

Social Studies grades K

Curriculum Writers: Janet Tessier and Elizabeth Thornton

TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>1. TOPIC 1</p> <p>1.1 Self</p> <p><i>What makes them unique?</i></p> <p><i>How are people alike and different?</i></p> <p><i>How do people change over time?</i></p> <p><i>In what ways do we learn?</i></p>	<p>The student understands his/her self by</p> <p>GSEs</p> <ul style="list-style-type: none"> HP 1(K-2)-2a HP 1(K-2)-2b HP 2(K-2)-2a <p>1.1.1 Describing personal changes over time, such as those related to physical development and personal interests NCSS 4A</p> <p>1.1.2 Showing how learning and physical development affect behavior NCSS 4D</p> <p>1.1.3 Exploring factors that contribute to one's personal identity, such as interests, capabilities, and perceptions NCSS 4F</p> <p>1.1.4 Working independently and cooperatively to accomplish goals NCSS 4H</p> <p>1.1.5 Describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and interpreting data in timelines) HP 1(K-2)-2a</p> <p>1.1.6 Explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom) HP 1(K-2)-2b</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry; involving exploration of open questions that challenge students' thinking; involving students in active participation in the classroom and the wider community; involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating; building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Scott Foresman Reading Series Pilgrims of Plymouth Sarah Norton's Day A Day in the Life of a Pilgrim Girl, Hate Kendall Tapenum's Day A Wampanoag Indian Boy in Pilgrim Times, Kate Waters Scholastic Let's Find Out Big Book Families are Different It's OK to Be Different, Todd Parr Chester's Way, Kevin Henkes The Crayon Box that Talked, Shane DeRolf Stella Luna, Jane Cannon Chrysanthemum, Kevin Kenkes Tell Me Again About the Night I Was Born, Jamie Lee Curtis The Kissing Hand, Audrey Penn I Like Me, Nancy Carlson All I Am, Eileen Roe We Are All Alike, We Are All Different, The Cheffenham Elementary School Kindergarteners Too Old for Naps 	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations – sharing of family stories</p> <p>Research project, e.g. Family photos poster, etc.</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13)

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	<p>1.1.7 Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events) HP 2(K-2)-2a</p>	<p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p> <p>(Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures--i.e., single-parent families, foster homes, guardians raising children--teachers must be sensitive and protect family privacy.)</p>	<p>Technology</p> <ul style="list-style-type: none"> • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps • globe <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> • family adults • grandparents 	<ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to informational and literary text • Informational writing - report (W-4)
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p>	<p>The student understands family life now and in the recent past; family life in various places long ago by: (1A)</p> <p>GSEs:</p> <ul style="list-style-type: none"> • C & G 1(K-2)-2a • C & G 1(K-2)-2b • C & G 2(K-2)-2c • C & G 5(K-2)-3a • C & G 1(K-2)-1a • C & G 1(K-2)-1b • HP 1(K-2)-1b 	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> • Scott Foresman Reading Series • Pilgrims of Plymouth • Sarah Norton's Day, A Day in the Life of a Pilgrim Girl, Hate Kendall • Tapenum's Day • A Wampanoug Indian 	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Family Photos and artifacts</p> <p>Interviews</p> <p>Journals</p>

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<p>1.2 Family life now and in the recent past; family life in various places long ago.</p> <p><i>What makes a family, and what roles do family members have?</i></p>	<ul style="list-style-type: none"> • HP 2(K-2)-3a • HP 3(K-2)-2a <p>1.2.1 Investigating a family history for at least two generations identifying</p> <ul style="list-style-type: none"> • various members • and their connections to the past, e.g., how did grandparents travel, cook, entertain, etc. vs. today <p>1.2.2 Identifying roles as learned behavior patterns in group situations, such as student, family member, peer play group member, or club member NCSS 5A</p> <p>1.2.3 Examining the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class NCSS 6A</p> <p>1.2.4 Exploring and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns NCSS 1A</p> <p>1.2.5 Identifying examples of private and public goods and services NCSS 7C</p> <p>1.2.6 Describing how we depend on workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services NCSS 7E</p>	<ul style="list-style-type: none"> • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry; • involving exploration of open questions that challenge students' thinking; • involving students in active participation in the classroom and the wider community; 	<p>Boy in Pilgrim Times, Kate Waters</p> <ul style="list-style-type: none"> • Scholastic Let's Find Out • Big Book Families are Different, Nina Pellagrino • My New School, Barriet Hains • The Relatives Came, Cynthia Rylant • How Not to Make Friends, Nancy Carlson • Oh What a Thanksgiving, Steven Kroll • Over the River and Through the Woods, Steven Gurney • God Bless America, Irving Burlin & Lynn Munsiger (Scholastic) • America the Beautiful, Scholastic • Giving Thanks A Native American Good Morning Message, Chief Jake Swamp <p>Technology</p> <ul style="list-style-type: none"> • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instru 	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations - sharing of family stories</p> <p>Research project, e.g. Family photos poster, etc.</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to informational and literary text

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	<p>1.2.7 Explaining and demonstrate the role of money in everyday life NCSS 7G</p> <p>1.2.8 Identifying various cultures in the classroom, comparing and contrasting</p> <ul style="list-style-type: none"> • family life now with family life over time • between various cultures e.g. how various families live daily life, etc. <p>1.2.9 Comparing and contrasting family life now with family life in the local community long ago by considering such things as:</p> <ul style="list-style-type: none"> • roles • jobs • communication • technology • style of home • transportation • schools • religious observances • cultural traditions. <p>1.2.10 Demonstrating an understanding that different people may describe the same event or situation in diverse ways, sightings reasons for the differences in views NCSS 2A</p> <p>1.2.11 Demonstrating an ability to use correct vocabulary associated with time, such as, past, present, future, and long ago; read and construct timelines; identify examples of change; and recognize</p>	<ul style="list-style-type: none"> • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating; • building upon students' prior knowledge; exploring a full range of culture found in America; <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) 	<p>tion/curriculum</p> <p>Materials</p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps • globe • song: <i>The More We Get Together</i> <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> • family adults • grandparents 	<ul style="list-style-type: none"> • Informational writing - report (W-4)

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	<p>examples of cause and effect relationships NCSS 2B</p> <p>1.2.12 Showing how learning and physical development affect behavior NCSS 4D</p> <p>1.2.13 Showing how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so NCSS 5G</p> <p>1.2.14 Recognizing how groups and organizations encourage unity and deal with diversity to maintain order and security NCSS 6D</p> <p>The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values by: (1B)</p> <p>1.2.15 Explaining the ways that families long ago expressed and transmitted their beliefs and values through</p> <ul style="list-style-type: none"> • oral traditions • literature, e.g. nursery rhymes • songs, e.g. patriotic songs, <i>Grand Old Flag</i>, <i>Yankee Doodle</i>, <i>Home on the Range</i> • art 	<ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p> <p>(Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures--i.e., single-parent families, foster homes, guardians raising children--teachers must be sensitive and protect family privacy.)</p>		

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	<p>1.2.16 Comparing the</p> <ul style="list-style-type: none"> • dreams and ideals that people from various groups have sought • problems they encountered in realizing their dreams • sources of strength and determination that families drew upon and shared e.g. Native American, Pilgrims, Martin Luther King <p>1.2.17 Identifying rules and consequences for not following them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules G & C 1(K-2)-1a</p> <p>1.2.18 Evaluating the rules in different settings (e.g., <i>Is this a good rule and why/why not?</i>) C & G 1(K-2)-1b</p> <p>1.2.19 Identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good C & G 1(K-2)-2a</p> <p>1.2.20 Recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain) C & G 1(K-2)-2b</p>			

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	<p>1.2.21 Identifying individual roles in a group and acting as a productive member of a group C & G 2(K-2)-2c</p> <p>1.2.22 Listing the pros and cons of personal decisions (e.g., littering, recycling) C & G 5(K-2)-3a</p> <p>1.2.23 Distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances) HP 1(K-2)-1b</p> <p>1.2.24 Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life) HP 2(K-2)-3a</p> <p>1.2.25 Using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present. HP 3(K-2)-2a</p>			
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p>	<p>The student understands the history of his or her local community by: (2A)</p> <p>GSEs:</p> <ul style="list-style-type: none"> • C & G 3(K-2)-1a • C & G 3(K-2)-2a • C & G 3(K-2)-2b • C & G 3(K-2)-2c • C & G 4(K-2)-3a 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • Scott Foresman Reading Series • Pilgrims of Plymouth • Sarah Norton's Day A Day in the Life of a Pilgrim Girl, Hate Kendall 	<p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Dramatization of daily life in that long ago place</p> <p>Exhibits</p>

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<p>1.3 The students' own local community (family and school).</p> <p><i>How can we be responsible for ourselves and others?</i></p> <p><i>How can people and families?</i></p> <p><i>What makes a school a community?</i></p>	<p>1.3.1 Beginning to identify a problem in the community's past/present, e.g. recycling, conserving energy</p> <p>1.3.2 Beginning to analyze the different perspectives of those involving. (e.g. sharing resources, taking turns)</p> <p>1.3.3 Recognizing how groups and organizations encourage unity and deal with diversity to maintain order and security NCSS 6D</p> <p>1.3.4 Identifying examples of rights and responsibilities of citizens NCSS 10B</p> <p>1.3.5 Identifying and describing factors that contribute to cooperation and cause disputes within and among groups and nations NCSS 6F</p> <p>1.3.6 Describing how public policies are used to address issues of public concern NCSS 10I</p> <p>1.3.7 Beginning to evaluate different problems, choices, and their outcomes, e.g. talking vs., hitting, asking vs. taking</p> <p>1.3.8 Constructing and using mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape NCSS 3A</p>	<ul style="list-style-type: none"> recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry; involving exploration of open questions that challenge students' thinking; involving students in active participation in the 	<ul style="list-style-type: none"> Tapenum's Day A Wampanoug Indian Boy in Pilgrim Times, Kate Waters No David, David Shannon David Goes to School, David Shannon Scholastics, Let's Find Out Scholastic books on Pilgrims Pilgrim Children Do Many Chores School Days, B.G. Hennessy Swimmy, Leo Lionni The Story of Pigrims and Their Indian Friends, Eunice Cauper <p>Technology</p> <ul style="list-style-type: none"> www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps 	<p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Mural</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast

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	<p>1.3.9 Describing how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, and classrooms, etc. NCSS 3G</p> <p>1.3.10 Identifying examples of institutions and describe the interactions of people with and within the institutions NCSS 5C</p> <p>1.3.11 Showing how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so NCSS 5G</p> <p>The student understands how communities in North America varied long ago by: (2B)</p> <p>1.3.12 Beginning to compare and contrast the different ways in which early Wamanag and Pilgrims adapted to their various environments and created their patterns of community life long ago.</p> <p>1.3.13 Drawing upon written and visual sources and describing the historical development and daily life of a colonial community such as Plymouth, to create:</p> <ul style="list-style-type: none"> • shared writing piece • mural • dramatization of daily life in that place long ago. 	<p>classroom and the wider community;</p> <ul style="list-style-type: none"> • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating; • building upon students' prior knowledge; exploring a full range of culture found in America; <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, 	<ul style="list-style-type: none"> • globe <p><u>School library resources</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> o story teller o Wampanoag Tribe o Native Americans o Pilgrim Visitors o Field trip to Coggeshall Farm Living Museum 	<p>Shared reading</p> <p>Tests/quizzes</p>

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	<p>1.3.14 Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others C & G 3(K-2)-1a</p> <p>1.3.15 Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials) C & G 3(K-2)-2a</p> <p>1.3.16 Working cooperatively in a group, sharing responsibilities or individual roles within a group C & G 3(K-2)-2b</p> <p>1.3.17 Identifying feelings and situations that lead to conflict and describing ways people solve problems effectively C & G 3(K-2)-2c</p> <p>1.3.18 Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.) C & G 4(K-2)-3a</p>	<p>pie chart)</p> <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p> <p>(Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures--i.e., single-parent families, foster homes, guardians raising children--teachers must be sensitive and protect family privacy.)</p>		
<p>TOPIC 2 - The History of Students' Own State or Region</p>	<p>The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past by: (3C)</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • Scott Foresman Reading Series • The Story of Pilgrims and Their Indian Friends, Eunice Cauper 	<p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p>

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2.1 The people, events, problems, and ideas that created the history of their state.	2.1.1 Using a variety of visual data, fiction and nonfiction sources, and speakers to understand why the Pilgrims came to the region	<p>own topics for inquiry</p> <ul style="list-style-type: none"> involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>Technology</p> <ul style="list-style-type: none"> www.unitedstreaming.com www.rido.net www.rido.net/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> story teller Wampanoag Tribe Pilgrim visitors Native American speaker 	<p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
3. TOPIC 3 - The History of the United States: Democratic Principles and	The student understands how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution by: (4A)	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p>	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Scott Foresman Reading Series Scholastic, Let's Find 	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p>

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TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p> <p>3.1 How democratic values came to be, and how they have been exemplified by people, events, and symbols.</p>	<p>GSEs:</p> <ul style="list-style-type: none"> C & G 2(K-2)-2a C & G 2(K-2)-2b C & G 4(K-2)-2a <p>3.1.1 Beginning to explain the importance of the basic principles of American democracy that unify us as a nation:</p> <ul style="list-style-type: none"> individual rights responsibility for common good equal opportunity and protection freedom of religion majority rules elected officials, <p>e.g. working together at home and school; voting on choices at home and in school</p> <p>The student understands ordinary people who have exemplified values and principles of American democracy by: (4B)</p> <p>3.1.2 Beginning to identify ordinary people who have believed in the fundamental democratic values such as:</p> <ul style="list-style-type: none"> justice truth equality the rights of the individual responsibility for the common good, and explain their significance, e.g. from classroom life 	<ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry; involving exploration of 	<p>Out Chicago Everyday Math</p> <ul style="list-style-type: none"> Welcome Books, Pennies, Nickels, Dimes, Mary Hill Creative Teaching Press Holiday Series The Star Spangled Banner, Scholastic The Pledge of Allegiance, Scholastic <p>Technology</p> <ul style="list-style-type: none"> www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)

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	<p>The student understands historic figures who have exemplified values and principles of American democracy by: (4C)</p> <p>3.1.3 Beginning to identify historical figures (e.g. Martin Luther King, Lincoln, Washington) who believed in the fundamental democratic values such as:</p> <ul style="list-style-type: none"> • justice • truth • equality • the rights of the individual • responsibility for the common good <p>The student understands events that celebrate and exemplify fundamental values and principles of American democracy by: (4D)</p> <p>3.1.4 Describing the history of holidays, such as the birthday of:</p> <ul style="list-style-type: none"> • Martin Luther King Jr. • Presidents' Day • Memorial Day • Fourth of July • Labor Day • Veterans' Day • Thanksgiving, <p>that celebrate the core democratic values and principles of this nation.</p>	<p>open questions that challenge students' thinking;</p> <ul style="list-style-type: none"> • involving students in active participation in the classroom and the wider community; • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating; • building upon students' prior knowledge; exploring a full range of culture found in America; <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, 		

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	<p>The student understands national symbols through which American values and principles are expressed by: (4E)</p> <p>3.1.5 Beginning to describe the history of American symbols such as the</p> <ul style="list-style-type: none"> • eagle • Liberty Bell • George Washington as the "father of our country," • national flag. <p>3.1.6 Beginning to explain why important buildings, statues, and monuments are associated with national history, such as the</p> <ul style="list-style-type: none"> • White House • Lincoln Memorial • Statue of Liberty • Ellis Island • veterans memorials <p>3.1.7 Identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day) C & G 2(K-2)-2a</p>	<p>scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p> <p>(Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures--i.e., single-parent families, foster homes, guardians raising children--teachers must be sensitive and protect family privacy.)</p>		

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	<p>3.1.8 Using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, <i>Grand Old Flag</i> represents national unity, <i>This Land is Your Land</i> represents respect for diversity) <i>G & C 2(K-2)-2b</i></p> <p>3.1.9 Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern) <i>C & G 4(K-2)-2a</i></p>			
<p>4. TOPIC - 4 The History of Peoples of Many Cultures Around the World</p> <p>4.1 Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.</p>	<p>The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe by: (7A)</p> <p>4.1.1 Comparing and contrasting various aspects of:</p> <ul style="list-style-type: none"> • family life • structures • roles <p><i>across time and cultures</i></p> <p>4.1.2 Explaining the customs related to important holidays and ceremonies in various countries in the past</p> <p>The student understands great world movements of people now and long ago by: (7B)</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • Scott Foresman Reading Series • Scholastic Let's Find Out • Big Book in 1492 • In 1492, Jean Marzolla <p><u>Technology</u></p> <ul style="list-style-type: none"> • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum 	<p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers

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	<p>4.1.3 Beginning to draw upon historical narratives to identify early explorers and world travelers, such as Christopher Columbus, and to describe the knowledge gained from their journeys.</p>	<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<ul style="list-style-type: none"> After: <ul style="list-style-type: none"> QAR summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>4. TOPIC - 4 The History of Peoples of Many Cultures Around the World</p> <p>4.2 Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.</p>	<p>The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects by: (8A)</p> <p>4.2.1 Beginning to compare and contrast the behaviors of hunters and gatherers with those of people who cultivated plants and raised domesticated animals for food. e.g. Native Americans and Pilgrims</p>	<p>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Scott Foresman Reading Series <p>Technology</p> <ul style="list-style-type: none"> www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p>	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers

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		<ul style="list-style-type: none"> building upon students' prior knowledge; exploring a full range of culture found in America; 	<p><u>Community</u></p>	<ul style="list-style-type: none"> ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to informational and literary text • Informational writing - report (W-4)
<p>5 National Geography Standards: The World in Spatial Terms</p> <p>Standard 1:</p> <p>5.1 Knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.</p>	<p>The student</p> <p>5.1.1 Begins to understand the characteristics and purposes of geographic representations such as maps, globes.</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman Reading Series Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instru 	<p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-

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<p>Standard # 2 5.2 Knows and understands how to use mental maps to organize information about people, places, and environments</p> <p>Standard # 3 5.3 Knows and understands how to analyze the spatial organization of people, places, and environments on Earth's surface</p>	<p>5.2.1 Begins to locate Earth's continents and oceans in relation to each other</p> <p>5.3.1 Begins to know and understand the spatial concepts of location, distance, direction, scale.</p>	<ul style="list-style-type: none"> involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>tion/curriculum</p> <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<ul style="list-style-type: none"> 13 <ul style="list-style-type: none"> Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>National Geography Standards: Places and Regions</p> <p>Standard # 4 5.4 Knows and understands the physical characteristics of places.</p>	<p>The student</p> <p>5.4.1 Begins to know and understand the physical characteristics of places (e.g. landforms, bodies of water, soil, vegetation, and weather</p>	<p>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Scott Foresman Reading Series Map Essentials <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/c 	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p>

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<i>How do climate/ weather affect our lives?</i>		<p>participation in the classroom and the wider community</p> <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>urriculum</p> <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>National Geography Standards: Human Systems</p> <p>Standard #12</p> <p>5.11 Knows and understands the process, patterns, and functions of</p>	<p>The student</p> <p>5.11.1 Begins to understand the factors that affected where people settled</p>	<p>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Scott Foresman Reading Series Map Essentials <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com 	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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human settlement.		<ul style="list-style-type: none"> involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<ul style="list-style-type: none"> www.rido.net www.rido.net/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>National Geography Standards: Environment and Society</p> <p>Standard # 14 5.14 Knows and understands how human actions</p>	<p>The student</p> <p>5.14.1 Begins to know how people depend on the physical environment, e.g. "Save the Bay"</p>	<p>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Scott Foresman Reading Series Map Essentials <p>Technology</p>	<p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p>

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modify the physical environment	5.14.2 Begins to understand how people modify the physical environment, e.g. pollution	<ul style="list-style-type: none"> involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ridoe.net/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)