Rights)</i>			

Human Opinion Continuum

This is a way to create a living continuum where students can express their opinions about most any issue, whether historical or contemporary.

1. Pretend there is a line running from the back of our classroom to the front. The back of the line represents the opinion that the Patriots were 100 percent right in rebelling against King George and England - that wars like the Revolutionary War are justified. The front of the line represents the opinion that the Patriots didn't have to fight a war that they could have worked out another way to get their freedom over time -that wars are never justified.

2. When I signal, go stand where you are most comfortable. If you wish to stand in the middle, will you stand closer to the war-is-justifiable end of the line or with the war-is-never-justifiable end?
3. Now without taking, stand up for your opinion. In one minute, I'll be asking you to tell us why you are standing where you are. Students could be assigned to write a persuasive paragraph/essay that promotes their opinion
4. After we share our opinions, you'll have an opportunity to change your position if you'd like.
5. As the unit progresses, students could have the opportunity to revisit the continuum and choose where to stand, based on new knowledge acquired.

Point of View

What Did You See?

You are a witness of an important pre-Revolutionary event, and you have been called to testify before the Continental Congress. You must gather information about the event so that you can describe what happened as you saw it and decide whether you would support going to war for American independence. Draft a speech to be delivered as you testify in front of the members of the Continental Congress.

The process: Students draw a character and event from a hat before the teacher does any teaching about the causes of the Revolutionary War. To help students see that there was not agreement on going to war with Great Britain, make sure that the people in the roles might have different perspectives on the events they saw. For example, one person might be a British sailor on one of the ships in Boston Harbor when the tea was dumped into the bay. Another might be a waitress at the tavern on Lexington Green when the battle took place there. After each student has an assignment the class should brainstorm where they might get information about these events. Give the students time to research and construct their speeches. As students give their testimony, classmates will learn of the causes of the Revolutionary war.

What were the three most significant events leading up to the Revolutionary War?

- 1.
- 2.
- 3.

nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations (The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, frontier families).

2. *Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph (the reaper, the steam locomotive, construction of canals, “King Cotton” and the expansion of slavery).*

IV. A. Concepts of Time.

Students will develop a chronological sequence of persons, events and concepts studied in this unit (timelines, graphic representations of historical narratives)

IV.B. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, material artifacts, maps)

V. A. Concepts of Location

1. *Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied (Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia)*

2. *Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877 (Ireland, Germany, China)*

3. *Students will describe how the landownership patterns laid out by the French, English, Spanish and the United States Public Land Survey created different landscapes in different parts of the country. (Rectangular survey in Midwest, long lots, metes and bounds in former colonies)*

V.B. Maps and Globes

1. *Students will create a map to scale.*

V.C. Physical Features and Processes

1. *Students will locate and describe major physical features such as mountain systems, river basin, deserts, and plains)*

2. *Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States (Mohawk Depression, Ohio River, Appalachian Mountains, and California gold fields)*

3. *Students will describe the major physical features of the United States.*

4. *Students will describe patterns of vegetation and landforms in the United States.*

V.D. Interconnections

1. *Students will analyze how changes in technology and political attitudes promote development in various regions of the United States. (Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal)*

2. *Students will analyze how changes in transportation affected settlement of the country (Canals in early 1800s; steamboats in the mid-1880s, westward expansion; settlement of Minnesota, areas people moved from and to.)*

3. *Students will recognize changes over time in nearby landscapes, resulting from human occupation (forest and farm land being replaced by housing)*

V.E. Essential Skills

1. *Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)*

Learner Activities	<p>Students will</p> <ul style="list-style-type: none"> • read literature books • view and discuss videos • participate in discussion groups • use mapping and timeline activities that represent Westward Movement • read selected portions of Social Studies texts • take notes and make written responses in a journal • select from the menu of project options to document understanding of Westward movement
Teaching Strategies	<p>Literature selections Video presentations Read-aloud historical books Facilitate discussion groups Facilitate project time Use graphic organizers (timelines, maps, and graphs) Guided reading groups Homework assignments</p>
Resources	<p>Literature Books: <u>Frozen Summer</u> <u>Journey to Nowhere</u> <u>Sacagawea</u> <u>Lewis and Clark...In their Own Words</u> <u>On to Oregon</u> <u>The Sign of the Beaver</u> <u>Sing Down the Moon</u> <u>Sarah, Plain and Tall</u> <u>Skylark</u> <u>Streams to the River, Rivers to the Sea</u> <u>Weasel</u></p> <p>Other literature selections: <u>Dear Levi: Letters from the Overland Trail by Elvira Woodruff</u> <u>If You Were a Pioneer on the Prairie by Anne Kamma</u></p> <p>Instructional Resources: <u>The Complete Book of United States History</u>. American Education Publishing. pgs. 119-166 <u>Social Studies Made Simple, Grade 5 (McGraw-Hill)</u> pgs. 16-25 <u>Ways that Work: Putting Social Studies Standards into Practice</u> by Tarry Lindquist <u>Lift-the-Flap- Timelines: American History</u>. By Alyse Sweeney. (Scholastic) pg. 41-44 <u>Don't Know Much About American History</u> by Kenneth C. Davis Silver Burdett and Ginn Social Studies text</p> <p>Media Center resources (video, literature books, reference books) Internet resources</p>
Assessments	<p>Observation Written responses in journal Graphic organizer projects Participation in literature/textbook discussions Lewis and Clark project</p>
Technology	<p>Videos: America's Explorers and Pioneers The Oregon Trail: A Story of the Oregon Trail United States Expansion</p>

	Internet Computer use for word processing
Significant Tasks and Projects	Journal simulation of westward trip Timeline Map activities Working with Savannah students to create a model of pioneer life in the greenhouse Pioneer Journey– A cooperative Project for Westward Expansion from <u>Ways that Work: Putting Social Studies Standards into Practice</u> by Tarry Lindquist (pgs 17-27) Lewis and Clark project

I.E. Growth and Westward Expansion, 1801-1861

1. The student will demonstrate knowledge of western expansion, conflict, and reform in America.
2. The student will identify and locate geographic features associated with the development of the United States.
3. The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.
4. The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.
5. The student will describe how humans influence the environment and in turn are influenced by it.

Significant tasks Pioneer Journey – A cooperative Project for Westward Expansion	Score of 1. Student shows little understanding in this area	Score of 2. Student shows some understanding in this area	Score of 3. Student shows good understanding in this area.
1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations (The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, frontier families).			
2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph (the reaper, the steam locomotive, construction of canals, "King Cotton" and the expansion of slavery).			
3. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied (Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Colombia)			
4. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877 (Ireland, Germany, China)			
5. Students will describe how the landownership patterns laid out by the French, English, Spanish and the United States Public Land Survey created different landscapes in different parts of the country. (Rectangular survey in Midwest, long lots, metes and bounds in former colonies)			
6. Students will create a map to scale.			
7. Students will locate and describe major physical features such as mountain systems, river basin, deserts, and plains)			
8. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States (Mohawk Depression, Ohio River, Appalachian Mountains, and California gold fields)			
9. Students will describe the major physical features of the U. S.			
10. Students will describe patterns of vegetation and landforms in the United States.			
11. Students will analyze how changes in technology and political attitudes promote development in various regions of the United			

<p><i>States. (Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal)</i></p>			
<p><i>12. Students will analyze how changes in transportation affected settlement of the country (Canals in early 1800s; steamboats in the mid-1880s, westward expansion; settlement of Minnesota, areas people moved from and to.)</i></p>			
<p><i>13. Students will recognize changes over time in nearby landscapes, resulting from human occupation (forest and farm land being replaced by housing)</i></p>			

Pioneer Journey

Name: _____

Group Members: _____

You and your fellow travelers will work together to prepare for your trip in a Conestoga wagon. As you set out on your journey, you will be asked to keep a journal of events, people you met, interesting sites, new animals and plants and so on. Your group will need to work together in order to have a successful trip. Good luck!

1. You will need to read books and consult other related resources materials such as the Internet and historical societies. Keep track of the books and other reference sources here.

Name of Book	Author	Genre	Dates started/completed

Points: 10 points for each book read
100 minimum points required per group member
Due Date: _____ Score: _____

2. Use a map to track the route you will take. Determine how many days it will take you to complete your travels. This will help you decide how many supplies you will need to take. (Remember you are limited in how much you can take)

Points: 50 points for your map route
 50 points for your supply list.

Due Date: _____ Score: _____

Make a Conestoga Wagon using a 16 fold pattern and make oxen to pull it. Each member of the group needs also to have a pack that can have a maximum of 10 personal items. You will carry the satchel much of the time, so remember that when you pack it.

Points: 50 for the wagon and oxen
 100 points for each individual satchel

Due Date: _____ Score: _____

3. Keep a journal of events, places you've been, people you have met and interesting things you have seen. You need to have a minimum of 10 entries.

Points: 200 points for journal entries

Due Date: _____ Score: _____

4. Your group will present the whole project to the class.

Points: 200 points maximum for presentation

Due Date: _____ Score: _____

5. Your group will participate in three group conferences with your teacher during the project. You will cooperatively plan and work together to accomplish your goals. Evidence of such cooperation will be provided by you to the teacher. (Bring all planning sheets with you for each conference. You must turn these in during the final conference to receive credit for your work.)

First conference: Planning and goal setting

Due Date: _____

Score: _____

Second conference: Mending and tending

Due Date: _____

Score: _____

Third conference: Evaluation and recommendations

Due Date: _____

Score: _____

Points: 100 maximum for evidence of:

a.) efforts to solve problems peacefully

b.) creation of a comfortable environment for all

c.) collaboration on ideas so everyone is included

d.) contribution of a similar amount of work by each member

Bibliography on pgs 27-30 in Ways that Work: Putting Social Studies Standards into Practice by Tarry Lindquist

Science

Throughout this document:

Standards are in italics

Fourth grade is in Times New Roman

Fifth grade is Times New Roman and underlined

Woodlands Science Curriculum (Grades 4 and 5)

Strand I.A. History and Nature of Science: Scientific World View

Standards:

-The student will understand how science is used to investigate interactions between people and the natural world.

-The student will understand that communication is essential to science.

Benchmarks:

- 1. The student will explore the uses and effects of science in our interaction with the natural world*
- 2. The student will discuss the responsible use of science*
- 3. The student will recognize the impact of scientific and technological activities on the natural world.*
- 4. The student will know that current scientific knowledge and understanding guide scientific investigation.*
- 5. The student will recognize that clear communication of methods, findings and critical review is an essential part of doing science.*

Strand I. B. History and Nature of Science: Scientific Inquiry

Standards:

The student will participate in and understand the process of controlled scientific investigation.

Benchmarks:

- 1. The student will recognize with comparisons might not be fair because some conditions are not kept the same.*
- 2. The student will collect, organize, analyze, and present data from a controlled experiment.*
- 3. The student will recognize that evidence and logic are necessary to support scientific understanding.*
- 4. The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by the evidence.*
- 5. The student will observe that when a science investigation or experiment is repeated, a similar result is expected.*

Strand I. C. Scientific Enterprise

Standard

**The student will recognize that science and technology that involve different kinds of work and engages men and women of all backgrounds.*

Benchmarks

- 1. The student will describe different kinds of work done in science and technology.*
- 2. The student will identify men and women of various backgrounds and ages who have been involved in science and technology, both past and present.*

Year One	Year Two
II. Physical Science: Mixtures and Solutions Water	II. Physical Science: Levers and Pulleys Physics of Sound
III. Earth and Space Science: The Universe	III. Earth and Space Science: Earth Structures and Occurrences
IV. Life Science: Human Body	IV. Life Science: Human Body

Year 1 Woodlands Science (Grades 4 and 5)

Mixtures and Solutions

Physical Science: II. A. Structure of Matter

Standards	<i>The student will participate in and <u>understand the process of controlled scientific investigation.</u></i>
Outcomes	Students will demonstrate a basic understanding that chemistry is the study of the structure of matter and the changes or transformations that take place in it.
Benchmarks	<ol style="list-style-type: none"> 1. <i>The student will recognize with comparisons might not be fair because some conditions are not kept the same.</i> 2. <i>The student will collect, organize, analyze, and present data from a controlled experiment.</i> 3. <i>The student will recognize that evidence and logic are necessary to support scientific understanding.</i> 4. <i>The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by the evidence.</i> 5. <i>The student will observe that when a science investigation or experiment is repeated, a similar result is expected.</i>
Learner Activities	<ol style="list-style-type: none"> 6. Gain experience with the concepts of mixtures and solutions 7. Gain experience with the concepts of concentration and saturation 8. Gain experience with the concept of chemical relation 9. Apply an operational definition to determine the relative concentrations of solutions 10. Use group problem-solving techniques to plan investigations 11. Use measurement in the context of scientific investigations 12. Apply mathematics in the context of science 13. Acquire vocabulary associated with chemistry and the periodic table 14. Be introduced to the concept that all material made of very small particles called atoms and that atoms combine to form molecules 15. Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating
Teaching Strategies	Use the Foss science kit: Mixtures and Solutions Facilitate whole group discussions Assign flexible science groups Teacher modeling Read aloud Vocabulary review/discussion
Resources	Foss science kit: Mixtures and Solutions River Bend Nature Center pre- and post work Media Center books & videos Internet resources
Assessments	Observations Written responses Foss kit end of unit assessment Class discussion
Technology	Videotaping Word Processing Internet
Significant Tasks and Projects	Students will conduct experiments from the Foss Science Kit: Mixtures and Solutions

Water

Physical Science: II. A. Structure of Matter

Earth and Space Science: III.B. The Water Cycle, Weather and Climate

Standard	II. A. Structure of Matter 1. <i>The student will know that heating and cooling may cause changes to the properties of a substance</i> III.B. The Water Cycle, Weather and Climate 2. <i>The student will recognize that water on Earth cycles and exists in many forms.</i>
Outcomes	Students will demonstrate an understanding and explore the properties of water, changes in water, interactions between water and other earth materials, and how humans use water.
Benchmarks	II. A. Structure of Matter 1. <i>The student will observe that heating and cooling can cause changes in state.</i> 2. <i>The student will describe the changes in the properties of a substance when it is heated or cooled.</i> 3. <i>The student will compare and contrast the mass, shape and volume of solids, liquids and gases.</i> III.B. The Water Cycle, Weather and Climate 4. <i>The student will describe the water cycle involving the processes of evaporation, condensation, precipitation and collection</i> 5. <i>The student will identify where water exists on Earth.</i>
Learner Activities	<ul style="list-style-type: none">• Observe and explore properties of water in liquid, solid and gaseous states.• Observe the expansion and contraction of water as it warms and cools• Investigate factors that influence evaporation and condensation of water• Consider components of the water cycle• Observe and compare how water moves through different types of earth materials, including soil and gravel• Consider the water quality of local water sources• Investigate how water can be used to do work• Acquire vocabulary associated with water• Record observations in writing and pictures• Use language, social studies, and math skills in the context of science• Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing
Teaching Strategies	Foss science kit: Water Whole group discussions Flexible science groups Teacher modeling Read aloud Vocabulary review/discussion
Resources	Foss science kit: Water River Bend Nature Center field trips Media Center books & videos Internet resources
Assessments	Observations Written responses Foss kit end of unit assessment Class discussion

Technology	Video: The Wetlands Word Processing Internet
Significant tasks/projects	Students will conduct experiments from the Foss Science Kit: Water Sample: How many drops of water can you put on a penny?

The Universe

Earth and Science: III. C. (Although this standard is designated for fourth and fifth graders, it is presented in the Solar System unit for students in Savannah core group, grades one through three)

Standards	<i>III. C. The Universe</i> 1. <i>The student will identify the patterns and movements of celestial object.</i>
Benchmarks	<i>III. C. The Universe</i> 1. <i>The student will recognize that the stars in the sky appear to slowly move from the east to west.</i> 2. <i>The student will identify the sun as an average-sized star and that the other stars are so far away that they look like points of light.</i> 3. <i>The student will know that the telescopes magnify distant objects in the sky and dramatically increase the number of stars we can see.</i>

Woodlands Health Curriculum for Grade Four

Human Body/Living Organisms

- Life Science: IV. A. Cells
 IV. B. Diversity of Organisms
 IV. E. Biological Populations Change Over Time
 IV. F. Flow of Matter and Energy
 IV. G. Human Organisms

Standards	<p>IV. A. Cells <u>1. The student will know that all organisms are composed of cells, which are the fundamental units of life.</u></p> <p>IV. B. Diversity of Organisms <u>2. The student will know that living things can be sorted into groups in many ways according to their varied characteristics, structures and behaviors.</u></p> <p>IV. E. Biological Populations Change Over Time <u>3. The student will know that biological populations change over time.</u></p> <p>IV. F. Flow of Matter and energy <u>4. The student will know that matter and energy flow into, out of, and within a biological system.</u></p> <p>IV. G. Human Organism <u>5. The student will know the structures that serve various functions in the human body, including protection from disease.</u></p> <p>Students will demonstrate an understanding of the form and function of the human body.</p>
Outcomes	
Benchmarks	<p>IV. A. Cells <u>1. The student will recognize that cells are very small, and that all living things consist of one or most cells.</u></p> <p><u>2. The student will recognize that cells need: food, water and air, a way to dispose of waste, and an environment in which they can life.</u></p> <p>IV. B. Diversity of Organisms <u>3. The student will classify plants and animals according to their physical characteristics.</u></p> <p><u>4. The student will learn that the characteristics used for grouping depend on the purpose of the grouping.</u></p> <p>IV.B. Biological Populations Change Over Time <u>5. The student will recognize that individuals of the same species differ in their characteristics and that sometimes the difference give individuals an advantage in surviving and reproducing</u></p> <p><u>6. The student will recognize that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival.</u></p> <p><u>7. The student will compare the structure of fossils to one another and to living organisms</u></p> <p>IV.F. Flow of Matter and Energy <u>8. The student will recognize that organisms need energy to stay alive and grow, and that this energy originates from the sun.</u></p> <p><u>9. The student will use food webs to describe the relationship among producers, consumers, and decomposers in an ecosystem in Minnesota</u></p> <p><u>10. The student will recognize that organisms are growing, dying and decaying and that their matter is recycled.</u></p> <p>IV. G. Human Organisms <u>11. The student will understand that humans have structures that serve functions in growth, survival and reproduction.</u></p> <p><u>12. The student will know that germs entering the body can cause disease, and that the body has defenses against these germs.</u></p> <p><u>13. The student will know that there are many diseases that can be prevented by</u></p>

<p>Learner Activities</p>	<p><i>vaccination.</i></p> <ol style="list-style-type: none"> 1. Observe and investigate the human skeletal and muscle systems 2. Become aware of the versatility of movement provided by an articulated skeleton 3. Gain experience with the use of photographs, diagrams, and model bones to gather information 4. Build mechanical models to demonstrate how muscles are responsible for human movement 5. Compare the bones and muscles in their own bodies to photographs and models 6. Investigate response time of hands and feet 7. Develop an awareness of human bone and muscle structure and function and an appreciation for the versatility of the human body 8. Acquire the vocabulary associated with the human skeletal and muscle system. 9. Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing
<p>Teaching Strategies</p>	<p>Foss science kit: Human Body Whole group discussions Flexible science groups Teacher modeling Read aloud Vocabulary review/discussion Field Trips to River Bend Nature Center</p>
<p>Resources</p>	<p>Foss science kit: Human Body Media Center books & videos Internet resources Growing Up videos (Faribault Media Center)</p>
<p>Assessments</p>	<p>Observations Written responses Foss kit end of unit assessment Class discussion</p>
<p>Technology</p>	<p>Videos: Dying to be thin Word Processing Internet</p>
<p>Significant Tasks and Projects</p>	<p>Owl Pellet project Skeleton project</p>

Years One and Two Health for Fifth graders:

D.A.R.E.

Outcomes	Students will learn how to lead a healthy life style
Learner Activities	Students will meet with a deputy sheriff weekly to Develop positive self esteem Learn strategies for resisting negative peer pressure Learn about the harmful effects of drugs Learn how to have a healthy lifestyle – emotionally, socially and physically
Teaching Strategies	A deputy sheriff will meet weekly with fifth graders and will use the D.A.R.E. curriculum.
Resources	The D.A.R.E. curriculum
Assessments	Observation Student participation Student essays
Technology	Computer keyboarding for essays
Significant Tasks and Projects	Presentations by Secondary Students (S.T.O.P.P.S.) Student Essay Role-Playing

Year Two Woodlands Social Studies (Grades 4 and 5)

U.S. History:

I. F. American Civil War and Reconstruction, 1850s-1870s

Historical Skills:

IV. A. Concepts of Time.

IV. B. Historical Resources

Geography:

V. A. Concepts of Location

V.B. Maps and Globes

V.E. Essential Skills

Standards	<p>I. F. <u>American Civil War and Reconstruction, 1850s-1870s</u></p> <p>1. <i>The student will demonstrate knowledge of the causes of the Civil War.</i></p> <p>2. <i>The student will demonstrate knowledge of major events and people of the Civil War.</i></p> <p>IV. A. <u>Concepts of Time.</u></p> <p>3. <i>The student will acquire skills of chronological thinking</i></p> <p>IV. B. <u>Historical Resources</u></p> <p>4. <i>The student will begin to use historical resources.</i></p> <p>V. A. <u>Concepts of Location</u></p> <p>5. <i>The student will identify and locate major physical and cultural features that played an important role in the history of the United States.</i></p> <p>V.B. <u>Maps and Globes</u></p> <p>6. <i>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i></p> <p>V.E. <u>Essential Skills</u></p> <p>7. <i>The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i></p>
Outcomes	<p>Students will demonstrate an understanding and knowledge of the important people, causes and effects of the American Civil War.</p>
Benchmarks	<p>I. F. <u>American Civil War and Reconstruction, 1850s-1870s</u></p> <p>1. <i>Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights and explain how they resulted in major political compromises (Harper's Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, Harriet Beecher Stowe)</i></p> <p>2. <i>Students will identify on a map the states that seceded from the Union and those that remained.</i></p> <p>3. <i>Students will know and understand the roles of significant figures and battles of the Civil war Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman, and the Battle of Gettysburg (William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, Robert Lee)</i></p> <p>4. <i>Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders (13th Amendment and Reconstruction)</i></p> <p>IV. A. <u>Concepts of Time.</u></p> <p>5. <i>Students will develop a chronological sequence of persons, events and concepts studied in this unit (timelines, graphic representations of historical narratives)(<u>Harriet</u></i></p>

Learner Activities	<p><u>Tubman</u></p> <p>IV. B. Historical Resources</p> <p>6. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics) <u>Harriet Tubman</u></p> <p>7. Students will assess the credibility and determine appropriate use of different sorts of sources such as popular press (newspapers and magazines), eyewitness accounts, diaries, literature, interviews, photographs, government documents, scholarly publications, web resources).</p> <p>V.E. Essential Skills.</p> <p>8. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</p> <p>Literature/Textbook Circles & Discussion Literature/Textbook responses Literature/Textbook Discussion Preparation Story Webs View and discuss videos Take note and make written responses in a journal Use maps & time lines</p>
Teaching Strategies	<p>Graphic organizers (time lines, map & graphs) Read aloud Literature and articles on the Civil War Students will research/take notes as they prepare to write a cooperative newspaper</p>
Materials Used	<p>Literature books: <u>Charley Skedaddle</u> <u>Harriet Tubman</u> <u>Perilous Road</u> <u>Meet Abraham Lincoln</u> <u>Night John</u> <u>If You Lived When There Was Slavery in America</u> by Anne Kamma <u>To Be a Slave</u> by Julius Lester <u>Lies My Teacher Told Me</u> <u>Jewish Girl in the South</u> <u>Caught Between the Lash and the Gun (Lovelace)</u> <u>Trapped Between the Lines</u></p> <p>Instructional Resources: <u>The Complete Book of United States History</u>. American Education Publishing. pgs. 171-194 <u>Lift-the-Flap- Timelines: American History</u>. By Alyse Sweeney. (Scholastic) pg. 31-36 <u>Don't Know Much About American History</u> by Kenneth C. Davis <u>The Era of Civil War & Reconstruction, 1860-1877</u> by Kathy Sammis Silver Burdett & Ginn Social Studies text</p> <p>Media Center videos & books Internet Resources</p>
Assessments	<p>Contribution to cooperative newspaper Students will use maps to identify states involved in the Civil War Students will use timelines to chart significant events in the Civil War</p>
Technology	<p>Video: Civil War</p>

	The Drinking Gourd Word Processing Internet
Projects	Students will choose to be on a staff of a newspaper from the North or the South and will collaboratively publish a paper that covers aspects of the Civil War.

American Civil War and Reconstruction, 1850s-1870s

1. The student will demonstrate knowledge of the causes of the Civil War.
2. The student will demonstrate knowledge of major events and people of the Civil War.
3. The student will acquire skills of chronological thinking
4. The student will begin to use historical resources.
5. The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.

<u>Significant tasks</u>	Score of 1.	Score of 2.	Score of 3.
Pick a part Wondershape	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights and explain how they resulted in major political compromises (Harper's Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, rise of the Republican Party, Harriet Beecher Stowe)			
2. Students will identify on a map the states that seceded from the Union and those that remained.			
3. Students will know and understand the roles of significant figures and battles of the Civil war Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman, and the Battle of Gettysburg (William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, Robert Lee)			
4. Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders (13 th Amendment and Reconstruction)			
5. Students will develop a chronological sequence of persons, events and concepts studied in this unit(timelines, graphic representations of historical narratives)			
6. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics)			
7. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)			

Newspaper Project

Name of Newspaper: _____

Date published: _____

City location: _____

Premise: You are a reporter on a large newspaper in the North/South. After determining components of the newspaper, each staff person needs to be assigned to articles. Working independently each person will conduct research and write a newspaper article that will be edited by a partner. The staff will be responsible for the layout of the paper and will publish copies for the class.

1. Students will begin this project by reading current newspapers to learn of the organization/layout and variety of articles included. Students will list assignments for reporters. (The following is an example of what students may include)

Assignment	Name of student(s)	
Editorials	_____	_____
Front Page News	_____	_____
	_____	_____
Political Cartoons	_____	_____
People in the News	_____	_____
Obituaries	_____	_____
News of the War	_____	_____
	_____	_____
Want Ads	_____	_____

2. As a beginning point, you will need to read newspapers to determine the variety of articles included, read books and consult other related resources materials such as historical societies. Keep track of the books and other reference sources here.

Resource	Information learned

Points: 10 points for information from each resource used
50 minimum points required per group member

Due Date: _____ Score: _____

3. You will write a two paragraph news article that follows the format you learned about when reading a newspaper. Include a picture, map or graphic that goes with your article. Edit your article and ask a friend to check the article before you submit it to the editor. Your article is due one week after you have received your assignment.

Points: 50 points maximum for an article that follows newspaper format, is at least two paragraphs, and has been edited.

50 points maximum for the accompanying picture or graphic

25 points for having your article turned in on time.

Due Date: _____ Score: _____

4. Your group will participate in three group conferences with your teacher during the project. You will cooperatively plan and work together to accomplish your goals. Evidence of such cooperation will be provided by you to the teacher. (Bring all planning sheets with you for each conference. You must turn these in during the final conference to receive credit for your work.)

First conference: Planning and goal setting

Due Date: _____

Score: _____

Second conference: Mending and tending

Due Date: _____

Score: _____

Third conference: Evaluation and recommendations

Due Date: _____

Score: _____

Points: 100 maximum for evidence of:

a.) efforts to solve problems peacefully

b.) creation of a comfortable environment for all

c.) collaboration on ideas so everyone is included

d.) contribution of a similar amount of work by each member

Year Two Woodlands Social Studies (Grades 4 and 5)

U.S. History: I.G. Reshaping the Nation and the Emergence of Modern America, 1877-1916

Historical Skills:

- IV. A. Concepts of Time.
- IV. B. Historical Resources

Geography:

- V. A. Concepts of Location
- V.B. Maps and Globes
- V.C. Physical Features and Processes
- V.D. Interconnections
- V.E. Essential Skills

Standards	<p><u>I.G. Reshaping the Nation and the Emergence of Modern America, 1877-1916</u></p> <p>1. <i>The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</i></p> <p><u>IV. A. Concepts of Time.</u></p> <p>2. <i>The student will acquire skills of chronological thinking</i></p> <p>3. <i>Students will develop a chronological sequence of persons, events and concepts studied in this unit (timelines, graphic representations of historical narratives)</i></p> <p><u>IV. B. Historical Resources</u></p> <p>4. <i>The student will begin to use historical resources.</i></p> <p><u>V. A. Concepts of Location</u></p> <p>5. <i>The student will identify and locate major physical and cultural features that played an important role in the history of the United States.</i></p> <p><u>V.B. Maps and Globes</u></p> <p>6. <i>The student will make and use maps to acquire, process, and report on the spatial organization of people and places on earth.</i></p> <p><u>V.C. Physical Features and Processes</u></p> <p>7. <i>The student will identify and locate geographic features associated with the development of the United States.</i></p> <p>8. <i>The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.</i></p> <p><u>V.D. Interconnections</u></p> <p>9. <i>The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.</i></p> <p>10. <i>The student will describe how humans influence the environment and in turn are influenced by it.</i></p> <p><u>V.E. Essential Skills</u></p> <p>1. <i>The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i></p>
Benchmarks	<p><u>I.G. Reshaping the Nation and the Emergence of Modern America, 1877-1916</u></p> <p>1. <i>Students will identify and understand the reasons for the increase in immigration, growth of new cities, new inventions, and political challenges to</i></p>

American government arising from the industrial revolution and analyze their impact. (Political attitudes toward the post-Reconstruction South, transcontinental railroad and immigrant labor, American Indian relocation to reservations.

2. Students will identify and explain racial segregation and racism, including the rise of “Jim Crow”, the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions (The growth of ethnic stereotyping, American Indian boarding schools, Wounded Knee, Chinese exclusion, Plessy v. Ferguson)

3. Students will analyzed how the rise of big business, the growth of industry, and the change of life on American farms and small towns with increased mechanization changed life in America (Andrew Carnegie, Standard Oil, McCormick Reaper, Populist Movement, the Grange)

4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women’s suffrage and the temperance movement, and identify the contributions of individuals in these movements (Samuel Gompers, Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard and the WCTU)

IV. A. Concepts of Time.

5. Students will develop a chronological sequence of persons, events and concepts studied in this unit(timelines, graphic representations of historical narratives)

IV. B. Historical Resources

6. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics)

7. Students will assess the credibility and determine appropriate use of different sorts of sources such as popular press (newspapers and magazines), eyewitness accounts, diaries, literature, interviews, photographs, government documents, web resources).

V. A. Concepts of Location

8. Students will locate the major source countries for immigration to the United States during the years 1897-1916 (Italy, Poland, Austro-Hungarian Empire)

V.B. Maps and Globes

9. Students will use political and thematic maps to locate major physical and cultural regions of the world. (Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude)

V.C. Physical Features and Processes

10. Students will locate and describe major physical features such as mountain systems, river basin, deserts, and plains)

<p>Learner Activities</p>	<p><i>11. Students will identify physical features and analyze their impact as either hindering or promoting settlement or economic development in the United States.)</i></p> <p>V.D. <u>Interconnections</u></p> <p><i>12. Students will analyze how changes in technology and political attitudes promote development in various regions of the United States. (Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal)</i></p> <p><i>13. Students will analyze how changes in transportation affected settlement of the country (Canals in early 1800s; steamboats in the mid-1880s, westward expansion; settlement of Minnesota, areas people moved from and to.)</i></p> <p><i>14. Students will recognize changes over time in nearby landscapes, resulting from human occupation (forest and farm land being replaced by housing)</i></p> <p>V.E. <u>Essential Skills</u></p> <p><i>15. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</i></p> <p>Literature/Textbook Circles & Discussion Literature/Textbook responses Literature/Textbook Discussion Preparation Story Webs View and discuss videos Take note and make written responses in a journal Use maps & time lines</p>
<p>Teaching Strategies</p>	<p>Graphic organizers (time lines, map & graphs) Read aloud Flexible literature groups Individual Reading Conferences Whole group discussions Guided Reading Teacher modeling Small & large group discussion facilitator Peer modeling</p>
<p>Materials Used</p>	<p>Literature books: Immigration Immigrants Kids at Work by Russell Freedman/Lewis Hine Instructional Resources: <u>The Complete Book of United States History</u>. American Education Publishing. pgs. 199-256 <u>Don't Know Much About American History</u> by Kenneth C. Davis</p>
<p>Assessments</p>	<p>Observations Written responses Participation in literature/textbook discussions</p>

	Jigsaw teaching: Creating ABC books
Technology	Video taping projects Word Processing Internet
Projects	<p>Students will work in groups of 3 or 4 to develop an A to Z book that will be used to teach others in the class about your topic. Students can select from the following topics:</p> <ul style="list-style-type: none"> • immigration, • industrial revolution • transcontinental railroad • American Indian relocation to reservations. • racial segregation and racism • increased mechanization in America Progressive Movement on child labor and working conditions; the rise of organized labor; • women's suffrage and the temperance movement • identify the contributions of individuals (Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard and the WCTU)

Reshaping the Nation and the Emergence of Modern America, 1877-1916

1. The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
2. *The student will identify and locate major physical and cultural features that played an important role in the history of the United States.*
3. *The student will make and use maps to acquire, process, and report on the spatial organization of people and places on earth.*
4. *The student will identify and locate geographic features associated with the development of the United States.*
5. *The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.*

<u>Significant tasks</u>	Score of 1.	Score of 2.	Score of 3.
Jigsaw teaching: Creating ABC books	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>1. Students will identify and understand the reasons for the increase in immigration, growth of new cities, new inventions, and political challenges to American government arising from the industrial revolution and analyze their impact. (Political attitudes toward the post-Reconstruction South, transcontinental railroad and immigrant labor, American Indian relocation to reservations.</i>			
<i>2. Students will identify and explain racial segregation and racism, including the rise of “Jim Crow”, the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions (The growth of ethnic stereotyping, American Indian boarding schools, Wounded Knee, Chinese exclusion, Plessy v. Ferguson)</i>			
<i>3. Students will analyzed how the rise of big business, the growth of industry, and the change of life on American farms and small towns with increased mechanization changed life in America (Andrew Carnegie, Standard Oil, McCormick Reaper, Populist Movement, the Grange)</i>			
<i>4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women’s suffrage and the temperance movement, and identify the contributions of individuals in these movements (Samuel Gompers, Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard, The Homestead Act, and the WCTU)</i>			
<i>5. Students will locate the major source countries for immigration to the United States during the years 1897-1916 (Italy, Poland, Austro-Hungarian Empire)</i>			
<i>6. Students will use political and thematic maps to locate major physical and cultural regions of the world. (Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude)</i>			

ABC picture book

Objective: to identify historical events and develop written communication skills. Students will work in groups of 3 or 4 to research significant topics from 1877-1916 (Reshaping the Nation and the Emergence of Modern America).

Instructions:

Your book should contain the following:

- _____ decorated cover with name(s) of authors
- _____ each letter of the alphabet is on a separate page
- _____ a word or term relating to the topic (Revolutionary War) for each letter
- _____ a thorough definition/explanation of each word that can be used to teach peers
- _____ an illustration for each word that can be drawn, copied, cut from magazines or newspapers, or computer generated

Assessment:

Be consistent throughout your book Make it as much like a real ABC book as possible. Your grade will be determined by

- craftsmanship (25 points)
- creativity (25 points)
- thoroughness (20 points)
- neatness (20 points)
- writing conventions (10 points)

Year Two Woodlands Social Studies (Grades 4 and 5)

World War I, The Great Depression, World War II

I.H. World Wars and the Emergence of Modern America, 1900-1930

I. I. A World at War, 1930s-1945

Historical Skills:

IV. A. Concepts of Time.

IV. B. Historical Resources

IV. C. Historical Inquiry

Geography:

V. A. Concepts of Location

V.B. Maps and Globes

V.C. Physical Features and Processes

V.D. Interconnections

V.E. Essential Skills

Economics:

VI. A. Producers and Consumers

VI. B. Economic Choices

Standards	<p>I.H. World Wars and the Emergence of Modern America, 1900-1930</p> <p>1. <i>The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.</i></p> <p>2. <i>The student will understand World War I, its causes and effects</i></p> <p>I. A. World At War, 1930s-1945</p> <p>3. <i>The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.</i></p> <p>IV. A. Concepts of Time.</p> <p>4. <i>The student will acquire skills of chronological thinking</i></p> <p>IV. B. Historical Resources</p> <p>5. <i>The student will begin to use historical resources.</i></p> <p>IV. C. Historical Inquiry</p> <p>6. <i>The student will apply research skills by investigating a topic in U.S. history</i></p> <p>7. <i>The student will analyze historical evidence and draw conclusions</i></p> <p>8. <i>The students will present and explain the findings of a research project.</i></p> <p>V. A. Concepts of Location</p> <p>9. <i>The student will identify and locate major physical and cultural features that played an important role in the history of the United States.</i></p> <p>V.B. Maps and Globes</p> <p>10. <i>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i></p> <p>11. <i>The student will make and use maps to acquire, process, and report on the spatial organization of people and places on earth.</i></p> <p>V.C. Physical Features and Processes</p> <p>12. <i>The student will give examples of physical systems and describe their role in shaping life on Earth.</i></p> <p>13. <i>Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage (flood plains, earthquake zones, hurricanes)</i></p> <p>V.D. Interconnections</p> <p>14. <i>The student will describe how humans influence the environment and in turn are influenced by it.</i></p>
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	<p><i>15. Students will analyze how changes in technology and political attitudes promote development in various regions of the United States. (Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal)</i></p> <p>VI. A. Producers and Consumers</p> <p>16. <i>Students will compare and contrast the roles of producers and consumers.</i></p> <p>17. <i>Students will explain that a market exists when consumers buy and producers sell goods and services.</i></p> <p>VI. A. Producers and Consumers</p> <p>18. <i>The student will understand the concept of interdependence in relation to producers and consumers.</i></p> <p>VI. B. Economic Choices</p> <p><i>19. The student will understand basic principles of economic decision making.</i></p> <p><i>20. Students will understand the concept of scarcity and its role in decision-making.</i></p> <p><i>21. Students will apply a decision-making process to make informed choices. (State the problem, identify alternatives using explicit criteria, make a decision, and explain the choice that was made)</i></p> <p><i>22. Students will analyze how people respond predictably to positive and negative economic incentives (Subsidies of land grants to railroad helped build transcontinental railroad; tariffs discouraged importation of foreign textiles)</i></p> <p>V.E. Essential Skills</p> <p><i>23. The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i></p>
<p>Benchmarks</p>	<p>I.H. World Wars and the Emergence of Modern America, 1900-1930</p> <p><i>1. Students will know and understand the reasons for the Spanish-American War and its resulting impact. (The Battle of Manila Bay, the annexation of the Philippines, and the rise of the United States as a world power).</i></p> <p><i>2. Students will know and understand the United States' actions in the Pacific, and resulting international reactions.(Panama Canal, the annexation of Hawaii, Boxer Rebellion, the Russo-Japanese War, and the guerilla war in the Philippines, "Banana Wars")</i></p> <p>3. <i>Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas. (Tuskegee Institute, establishment of the NAACP, Ida B. Wells)</i></p> <p><i>4. The student will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I. (Zimmerman telegram, American Expeditionary Force, Influenza of 1918, Lusitania, Germany's breaking of the Sussex Pledge.)</i></p> <p><i>5. Students will explain Wilson's 14 points and United States' isolationism (U.S. non-participation in the League of Nations and the failure of League, post-war disillusionment)</i></p> <p>I. I. A World At War, 1930s-1945</p> <p>6. <i>Students will examine causes and analyze the effects of the great depression and the impact of the New Deal. (Smoot-Hawley tariff, overheated economic expansion of the 1920s, 1929 stock market crash, bread lines, dust bowls, WPA, CCC, role of Franklin Roosevelt.)</i></p> <p><i>7. Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor (Trade restrictions on Japan, economic impacts</i></p>

of the Great Depression)

8. Students will recognize major events, battles and significant leaders in World War II and analyze their impact including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan (Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge).

9. Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen and “Rosie the Riveter”. (Port Chicago, Detroit race riots, women’s military involvement (WAVEs and WACs), conversion to wartime economy.)

IV. A. Concepts of Time.

10. Students will develop a chronological sequence of persons, events and concepts studied in this unit (timelines, graphic representations of historical narratives)

IV. B. Historical Resources

11. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics)

12. Students will assess the credibility and determine appropriate use of different sorts of sources such as popular press (newspapers and magazines), eyewitness accounts, diaries, literature, mythology, interviews, photographs, government documents, scholarly publications, web resources).

13. Students will investigate the ways historians learn about the past if there are no written records: archeological and geographical evidence, art, architecture, oral traditions, mythology.

IV. C. Historical Inquiry

Investigation using research skills

- Students will define a research topic that can be studied using a variety of historical sources,
- Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.
- Students will develop strategies to find, collect and organize historical research.

Analyze historical evidence and draw conclusions

- Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author’s interpretation of historical events
- Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors’ view of historical events.
- Students will understand the concepts of historical context and multiple causation.
- Students will create a timeline that illustrates the relationship of their topic to other historic events.

Present and explain findings of a research project

- Students will analyze how historians present their work in multiple formats: papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media.
- Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.
- Students will articulate a clear thesis statement that explains the historical relevance of their research topic. Student will learn how to cite sources and to document their research in the form of a bibliography. Student will learn what constitutes plagiarism and how to paraphrase appropriately other people’s work in new interpretive format.

<p>Learner Activities</p>	<p>V. A. Concepts of Location 14. <i>Students will locate on a map or globe the major empires of the late 19th Century and their largest overseas territories (England and the British Empire, China, Germany, France and the French Empire, Spain, the Philippines, Cuba, Puerto Rico, Columbia, Suez Canal)</i></p> <p>V.B. Maps and Globes 15. <i>Students will use political and thematic maps to locate major physical and cultural regions of the world. (Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude)</i></p> <p>V.E. Essential Skills 16. <i>Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</i> 17. <i>Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos and other images. (Thematic, topographical, aerial photos, satellite images)</i> 18. <i>Students will locate major political and physical features of the United States and the world. (Countries, rivers, topographic features, largest cities)</i></p> <p>Literature/Textbook Circles & Discussion Literature/Textbook responses Literature/Textbook Discussion Preparation Story Webs View and discuss videos Take note and make written responses in a journal Use maps & time lines</p>
<p>Teaching Strategies</p>	<p>Graphic organizers (time lines, map & graphs) Read aloud stories Flexible literature groups Individual Reading Conferences Whole group discussions</p>
<p>Materials Used</p>	<p>Literature books: <u>Out of the Dust</u> <u>Where the Red Fern Grows</u> <u>Roll of Thunder, Hear My Cry</u> <u>Mississippi Bridge</u> <u>A Year Down Yonder</u> The Great Depression The Big Lie (Lies My Teacher Told Me) Isabella Leithner Night Crossing Instructional Resources: <u>The Complete Book of United States History</u>. American Education Publishing. pgs. 261-294, 269-284 <u>Don't Know Much About American History</u> by Kenneth C. Davis</p> <p>Silver Burdett & Ginn Social Studies text Media Center videos & books Internet Resources</p>
<p>Assessments</p>	<p>Checklist for Research Project Participation in literature/textbook discussions Develop time line of significant events in this time period Journal responses Cultural Data disc: The Great Depression What did you see? (World War 2)</p>

Technology	Internet Video: The Lost Prince (PBS) Video taping projects Word Processing Internet
Projects	Journal/writing letters to reflect life in the Great Depression Create a class timeline of significant events (Cause and effect) in this time period Cultural Data disc: The Great Depression What did you see? (World War 2)

World Wars and the Emergence of Modern America, 1900-1945

1. The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.
2. The student will understand World War I, its causes and effects
3. The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.
4. The student will apply research skills by investigating a topic in U.S. history
5. The student will analyze historical evidence and draw conclusions
6. The students will present and explain the findings of a research project.

<u>Significant tasks</u>	Score of 1. Student shows little understanding in this area	Score of 2. Student shows some understanding in this area	Score of 3. Student shows good understanding in this area.
Journal / writing letters to reflect life during The Great Depression Create a class timeline of significant events (Cause and effect) in this time period Cultural Data disc: The Great Depression What did you see? (World War 2)			
<i>The student will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I. (Zimmerman telegram, American Expeditionary Force, Influenza of 1918, Lusitania, Germany's breaking of the Sussex Pledge.)</i>			
<i>Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen and "Rosie the Riveter". (Port Chicago, Detroit race riots, women's military involvement (WAVEs and WACs), conversion to wartime economy.)</i>			
<i>Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas. (Tuskegee Institute, establishment of the NAACP, Ida B. Wells)</i>			
<i>Students will examine causes and analyze the effects of the great depression and the impact of the New Deal. (Smoot-Hawley tariff, overheated economic expansion of the 1920s, 1929 stock market crash, bread lines, dust bowls, WPA, CCC, role of Franklin Roosevelt.)</i>			
<i>Students will recognize major events, battles and significant leaders in World War II and analyze their impact including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan (Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge).</i>			
<i>Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</i>			
<u>Investigation using research skills</u> <ul style="list-style-type: none"> • Students will define a research topic that can be studied using a variety of historical sources, • Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project. • Students will develop strategies to find, collect and organize historical research. 			
<u>Analyze historical evidence and draw conclusions</u> <ul style="list-style-type: none"> • Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events • Students will compare perspectives in primary and 			

<p><i>secondary sources and determine how the different perspectives shaped the authors' view of historical events.</i></p> <ul style="list-style-type: none"> • <i>Students will understand the concepts of historical context and multiple causation.</i> • <i>Students will create a timeline that illustrates the relationship of their topic to other historic events.</i> 			
<p><i><u>Present and explain findings of a research project</u></i></p> <ul style="list-style-type: none"> • <i>Students will analyze how historians present their work in multiple formats: papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media.</i> • <i>Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</i> • <i>Students will articulate a clear thesis statement that explains the historical relevance of their research topic. Student will learn how to cite sources and to document their research in the form of a bibliography. Student will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in new interpretive format.</i> 			
<p><i>The student will understand basic principles of economic decision making.</i></p>			
<p><i>Students will understand the concept of scarcity and its role in decision-making.</i></p>			

What Did You See?

You are a diplomat that has been analyzing events that has led up to the beginning of World War II. You have been asked by the President of the United States to compile the information you have and report to the Congress. Draft a speech that you would deliver.

(Since this topic is so broad, have the class brainstorm significant events that could be researched, then have students select an event/topic they will present)

Student checklist

____ I have selected an event to research

____ I have used a minimum of 3 sources to gain information

____ I have marked y event on the class timeline

____ I have developed a chart that gives information for Congress

____ I have prepared a speech with an interesting beginning, concise information and a concluding statement.

____ I have practiced my speech in front of a classmate

***As students give their speech, compile the information so that all students have a greater understanding of the significant events in this time period.

The Great Depression:

After learning about the events that led to the Great Depression and reading literature that gives additional information about what life was like in this era, students will be asked to keep a journal or write letters to a relative that reflect daily life.

Cultural Data Disc

This graphic organizer is designed to emphasize the relationships between environment and culture. The cultural disc is affixed to the inner core of the larger general data disc by a brad placed at the center, which allows the inner disc to rotate. The categories for the inner disc that represents culture are:

- Clothing
- Traditions
- Education
- Food
- Economic System
- Jobs

The categories for the outer disc that represents the environment are:

- Climate
- Natural Resources
- Government
- Population
- Chief Projects

When the sections are filled in, students are asked to rotate the general data disc, paying particular attention to the natural resources section.

“How could natural resources influence the economy?”

Would natural resources influence the kind of food you eat?”

How would the government affect jobs?”

(Continue to proceed around the disc, making generalizations about the specific relationships between environment and culture.)

Year Two Woodlands Social Studies (Grades 4 and 5)

U. S. History:

- I.J. Post WWII Era, 1945-1980
- I.K. Contemporary America, 1980-present

Historical Skills:

- IV. A. Concepts of Time.
- IV. B. Historical Resources

Geography:

- V. A. Concepts of Location
- V.E. Essential Skills
- V.B. Maps and Globes

Standards	<p>I.J. Post WWII Era, 1945-1980</p> <p>1. <i>The student will analyze the economic, social and political transformation of the United States and the world between the end of World War II and the present.</i></p> <p>I.K. Contemporary America, 1980-present</p> <p>2. <i>The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.</i></p> <p>IV. A. Concepts of Time.</p> <p>3. <i>The student will acquire skills of chronological thinking</i></p> <p>IV. B. Historical Resources</p> <p><i>The student will begin to use historical resources.</i></p> <p>IV. B. Historical Resources</p> <p>1. <i>Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics) Elders' interview</i></p> <p>2. <i>Students will assess the credibility and determine appropriate use of different sorts of sources such as popular press (newspapers and magazines), eyewitness accounts, diaries, literature, mythology, interviews, photographs, government documents, scholarly publications, web resources).</i></p> <p>3. <i>Students will investigate the ways historians learn about the past if there are no written records: archeological and geographical evidence, art, architecture, oral traditions, and mythology.</i></p> <p>V. A. Concepts of Location</p> <p>4. <i>The student will identify and locate major physical and cultural features that played an important role in the history of the United States.</i></p> <p>Geography: V.B. Maps and Globes</p> <p>5. <i>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</i></p> <p>V.E. Essential Skills</p> <p>6. <i>The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.</i></p>
Benchmarks	<p>I.J. Post WWII Era, 1945-1980</p> <p>1. <i>Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan. (Berlin Blockade, and creation of the North Atlantic Treaty Organization (NATO) and the Southeast Asian Treaty Organization (SEATO), MacArthur)</i></p> <p>2. <i>Students will understand and analyze the emergence of the United States as a superpower and its pivotal role in the establishment of the United States. (Development of nuclear weapons, Dumbarton Oaks Conference)</i></p> <p>3. <i>Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis</i></p>

Learner Activities	<p><i>(The presidencies of Eisenhower, Kennedy, Johnson and Nixon)</i></p> <p>4. Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women and minorities. (Thurgood Marshall, Little Rock school integration, urbanization of American Indians, Caesar Chavez; the New Frontier, the NAACP, the Great Society, United Farm Worker’s Movement, the women’s and civil rights movements)</p> <p>5. Students will identify major Supreme Court decisions during this era and analyze their impact, including Brown vs. Board of Education. (Gideon, Miranda)</p> <p>I.K. Contemporary America, 1980-present</p> <p>6. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Regan. (U.S. support of dissident and anti-communist movements in Central and Eastern Europe, NATO)</p> <p>7. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath (New clashes of economic, political and religious worldviews)</p> <p>IV. A. Concepts of Time.</p> <p>8. Students will develop a chronological sequence of persons, events and concepts studied in this unit(timelines, graphic representations of historical narratives)</p> <p>IV. B. Historical Resources</p> <p>9. Students will identify, describe and extract information from various types of historical sources, both primary and secondary (letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics)</p> <p>10. Students will assess the credibility and determine appropriate use of different sorts of sources such as popular press (newspapers and magazines), eyewitness accounts, literature, interviews, photographs, government documents, and web resources).</p> <p>Geography: V.B. Maps and Globes</p> <p>11. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have. (Evaluate maps in print media that depict events in other parts of the world). Time for Kids</p> <p>V.E. Essential Skills</p> <p>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources (atlases, online databases, topographic maps)</p> <p>2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos and other images. (Thematic, topographical, aerial photos, satellite images)</p> <p>3. Students will locate major political and physical features of the United States and the world. (Countries, rivers, topographic features, largest cities)</p> <p>Literature/Textbook Circles & Discussion Literature/Textbook responses Literature/Textbook Discussion Preparation Story Webs View and discuss videos Take note and make written responses in a journal Use maps & time lines</p>
Teaching Strategies	<p>Graphic organizers (time lines, map & graphs)</p> <p>Read aloud</p> <p>Flexible literature groups</p> <p>Individual Reading Conferences</p> <p>Whole group discussions</p> <p>Guided Reading</p> <p>Teacher modeling</p> <p>Small & large group discussion facilitator</p> <p>Peer modeling</p>
Materials Used	<p>Literature books: <u>Miracle on Maple Hill</u></p> <p>Instructional Resources: <u>The Complete Book of United States History</u>. American Education Publishing. pgs. 261-334 <u>Lift-the-Flap- Timelines: American History</u>. By Alyse Sweeney. (Scholastic) pg. 49-52 <u>Don’t Know Much About American History</u> by Kenneth C. Davis</p>

Assessments	Observations Written responses Participation in literature/textbook discussions Unit test from series (teacher choice)
Technology	Video taping projects Word Processing Internet
Projects	Journal responses Timeline Interviews

U. S. History:

I.J. Post WWII Era, 1945-1980

I.K. Contemporary America, 1980-present

<u>Significant tasks</u> Timelines Interviews Journal responses	Score of 1.	Score of 2.	Score of 3.
	Student shows little understanding in this area	Student shows some understanding in this area	Student shows good understanding in this area.
<i>Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan. (Berlin Blockade, and creation of the North Atlantic Treaty Organization (NATO) and the Southeast Asian Treaty Organization (SEATO), MacArthur)</i>			
<i>Students will understand and analyze the emergence of the United States as a superpower and its pivotal role in the establishment of the United States. (Development of nuclear weapons, Dumbarton Oaks Conference)</i>			
<i>Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis (The presidencies of Eisenhower, Kennedy, Johnson and Nixon)</i>			
<i>Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women and minorities. (Thurgood Marshall, Little Rock school integration, urbanization of American Indians, Caesar Chavez; the New Frontier, the NAACP, the Great Society, United Farm Worker's Movement, the women's and civil rights movements)</i>			
<i>Students will identify major Supreme Court decisions during this era and analyze their impact, including Brown vs. Board of Education. (Gideon, Miranda)</i>			
<i>Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Regan. (U.S. support of dissident and anti-communist movements in Central and Eastern Europe, NATO)</i>			
<i>Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath (New clashes of economic, political and religious worldviews)</i>			

"Walk in Their Shoes" Interview

After students have read biographies of a person who have made significant contributions in Modern times, have students pretend to be reporters interviewing that person. This is a way to link reading, language arts, and social studies. The following is a list of tasks students can follow:

1. Brainstorm questions a reporter might ask
2. Par down the list by eliminating questions that can be answered with a simple yes or no in favor of those requiring longer, more thoughtful answers.
3. Choose six questions to ask in a mock interview

4. Students pretend to be the significant person and respond to all six questions in writing (This gives evidence of students' reading comprehension and practice in writing. Voice, use of the present tense, and fluency are important language art skills used here along with additional social studies skills of sequencing, recognizing the significance of events, and demonstrating an appreciation for perspective)
5. Determine the format you want to use (poster, book, article)
6. Add visuals to the interview text for the final copy.
7. Give the presentation to classmates.

Another idea:

Cooperative Biographies

Consider four questions prior to choosing a subject to research as a class.

- Is the subject's life interesting enough to capture and hold the children's attention?
- Will a study of the subject's life bring children in contact with major issues and events in history?
- Will children be learning about a historical figure who is unrepresented or inaccurately represented in textbooks and other curriculum materials?
- Is there enough literature about this subject for the children to read?

Overview: "Think of this project like a trip. You're going to leave your home and travel to another time and place in America. You're going to stay for only a short while, so you're going to want to bring back lots of artifacts and documents to remind you of what you have seen and done. You'll want to pack your mental luggage with many souvenirs and take careful notes."

1. **Content packing** (1 week) Read aloud and kids take notes
For the first five days, select a "read-aloud" book to/with the class, stopping from time to time to discuss the information and to take notes. (This is a good time to introduce note taking.)
2. **Content stacking** (1 week). Kids read independently and take notes.
Continue to read aloud to students for about twenty minutes a day, have the students read twenty minutes to do individual research and about twenty minutes more to take notes and write journal entries about what they have learned. (This is a good opportunity for students to use technology.) At the end of the period ask each student to share some new piece of information they have discovered or some question they have as a result of their research.
3. **Brainstorm key events** (1 period). Whole class participates
Students share what they know about the person studied. Encourage them to refer to their notetaking journal.
4. **Categorize events** (1 period). Whole class participates
The students work as a whole group to organize the information by categories. (The categories shape the organization of the books the kids will be writing)
*Although usually students use a chronological approach and start with the beginning of the person's life and stop at the end. An alternative format would be to begin the biography at the peak of a person's career instead of at birth. This strategy focuses the student's attention on developing a position and backing it up with relevant information. Here are five steps to follow in doing this:
 - Learn about the subject
 - Develop a time line
 - Identify the watershed event
 - Gather relevant information
 - Write the biography
5. Independent writing (3-5 periods). Each child.
6. Jigsaw into group sharing by chapter (1-3 periods). Small group work.
7. Rewrite and refine (1-2 periods). Individual or small groups.
8. Meet with book group and share (1-2 periods). Small groups.
9. Revise and refine (1-3 periods). Small groups.
10. Add dedication, introduction, table of contents, bibliography, about the authors, rave reviews, and a cover (3-4 periods). Small groups.
11. Publish and distribute (1-2 periods). Small groups.
12. Read and evaluate (1-2 periods). Individual and whole class.

Year Two Woodlands Science (Grades 4 and 5)

Levers and Pulleys

Physical Science: II. D. Motion

Standards	<u>1. The student will understand that changes in speed or direction of motion are caused by forces.</u>
Outcomes	Students will demonstrate an understanding of the fundamental concepts of simple machines.
Benchmarks	<u>1. The student will investigate the use of a lever, inclined plane and wheel, and axle to move objects.</u> <u>2. The student will demonstrate that the greater the force applied, the greater the change in motion.</u>
Learner Activities	3. Gain experience with the concept of force and the application of force to do work 4. Gain experience with the relationships between the components of lever systems and pulley systems. 5. Gain experience with the concept of advantage as it relates to simple machines 6. Analyze real-world tools and machines in terms of the simple machines that make them work 7. Systematically collect and record data 8. Use measurement in the context of scientific investigations 9. Use diagrams to translate three-dimensional relationships into two dimensions 10. Acquire vocabulary associated with two simple machines (levers & pulleys) 11. Apply mathematics in the context of science 12. Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating
Teaching Strategies	Foss science kit: Levers & Pulleys Whole group discussions Flexible science groups Teacher modeling Read aloud Vocabulary review/discussion
Materials Used	Materials used: Foss science kit: Levers & Pulleys River Bend Nature Center field trips Media Center books & videos Internet resources
Assessments	Observations Written responses Foss kit end of unit assessment Class discussions
Technology	Videotaping Word Processing Internet
Projects	Experiments with levers and pulleys:

Physical Science: II. C. Energy transformation (Could be an add-on to “ Levers and pulleys”
 II. E. Forces of Nature

Standards	II. C. Energy transformation 1. <i>The student will understand basic electricity and its application in everyday life</i>
Outcomes	II. E. Forces of Nature 2. <i>The student will understand that a relationship exists between electricity and magnetism.</i> Students will demonstrate an understanding of the fundamental concepts of simple machines.
Benchmarks	II. C. Energy transformation 1. <i>The student will explore simple electrical circuits using components such as wires, batteries and bulbs.</i> 2. <i>The student will investigate static electricity</i> 3. <i>The student will identify objects and materials that conduct electricity and those that are insulators.</i>
Learner Activities	II. E. Forces of Nature 4. <i>The student will demonstrate how a wire and magnet can be used to generate an electric current.</i> 5. <i>The student will demonstrate how an electric current can make an iron object magnetic.</i>
Teaching Strategies	Foss science kit: Levers & Pulleys Whole group discussions Flexible science groups Teacher modeling Read aloud Vocabulary review/discussion
Materials Used	Materials used: Foss science kit: Levers & Pulleys River Bend Nature Center field trips Media Center books & videos Internet resources
Assessments	Observations Written responses Foss kit end of unit assessment Class discussions
Technology	Videotaping Word Processing Internet
Projects	Experiments with levers and pulleys:

Energy Transformation

This is really a Savannah standard but we will keep it as a Woodlands unit and have the Woodlands teach the standards to Savannah

Standards	<p>II. C. Energy Transformation</p> <p>1. <i>The student will explore the characteristics and properties of sound and light.</i></p>
Outcomes	<p>Students will demonstrate an ability to discriminate between sounds generated by dropped objects, how sounds can be made louder or softer and higher or lower, how sounds travel through a variety of materials, and how sounds get from a source to a receiver.</p>
Benchmarks	<p>II. C. Energy Transformation</p> <p>1. <u>The student will investigate how sounds are made when objects vibrate</u></p> <p>2. <u>The student will know that light tends to maintain its direction of motion until it is absorbed, refracted, or reflected by an object. (Woodlands to teach Savannah?)</u></p>
Learner Activities	<p>Observe and compare sounds to develop discrimination ability</p> <p>Communicate with others using a drop code</p> <p>Learn that sound originates from a source that is vibrating and is detected at a receiver such as the human ear</p> <p>Understand the relationship between the pitch of a sound and the physical properties of the sound source (i.e. length of vibrating object, frequency of vibrations, and tension of vibrating string).</p> <p>Compare methods to amplify sound at the source and at the receiver</p> <p>Observe and compare how sound travels through solids, liquids, and air</p> <p>Use knowledge of the physics of sound to solve simple sound challenges</p> <p>Acquire vocabulary associated with the physics of sound</p> <p>Exercise language, social studies, and math skills in the context of the physics of sound</p> <p>Develop and refine the manipulative skills required for investigating sound</p> <p>Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.</p>
Teaching Strategies	<p>Use teaching strategies from Foss science kit: Physics of Sound</p> <p>Whole group discussions</p> <p>Flexible science groups</p> <p>Teacher modeling</p> <p>Read aloud</p> <p>Vocabulary review/discussion</p>
Materials Used	<p>Foss science kit: Physics of Sound</p> <p>River Bend Nature Center field trips</p> <p>Media Center books & videos</p> <p>Internet resources</p>
Assessments	<p>Observations</p> <p>Written responses</p> <p>Foss kit end of unit assessment</p> <p>Class discussions</p>
Technology	<p>Video: Hearing (Nova)</p> <p>Word Processing</p> <p>Internet</p>
Projects	<p>Experiments from the FOSS kit: Physics of Sound:</p> <p>Teach the Savannah students</p>

Environmental Awareness

(Soil sampling –remember that pebbles, sand and silt is done in Savannah)

Earth and Space Science: III. A. Earth Structure and Processes

Standards	1. <i>The student will investigate the impact humans have on the environment.</i>
Outcomes	2. <i><u>The student will explore the structures and functions of Earth Systems</u></i> Students will develop an understanding of our obligation to protect and care for the environment.
Benchmarks	1. <i>The student will identify and investigate environmental issues and potential solutions.</i> 2. <i><u>The student will recognize the natural processes that cause rocks to break down into smaller pieces and eventually into soil.</u></i> 3. <i><u>The student will investigate the formation, composition and properties of soil.</u></i> 4. <i><u>The student will describe how waves, wind, water and ice shape and reshape the Earth's surface.</u></i> 5. <i><u>The student will describe the impact of floods, tornadoes, earthquakes and volcanoes on the Earth.</u></i> 6. <i><u>The student will explore the interaction of the lithosphere, atmosphere, biosphere, hydrosphere and space.</u></i>
Learner Activities	Students will have opportunities to care for the environment through service learning activities such as prairie planting, community clean up, and Peace Garden work. Students will also participate at Discovery Day at the Big Woods State Park and learn from naturalists at River Bend Nature Center.
Teaching Strategies	Teachers will facilitate experiences where students learn about stewardship to the environment
Materials	The Lorax (also in video form) The Kapok Tree
Assessments	Teacher observation Student reflection
Technology	Videos: The Lorax I Need the Earth and the Earth Needs Me Internet resources:
Project-based learning	Service Learning projects -Tree Reforestation at The Big Woods State Park -Replanting the Prairie -Ongoing projects in the International Peace Garden Guest speakers from River Bend Nature Center Making posters to promote stewardship

Interpersonal Skills/Character Development

Outcomes	Students will demonstrate positive interpersonal skills including cooperation, problem solving, (see report card)
Learner Activities	Classroom discussions of school-wide behavior plan (Caught slips and PSP – see attachment) Homeroom activities that focus on character development Literature books on the topic of interpersonal skills
Teaching Strategies	Using literature, classroom discussions, videos, and school life experiences to promote positive behaviors
Literature	Nancy Carlson Books James Marshall Books Fables by Arnold Lobel Chicken Soup for the Kid's Soul Children's Book of Virtues Selections from Jr. Great Books
Assessments	Teacher observation and student self-assessment of social behaviors Reflection Journal responses
Technology	Video Series:
Project-based learning	Reflection Journal entries throughout the year in homeroom

Ideas for Project-based instruction

Although these projects are described using specific units of study, they can be adapted for other units and are intended for you to add your own “spices” to reflect your personality and teaching style as well as your students’ needs.

- Page 1: Research projects- Early Civilization
- Page 4: Yakima time ball
- Page 5: Comparison Chart
- Page 6: Walk in Their Shoes Interview
What Did You See?
- Page 7: Human Opinion Continuum
ABC book
- Page 8: Wondershape
Pictorial map
- Page 9: Cooperative Biographies
- Page 10: Diamante poem
Community Celebration: Sense of Place
- Page 11: Elders’ Interview
Artifact Introduction
Words of Wisdom
- Page 12: Artifact Presentation
- Page 13: Persuasive speaking
Jeopardy Game
Three Facts and a Fib
Read Across the United States
- Page 14: Bookmark
- Page 15: Solar System project
- Page 16: Little Book of Alliteration
Cultural Data Disc
- Page 17: Kamishibai
- Page 18: Million Dollar Project
- Page 19: Organizational Ideas
- Page 20: Checklists and rubrics

Other ideas:

Design a poster

Write a play

Write and perform a TV or radio show

Jigsaw teaching

Discovery Day

Service Learning Projects

Design a diorama

Write a quiz show

Develop a commercial

Make a video book

Early Civilization in the United States Project (adapted from Ways that Work, pgs. 17-27)

Name: _____

Group Members: _____

The original inhabitants of North America were the large and diverse American Indian Nations. It is believed that long ago the Bering Straight was a connection between what is now Eurasia and North America. These early settlers spread out across the land, and although there are many commonalities, each group developed a culture and life style based on the region in which they settled. You are going to be transported back in time to live among these ancient peoples and to research what life was like then. You and your friends will need to share your knowledge when you return.

7. You will need to read books and consult other related resources materials such as the Internet and historical societies. Keep track of the books and other reference sources here.

Name of Book	Author	Genre	Dates started/completed

Points: 10 points for each book read
100 minimum points required per group member
Due Date: _____ Score: _____

8. You will make a pictorial map of North America that will approximate the size, distance, and shape of their region, symbolize natural resources and demonstrate an understanding of geographic features. show your location and provides information about the resources found in that area. The map should be labeled with heading, a compass rose and a legend. Please write a descriptive paragraph explaining the reason your people chose to settle here and how the physical area impacts life.

Points: 50 points maximum for a map
50 points maximum for the descriptive paragraphs

Due Date: _____ Score: _____

9. Your group will each make a Yakima Native American Time Ball that will record at least 10 significant events that took place in your life as an ancient Native American (see page 144 in Ways that Work) or to bring back a time capsule with at least 10 artifacts that have a written explanation of the significance. You may also choose to determine a graphic that a member of your Native American family would use to record significant events of their lives.

Points: 200 points for a completed Yakima Native American Time Ball or item of your choice that shows significant life events

Due Date: _____ Score: _____

10. Your group will present the whole project to the class.

Points: 200 points maximum for presentation

Due Date: _____ Score: _____

11. Your group will participate in three group conferences with your teacher during the project. You will cooperatively plan and work together to accomplish your goals. Evidence of such cooperation will be provided by you to the teacher. (Bring all planning sheets with you for each conference. You must turn these in during the final conference to receive credit for your work.)

First conference: Planning and goal setting

Due Date: _____

Score: _____

Second conference: Mending and tending

Due Date: _____

Score: _____

Third conference: Evaluation and recommendations

Due Date: _____

Score: _____

Points: 100 maximum for evidence of:

a.) efforts to solve problems peacefully

b.) creation of a comfortable environment for all

c.) collaboration on ideas so everyone is included

d.) contribution of a similar amount of work by each member

Yakima Native American Time Ball

*Time is a relationship between events
Kept fresh in the memory by selected objects on knotted hemp
Connection is as vital as Separation
The strand is begun by a woman at her marriage
By the time she is a grandmother,
The unity of life is wrapped
And remembered
In a Time Ball*

(From *The Yakima Time Ball*, a brochure compiled
by Yakima Nation Media Program, 1984,
P.O. Box 151, Toppenish, WA 98948)

The Yakima Native Americans, from the east side of what is now Washington State, had a unique way of recording bits of the past. New brides used string made out of hemp to record their life history, starting with their courtship. They tied a bead or a knot into the string to represent each important event in their lives. The resulting ball of string, or *ititamut*, which means counting days, was small during the first year, but grew in size as the women got older. The Yakima ball enabled women to recount what happened and when.

Having students create a Yakima Native American Time Ball is a way to develop skills.

- Being able to create and read time lines (social studies skills)
- Organizing events in sequence (logical-mathematical intelligence)
- Classifying events (science skill)

Process: After reading selections about an historical figure such as Pocahontas, construct a time line as a class project. Then have each child begin preparation for their time ball by identifying 8-10 significant events in their lives. Have them classify them into categories. Use knots to stand for years and air-dry clay to fashion beads for each of the events in their lives, shaping the bead according to the category of the event. Give them a foot of string to represent each year of age. Ask students to reflect on individual goals for the coming year. Each student then creates three more beads representing their goals and attach them on the end of their string.

Sitting in small groups, the students remember their history for their peers as they unwrap their time ball. Each bead inspires a story, each knot elicits a response from the listeners. A warmth is generated and the unity of life is shared. These time balls would be a perfect impetus for some powerful poetry or songs.

Comparison Chart of Life Long Ago and Now

Name _____

Date _____

	<u>Dakota Indian life</u>	<u>Life today</u>
<u>Shelter</u>		
<u>Clothing</u>		
<u>Transportation</u>		
<u>Food</u>		
<u>Toys and Games</u>		
<u>Communication</u>		
<u>Inventions</u>		
<u>Education</u>		
<u>Tools</u>		

“Walk in Their Shoes” Interview

After a biography of a historical person has been read and discussed, have students pretend to be reporters interviewing that person. This is a way to link reading, language arts, and social studies. The following is a list of tasks students can follow:

1. Brainstorm questions a reporter might ask.
2. Par down the list by eliminating questions that can be answered with a simple yes or no in favor of those requiring longer, more thoughtful answers.
3. Choose six questions to ask in a mock interview
4. Students pretend to be the historical person and respond to all six questions in writing (This gives evidence of students' reading comprehension and practice in writing. Voice, use of the present tense, and fluency are important language art skills used here along with additional social studies skills of sequencing, recognizing the significance of events, and demonstrating an appreciation for perspective)
5. Determine the format you want to use (poster, book, article)
6. Add visuals to the interview text for the final copy.

Whether illustrating cause and effect, recapping an event or retelling history the “Walk in Their Shoes” strategy is a useful way to analyze new knowledge, summarize a unit of study, and connect with other disciplines.

What Did You See?

You are a witness of an important pre-Revolutionary event, and you have been called to testify before the Continental Congress. You must gather information about the event so that you can describe what happened as you saw it and decide whether you would support going to war for American independence. Draft a speech to be delivered as you testify in front of the members of the Continental Congress.

The process: Students draw a character and event from a hat before the teacher does any teaching about the causes of the Revolutionary War. To help students see that there was not agreement on going to war with Great Britain, make sure that the people in the roles might have different perspectives on the events they saw. For example, one person might be a British sailor on one of the ships in Boston Harbor when the tea was dumped into the bay. Another might be a waitress at the tavern on Lexington Green when the battle took place there. After each student has an assignment the class should brainstorm where they might get information about these events. Give the students time to research and construct their speeches. As students give their testimony, classmates will learn of the causes of the Revolutionary war.

Human Opinion Continuum

This is a way to create a living continuum where students can express their opinions about most any issue, whether historical or contemporary.

6. Pretend there is a line running from the back of our classroom to the front. The back of the line represents the opinion that the Patriots were 100 percent right in rebelling against King George and England - that wars like the Revolutionary War are justified. The front of the line represents the opinion that the Patriots didn't

- have to fight a war that they could have worked out another way to get their freedom over time -that wars are never justified.
7. When I signal, go stand where you are most comfortable. If you wish to stand in the middle, will you stand closer to the war-is-justifiable end of the line or with the war-is-never-justifiable end?
 8. Now without taking, stand up for your opinion. In one minute, I'll be asking you to tell us why you are standing where you are.
 9. After we share our opinions, you'll have an opportunity to change your position if you'd like.

ABC picture book

Objective: to identify historical events and develop written communication skills.

This project would be undertaken after students have read/researched a topic such as the Revolutionary War and have examined a selection of "ABC" books.

Instructions:

Your book should contain the following:

- decorated cover with name(s) of authors
- each letter of the alphabet is on a separate page
- a word or term relating to the topic (Revolutionary War) for each letter
- a thorough definition/explanation of each word written in terms a younger child could understand
- an illustration for each word that can be drawn, copied, cut from magazines or newspapers, or computer generated

Assessment:

Be consistent throughout your book Make it as much like a real ABC book as possible.

Your grade will be determined by

- craftsmanship
- creativity
- thoroughness
- neatness
- writing conventions (remember spelling and grammar count)

Wondershape Organizer

This is an activity that promotes problem-solving, explores symmetry, offers open-ended choices, and contributes to personal connections. After the students have decided on the number of categories, such as the five issues that contributed to the Civil War*, they should do the following:

1. Using drawing paper cut four or more identical symmetrical shapes about six inches or more in diameter. Put one step or category on each shape. Use words or pictures.
2. Fold each shape in half, keeping the drawing/words inside.
3. Put glue on one half of the outside of the shape and attach it to one half of the outside of the second shape.
4. Glue the other half of that shape to one half of the outside of a third shape, and so on until all the shapes are connected
5. Tie a length of string to a paper clip and attach to the wonder shape. Suspend from the ceiling.

***Other ways to use the Wondershape**

- Life cycles
- Classify characteristics of plants or animals
- Parts of speech
- Practicing math facts
- Steps such as the water cycle process

Pictorial Map Project Sheet

You have just been hired by the tourist to create an attractive map to entice visitors to our state.

1. Identify and outline the state, indicating bordering states or bodies of water.
2. Indicate population density
3. Indicate chief products and natural resources with symbols.
4. Identify major geographic features (mountains, rivers, lakes, etc.).
5. Include a legend
6. Draw in a compass rose showing the orientation of it on your map

Your employers have made it very clear that this map should be colorful, attractive, easy to read, and relatively accurate. Good luck. Your deadline is seven days from today. You will have ample class time in which to prepare it.

Cooperative Biographies

Consider four questions prior to choosing a subject to research as a class.

- Is the subject's life interesting enough to capture and hold the children's attention?
- Will a study of the subject's life bring children in contact with major issues and events in history?
- Will children be learning about a historical figure who is unrepresented or inaccurately represented in textbooks and other curriculum materials?
- Is there enough literature about this subject for the children to read?

Overview: "Think of this project like a trip. You're going to leave your home and travel to another time and place in America. You're going to stay for only a short while, so you're going to want to bring back lots of artifacts and documents to remind you of what you have seen and done. You'll want to pack your mental luggage with many souvenirs and take careful notes."

Content packing (1 week) Read aloud and kids take notes

For the first five days, select a "read-aloud" book to/with the class, stopping from time to time to discuss the information and to take notes. (This is a good time to introduce note taking.)

Content stacking (1 week). Kids read independently and take notes.

Continue to read aloud to students for about twenty minutes a day, have the students read twenty minutes to do individual research and about twenty minutes more to take notes and write journal entries about what they have learned. (This is a good opportunity for students to use technology.) At the end of the period ask each student to share some new piece of information they have discovered or some question they have as a result of their research.

Brainstorm key events (1 period). Whole class participates

Students share what they know about the person studied. Encourage them to refer to their note taking journal.

Categorize events (1 period). Whole class participates

The students work as a whole group to organize the information by categories. (The categories shape the organization of the books the kids will be writing)

*Although usually students use a chronological approach and start with the beginning of the person's life and stop at the end. An alternative format would be to begin the biography at the peak of a person's career instead of at birth. This strategy focuses the student's attention on developing a position and backing it up with relevant information.

Here are five steps to follow in doing this:

- Learn about the subject
- Develop a time line
- Identify the watershed event
- Gather relevant information
- Write the biography

Independent writing (3-5 periods). Each child.

Jigsaw into group sharing by chapter (1-3 periods). Small group work.

Rewrite and refine (1-2 periods). Individual or small groups.

Meet with book group and share (1-2 periods). Small groups.

Revise and refine (1-3 periods). Small groups.

Add dedication, introduction, table of contents, bibliography, about the authors, rave reviews, and a cover (3-4 periods). Small groups.

Publish and distribute (1-2 periods). Small groups.

Read and evaluate (1-2 periods). Individual and whole class.

Community Celebration

This project is an authentic way for students to develop a sense of place and also to connect with the community. The culmination of the project is a celebration where community members are invited to the school to pay tribute to elders. Here are the steps in implementing a Community Celebration.

1. For each intermediate classroom, select an elder of the community, preferably someone who has live in the town for an extended period of time.
2. Arrange for a time when the elder can meet with students for an interview session. (It is helpful for classroom teachers and the music teacher to meet with the elder before this session to get to know the person well and to give an overview of what to expect at the interview and the celebration)
3. The students should have time to plan for the interview session - what questions to ask, how to respond appropriately, how to make the session comfortable for the guest, and to know they will be listening for themes and interesting events to include in a written response or biography.
4. The elder should be invited to bring pictures and artifacts from their life.
5. During the interview process, the teacher typically asks the questions so that students can focus on the answers and ask follow up questions.
6. The interview is video taped.
7. In the weeks that follow, students view the tape again and then write down their thoughts about what they learned from the elder and also draw a portrait.
8. Lyrics to a song are then composed using the students' writing pieces.
9. Students "fine-tune" the song and practice, adding "movements".
10. In addition to the song that is created, there is a brief narrative that students use to introduce the elder and segue into the song at the Community Celebration.
11. As the students learn about the life of the elder, they see that each one of us has a story to tell and the past comes alive when an older person recounts what their childhood was like.
12. If you'd like to learn more about Community Celebrations, please contact personnel at Nerstrand Elementary School. (1-507-333-6850)

Elders' Interview for grades 1-3

List of Elders' Questions:

Where you born before the use of...

Penicillin	Copy Machine
Hula Hoops	Polio Vaccine
Plastic	Credit Cards
Frozen Food	Contact Lenses
Dishwashers	Ball-Point Pens
Instant Coffee	Low-fat Dishes

What is your full name?

When were you born?

What was it like when you were my age?

What did you do for fun?

What was a popular fad?

What was your favorite book?

Were there fast food restaurants? (If so, which ones?)

How much did a soft drink and pizza cost?

What was a popular song?

What types of clothes did you wear to school?

What was a day at school like when you were a child?

How did you live without a blow dryer, CD player, TV, computer or answering machine?

Did you have a curfew?

Did you really walk to school 2 miles uphill everyday?

Words of Wisdom

Parents and grandparents give us advice and lessons they learned from their parents and grandparents. Pretend that it is many years in the future and you are writing a letter to your own grandchildren. What advice do you think would be important to pass on to them? Write them a letter.

Writing a Diamante Poem

Person's first name

Two adjectives that describe the person

Three "ing" words related to the subject

Four nouns that describe the person

Three verbs that tell how the person acted or felt

Two adjectives that describe the person

Person's last name

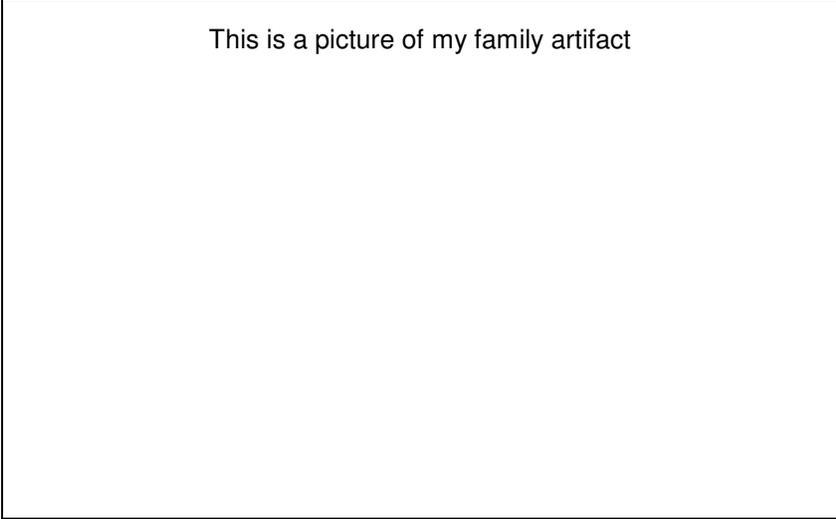
Artifacts

Bring a selection of old objects to school and have students guess their purpose. Then ask students to bring the oldest object in their home (or a picture of it) and have them fill out the “Artifact Chart:

Name _____

Date _____

This is a picture of my family artifact



What is it?	
What is it made of?	
How would you have used it?	
How old is it?	
What was it used for? How was it used?	
How was it made? (Was it handmade or mass produced?)	
Is it used today?	
How did your family get it?	
What else could you tell about it?	

Persuasive Speaking

This is an independent activity where the kids have the opportunity to use the knowledge they have acquired throughout the study in their own unique way.

You have recently been elected governor of your state. At the annual Conference of Governors you will have an opportunity to address the Tourist Directors of America about why your state is so special and why others should visit it. This is a very important speech, because many people in your state are out of work. Tourists could mean new jobs and new opportunities for these folks. As the new governor, you recognize that this is a very important opportunity.

Students then help develop criteria for an oral presentation. Their ideas about what skills should be incorporated into a good speech, usually fall into two main categories, mechanics and content.

Jeopardy game

This project can be used as a means of reflection and also as a cumulative activity. As students study a topic, such as the Human Body, allow time each day for students to consider important knowledge gained and to write down questions and answers on the front and back of index cards. These cards can be saved for a jeopardy-type game at the end of the unit or played throughout the time of study.

Three Facts and a Fib

After students have studied a topic, such as The Fifty States, students can use their knowledge to write an article that can be used in the classroom, school newspaper, or posted in the hall for other students. Students should write the name of the state on the top of an index card and write four statements – one of which is not true. The false statement should be identified on the back of the card.

Iowa

1. The capital of Iowa is Des Moines.
2. Iowa is located south of Minnesota.
3. The state flower is the daisy.
4. Corn grows well in Iowa.

#3 is incorrect. The state flower is the wild rose.

Reading Across the United States.

Have your students “read across the United States”. Put up a large wall map and provide small sticky dots. When students read a book from a recognizable location or region, have them initial a dot and affix it to the map in the proper place. This can be a class experience, or students can keep personal maps in their journals on which they mark the sites, landmarks, and geographic features of the books they choose to read.

State Bookmark:

State: _____

Origin of Name: _____

Capital: _____

Admitted to Union in: _____

Motto: _____

Song: _____

Flower: _____

Bird: _____

Tree: _____

Major City: _____

Major River: _____

Goods/Services _____

Interesting Fact: _____

Solar System Project Proposal Form

Names of people in our group _____

Date _____

Title of the Project _____

List what you want to find out

1. _____
2. _____
3. _____
4. _____

Make a web on the back to help develop your ideas.

Write down what materials you will use to research your project:

1. _____
2. _____
3. _____
4. _____

How will you share what you have learned with the class? (poster, slide show, play, poem, report, song)

Here is a list of supplies we will need to do our project

1. _____
2. _____
3. _____
4. _____

Little Books of Alliteration

A strategy students enjoy and learn a lot from is the “Little Book of Alliteration”. (This project is designed to appeal to the kinesthetic learner, these strategy taps the visual-spatial, linguistic, and logical-mathematical intelligences)

1. Begin by reading a picture book to the class that includes clear examples of alliteration such as Away from Home by Anita Lobel.
2. Have the students identify as many patterns in the book as they can.
3. Have students work with a partner and make up an alliteration about Minnesota (or something related to topic of study) using the same grammatical pattern as in the book.
4. Students share alliteration sentences with classmates.
5. Invite students to create their own little book of alliteration about the state (or topic being studied) as a way to extend or construct new knowledge. Use the following format:
 - Cover page with title, author, and date
 - Six pages of alliteration following the grammatical pattern established in the model, pertinent information that can be used to teach classmates, and using a repeated visual pattern of color and shape to frame the page.
6. Share the books “round robin” style. Each child reads his or her neighbor’s book writes a comment on an accompanying piece o paper, and raises a hand to indicate readiness to trade. (Kids continue to quietly read, write and raise hands, trading their peers’ books across the classroom.)

Cultural Data Disc

This graphic organizer is designed to emphasize the relationships between environment and culture. The cultural disc is affixed to the lank core of the larder general data disc by a brad placed at the center, which allows the inner disc to rotate. The categories for the inner disc that represents culture are:

- Clothing
- Traditions
- Education
- Food
- Economic System
- Shelter

The categories for the outer disc that represents the environment are:

- Size/Physical Features
- Climate
- Natural Resources
- Form of Government
- Population
- Chief Projects

When the sections are filled in, students are asked to rotate the general data disc, paying particular attention to the natural resources section. *“How could natural resources influence the shelter you build? The clothing you wear/ the traditions, like holidays and favorite sports, you observe? Would natural resources influence the kind of food you eat? The economy? The education needed to be productive? (Continue to proceed around the disc, making generalizations about the specific relationships between environment and culture.)*

Kamishibai: Japanese Story Cards.

Kamishibai (kah-mee-shee-bye) is a unique form of Japanese storytelling that can be used as an authentic cultural strategy. The kamishibai man was a candy seller and storyteller who announced his presence in a visage by clapping two wooden blocks together. Children, hearing the sound, would come running to hear his stories. But first, he would sell candy. Those children who bought candy got to sit in the front rows; those who did not had to find places farther back.

The kamishibai man illustrated his stories with story cars, on the back of which was written the script of the story. Traditionally, he placed the cards on a small stage, often located on the back of the bicycle he rode from village to visage. He would stand beside the stage, telling the story. Sometimes he even acted it out. Early on, the story cards were hand drawn and very beautiful to look at. Often the stories were in serial form, and children eagerly awaited the next installment, just as children in this country in the forties did with the old Saturday-matinee serials. After television was introduced in Japan in 1953, the kamishibai faded away. There has recently been renewed interest in kamishibai story cards in Japan. Japanese teachers and librarians are using them in their classrooms as an alternative to reading stories.

Here is how the strategy works, step by step:

1. Read (or write) a story
2. Identify the four, five, or six most important parts of the story.
3. Draw illustrations of just those important parts. Use full-page pictures, at least a foot square, and color in the background. Be sure to use large figures, so the cards will be able to be used with large groups.
4. Write a rough draft of the story. Use dialogue, like a play, as much as possible. Be sure to tell the whole story. Share your rough draft with a friend and get suggestions for improvement.
5. Work-process the draft and proofread it out loud. Make corrections and print out a final copy.
6. Cut the story into sections to match your pictures. Glue the writing onto the back of your pictures. (Traditionally, the script for picture 1 is glued to the back of the last story card, the script for picture 2 is affixed to the back of story card 1, the script for picture 3 to the back of story card 2, and so on.)
7. Put the cards in order. Place the pack of cards upright on a table or in your lap.
8. Show card 1 to the audience. Read the text that accompanies the picture from the back of the last card. When finished with the story for card 1, pull card 1 aside and place it at the back of the pack, revealing card 2. Read the story for the card as written on the back of card 1, and so on through the story.
9. Perform the kamishibai man or woman for at least three different audiences – peers, adults, younger kids – and write a reflective piece about the differences you noticed among the three groups.

**You can obtain kamishibai sets from Kamishibai for Kids, P.O. Box 20069, Park West Station, New York, NY 10025-1510, telephone and fax 212-662-5836.

Million Dollar Project
(Economics)

_____ Student Name

_____ Date

Checklist:

- _____ Project centers on a single theme

- _____ A million dollars was spent

- _____ Money spent is organized around major categories

- _____ Purchasing in each major category totals is at least \$10,000.

- _____ Demonstration was enhanced by good delivery techniques.

- _____ Knowledge of how costs were researched and price was determined is demonstrated.

- _____ Audience questions are appropriately answered.

- _____ Visual delivery was organized.

- _____ Presentation delivery was organized.

Organizational ideas:

Pool and Pick Decision Making

This strategy is effective as a way to facilitate group-decision making. The directions are specific for group on a Data Disc, but can be adapted for other group projects as well.

Pool

Have the students individually write down on separate slips of paper each of their ideas for that particular section. After they read these ideas to one another, have them put all the slips into a “pool”.

Pick

A student picks one idea that she or he likes from the pool and writes it on the disc. The next student picks one idea he or she likes for that same section and records it on the disc and so on until each group member has a turn. Move to another section and repeat the process. (After a few sections are completed, groups may begin cooperatively instead of using the pool-and-pick method.)

My 6 Hats Thinking Plan

-from Six Thinking Hats by Edward DeBono

This strategy is designed to motivate students, elicit their background knowledge, focus their attention, and to give practice with summarizing.

White	FACTS about a topic
Red	FEELINGS about a topic (Emotions)
Yellow	POSITIVE THINGS about a topic (Advantages)
Black	JUDGING a topic (Disadvantages and problems)
Green	NEW IDEAS and other thoughts (Creativity)
Blue	SUMMARY of the Whole Topic

Topic: _____

White Hat:
(facts) _____

Red Hat:
(emotion) _____

Yellow Hat:
(advantages) _____

Black Hat:
(disadvantages) _____

Green Hat:
(new ideas) _____

Blue Hat:
(summary) _____

Checklist for presentations:

Does it show creativity?

Does it relate to the topic?

Was it interesting to others?

What did I learn?

<i>Mechanics:</i>	Not Yet		Sometimes		Outstanding
Makes eye contact	1	2	3	4	5
Speaks loudly/clearly	1	2	3	4	5
Is at least 1.5 minutes	1	2	3	4	5
Body is expressive	1	2	3	4	5
Voice is expressive	1	2	3	4	5

<i>Content:</i>	Not Yet		Sometimes		Outstanding
Gets attention	1	2	3	4	5
Conveys information	1	2	3	4	5
Uses a variety of words	1	2	3	4	5
Ends with a clincher	1	2	3	4	5

<i>Reflection:</i>	Not Yet		Sometimes		Outstanding
I felt prepared	1	2	3	4	5
It related to topic	1	2	3	4	5
Class was interested	1	2	3	4	5

What I learned:

Rubric for Speech

	Not Yet		Sometimes	Outstanding	
<i>Mechanics</i>					
Makes eye contact	1	2	3	4	5
Speaks loudly and clearly	1	2	3	4	5
Is at least 1.5 minutes long	1	2	3	4	5
Body/voice are expressive	1	2	3	4	5
<i>Content</i>					
Gets attention	1	2	3	4	5
Conveys information	1	2	3	4	5
Uses a variety of words	1	2	3	4	5
Ends with a clincher	1	2	3	4	5

Rubric for Evaluating a Poster

<p>1. Criterion: <u>Attractive</u></p> <p>1.....3.....5 not yet caught my attention can't forget it</p> <p>(Indicators: colorful, easy to read, simple, neatly done, effective layout)</p>
<p>2. Criterion: <u>Informative</u></p> <p>1.....3.....5 not very somewhat outstanding</p> <p>(Indicators: accurate, memorable, interesting)</p>
<p>3. Criterion: <u>Creative</u></p> <p>1.....3.....5 budding blossoming blooming</p> <p>(Indicators: original, dramatic, inventive)</p>

Peer Editing Guide

Editor:

Author:

First Reading (by the author): Listen and enjoy

Second Reading (by the author): Did you hear:

1. The purpose of each paragraph (topic sentence)?
2. Voice?
3. Transitions?
4. Consistent tense?

Third Reading (silently by editor):

1. Conventions:

- Paragraphs indented? (use an arrow)
- Complete sentences? (indicate problem by using "Inc.")
- Proper punctuation? (indicate problem by adding or deleting)
- Spelling correct? (circle all questionable spellings)

2. Content:

- Makes sense? (Ideas clear? Organization easy to follow?)
- Interesting? (Sentences fluent? Words work well?)
- Feels finished? (Reader satisfied?)

Compliment Sandwich:

One thing I liked...

One thing you might change...

Another think I liked...

Suggested End-of-the-unit Projects

1. Write a play
2. Walk in Their Shoes Interview
3. Make a video book
4. Use a Data Disk to share information
5. Keep a journal
6. Make a pictorial map
7. Design a diorama
8. Write a quiz show
9. Develop a commercial
10. Give a speech
11. Write a poem
12. Write and perform a TV or radio show
13. Cooperative Biographies
14. Fill out a “Wondershape”
15. Trade Fair
16. Research projects
17. “What I Saw” (pick-a-part)
18. Jigsaw teaching
19. Into-Through-Beyond
20. Design a poster

Checklist for presentations:

Does it show creativity?

Does it relate to the topic?

Was it interesting to others?

What did I learn?

<i>Mechanics:</i>	Not Yet		Sometimes		Outstanding
Makes eye contact	1	2	3	4	5
Speaks loudly/clearly	1	2	3	4	5
Is at least 1.5 minutes	1	2	3	4	5
Body is expressive	1	2	3	4	5
Voice is expressive	1	2	3	4	5
<i>Content:</i>					
Gets attention	1	2	3	4	5
Conveys information	1	2	3	4	5
Uses a variety of words	1	2	3	4	5
Ends with a clincher	1	2	3	4	5
<i>Reflection:</i>					
I felt prepared	1	2	3	4	5
It related to topic	1	2	3	4	5
Class was interested	1	2	3	4	5

What I learned:

Rubric for Evaluating a Poster

<p>1. Criterion: <u>Attractive</u></p> <p>1.....3.....5 not yet caught my attention can't forget it</p> <p>(Indicators: colorful, easy to read, simple, neatly done, effective layout)</p>
<p>2. Criterion: <u>Informative</u></p> <p>1.....3.....5 not very somewhat outstanding</p> <p>(Indicators: accurate, memorable, interesting)</p>
<p>3. Criterion: <u>Creative</u></p> <p>1.....3.....5 budding blossoming blooming</p> <p>(Indicators: original, dramatic, inventive)</p>

A classroom that offers the best opportunity for all students to learn the content and competencies required is where the teacher is following the curriculum set out by the standards and is

1. Creating a community of learners who are self-directed, interactive, cooperative, and focused on quality
2. Making reflection a routine for everyone
3. Teaching content and process
4. Developing more authentic student tasks and assessment methods.

To be considered challenging, an assignment has to require students to 'construct knowledge' by interpreting, analyzing, or synthesizing information and then elaborating on their conclusions. The task also needs to connect in some way with students' lives beyond school." Viadero, 1999 (How to Meet Standards, Motivate Students and Still Enjoy Teaching. Bensen (page 110)

Ways in which Music can be integrated into the Social Studies Curriculum

Kindergarten and all grades

Current Events - Grammy Awards, Music Awards, concerts etc.

Character Development - Respect, cooperation etc.

Community Celebration - Songs and learning about elders

Savannah

Colonial America - Songs, games and activities about Pilgrims

Family Heritage and Intergenerational Relationships - Folk songs that tell about family history

Immigration - Various songs about immigration

Cultures around the World - Various songs about many different cultures

History of our community - Community Celebration

Woodlands

The World Wars - World War II, The Sound of Music and "Do Re Mi", Hitler

Contemporary America - The birth of rock's roll

Savannah and Woodlands

Pioneer Life and Westward Expansion - Songs about the journey in covered wagons and cowboy camp songs

Civil War/Slavery - Folk songs about the Underground Railroad

Biographies of people who shaped the history of the United States - Biographies of composers such as Beethoven and Mozart. Discuss them during their birthday month

Study of the 50 states - Song, "Nifty Fifty"

Ways in which Music can be integrated into the Science Curriculum

Kindergarten

Seasonal Changes - Song, "Fall is the Time When the Leaves Fall Down"

The Five Senses - Various activities

Seeds and Plants/Growth - Song, "I am a Little Seed"

Kindergarten and all grades

Recycling - Unit on Earth Day including "Recycling Rap"

Savannah

Solar System - Song, "Solar System Rap"

Seeds and Plants/Growth - Review "I am a Little Seed"

Insects - Insect musical called "BUGZ"

Animal Studies - Various songs about animals

Woodlands

The Physics of Sound - Vibrations and instrument sounds

D.A.R.E. - Songs for program

Prairie Planting - Earth Day song, "Plant a Tree"

Ways in which Physical Education can be integrated into the Social Studies Curriculum

Kindergarten and all grades

Current Events - Trivia of current events at the end of class period

Character Development - Words such as respect, trust and cooperation discussed within daily lessons and labeled on spot markers

Savannah

Cultures Around the World - Various dances including Tinikling from the Philippines and the Bleking dance from Sweden

Savannah and Woodlands

Study of the 50 states - Trivia about the state capitals

Ways in which Physical Education can be integrated into the Science Curriculum

Kindergarten and all grades

Human Body - Fitness awareness, exercising, eating right and getting enough rest along

Savannah and Woodlands

Body Systems - Discussions of fitness and how the heart works

Balance and Motion - Many different ways to balance, base of support and center of gravity along with speed, force, acceleration, deceleration, momentum, backspin, topspin and arc. Terms in use with the scooters such as drag, propulsion and friction.

Energy Transformation - Push and pull