



K-6 SOCIAL STUDIES CURRICULUM

K-6 Social Studies Curriculum Committee

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Rationale

The intent of the Social Studies curriculum and programming in the School District of Marshfield is to promote civic competence; the ability and willingness to engage in active participation, based on an attitude of trust in other people in all the contexts of social life: school, local, community, working place, recreational activities. The aim is to create citizens who have the ability to use their knowledge about their community, nation, and world; apply inquiry processes; and use specific skills of data collection and analysis, collaboration, decision-making, and problem solving. When young people are knowledgeable and skillful in a diverse world, they become effective members of global communities.

The K-12 curriculum provides a framework for professional instruction in the classrooms. In creating this curriculum, the team researched and considered various resources including Wisconsin's Model Academic Standards for Social Studies, the vision of powerful teaching and learning developed by the National Curriculum Standards for Social Studies, and the current Social Studies curriculum. Within local control, the curriculum includes seven focuses of instruction including: Geography, History, Government, Economics, Citizenship and Culture/Behavioral Sciences, Technology and Society, and Social Studies Skills. The reviewed curriculum is composed of developmentally appropriate learning targets to achieve the intent.

Student Achievement SMART Goals in Social Studies:

By May 2020, all K-6 students will demonstrate an advanced or proficient understanding of Social Studies district curriculum directly aligned with state and national standards as measured on the state accountability assessment.

Baseline: As measured on the 2014-2015 state assessment, elementary students are 88.8% proficient and advanced in Social Studies. The entire district is 84.2% proficient and advanced in Social Studies.

Social Studies Focuses:

1. All Social Studies curriculum will be implemented with fidelity ensuring students complete all learning targets within each designated school year. Teachers will commit time at each Professional Learning Community (PLC) meeting to discuss pedagogy in the classroom along with the best methods to reach all learners. This will result in increasing continuity in the new revised curriculum.
2. Teachers will teach board approved curriculum and dedicate themselves to providing an innovative environment allowing students to use the skills and knowledge learned in previous grade levels and/or courses to investigate, collaborate, make decisions, problem solve, and to discover on their own.
3. Teachers will provide differentiated instruction within the curriculum and conduct ongoing discussion regarding curriculum implementation such as enrichment and remedial support for different ability levels by aligning specific classroom activities using best practices to board approved learning targets.
4. Through the means of Professional Learning Community Teams, teachers will design common rubrics and methods of evaluating board approved learning targets. These rubrics and evaluation methods will be completed and published as a student and teacher resource.
5. Teachers and administrators will make cross discipline connections within classroom instruction focusing on Reading, Writing, Speaking/Listening, Language, Research/Inquiry, and Media Technology.

Social Studies Program Structure

School District of Marshfield

Elementary

Social Studies K-6

Middle School

Grade 7 Global Studies Year 1 Credit
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Grade 8 Global Studies Year 1 Credit
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Grade 7 Advanced Global Studies Year 1 Credit

Grade 8 Advanced Global Studies Year 1 Credit

High School

English I Essentials & US History & American Government Foundations Year 2 Credit

The American Republic Essentials Year 1 Credit
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World Studies Essentials Year 1 Credit
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U.S. History & American Government Year 1 Credit
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The American Republic Unites States History Year 1 Credit

World Studies Year 1 Credit

AP United States Government & Politics Year 1 Credit
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AP United States History Year 1 Credit
--

AP European History Year 1 Credit

AP World History Year 1 Credit
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Electives

Psychology Semester ½ Credit
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AP Comparative Government Semester ½ Credit

AP Economics Year 1 Credit

AP Psychology Semester ½ Credit

AP English: Language & Composition & AP United States History Year 2 Credit

Criminal Justice Semester ½ Credit
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School District of Marshfield

Learning Targets Elementary Social Studies **Grade K**

2014 - 2015

A. Geography

Students know the location of places, geographic features, and patterns of the environment.

- A.K.1. Describe the relative location of people, places, and things by using positional words (above, below, between, over, under, behind, beside)**
- A.K.2. Identify cardinal directions (North, South, East, West)**
- A.K.3. Understand that maps and globes help to locate different places and that globes are a model of Earth**
- A.K.4. Locate and describe places in the school and community**
- A.K.5. Identify if an area is land or water on simple maps and globes**
- A.K.6. Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment**

B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago.

B.K.1. Develop an understanding of how a timeline is created and used

B.K.2. Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty

B.K.3. Compare children and families of today with those in the past

B.K.4. Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage (Specific Focus: Independence Day)

C. Government

Students will understand the Purpose and principles of government.

C.K.1. Explain the purpose and necessity of rules at home, school, and community

C.K.2. Describe fair ways for groups to make decisions

D. Economics

Students will understand economical concepts.

D.K.1. Describe the different jobs that people do and the tools or equipment used

D.K.2. Identify the difference between basic needs and wants

D.K.3. Recognize that people work to earn money to buy the things they need or want

D.K.4. Recognize that United States currency comes in different forms

E. Citizenship and Culture/ Behavior Sciences

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

E.K.1. Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment

E.K.2. Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen

F. Technology and Society

Students understand how new ideas and tools change the way people live.

F.K.1. Understand that technology impacts schools

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

G.K.1. Know ones' own phone number, street address, city or town, and state

G.K.2. Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility

G.K.3. Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials/Resources	Quarter
Welcome to School	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty • Describe the different jobs that people do and the tools or equipment used • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 1: Welcome to School <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “F is for Flag” by Wendy Chevette Lewison • “My First Day of School” by Patrick K. Hallinan <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Kindergarten • Friends 	5 Days
Location	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Understand that maps and globes help to locate different places and that globes are a model of Earth • Locate and describe places in the school and community • Identify if an area is land or water on simple maps and globes • Know ones’ own phone number, street address, city or town, and state 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 2: Location <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Hide and Seek: All about Location” by Kirsten Hall • “I Am Lost” by Hans Wilhelm <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Reading Maps • Continents and Oceans 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

		<ul style="list-style-type: none"> Landforms 	
Rules	<ul style="list-style-type: none"> Explain the purpose and necessity of rules at home, school, and community Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 3: Rules <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “No Rules for Michael” by Sylvia A. Rouss “Respect” by Lucia Raatma and Madonna M. Murphy 	5 Days
Responsibility	<ul style="list-style-type: none"> Compare children and families of today with those in the past Explain the purpose and necessity of rules at home, school, and community Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 4: Responsibility <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “The Saturday Escape” by Daniel J. Mahoney “Taking Care of Mango” by Cindy Leaney 	5 Days
Time	<ul style="list-style-type: none"> Develop an understanding of how a timeline is created and used Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 5: Time <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “Starting off with Time” by Peter Patilla “Tick-Tock” by James Dunbar “Telling the Time” by Heather Amery, et al 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

History	<ul style="list-style-type: none"> • Identify if an area is land or water on simple maps and globes • Develop an understanding of how a timeline is created and used • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility • Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 6: History <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Christopher Columbus” by Peggy Pancella 	5 Days
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Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials/Resources	Days
Where Do You Live?	<ul style="list-style-type: none"> • Know ones' own phone number, street address, city or town, and state 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 7: Where Do You Live? <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Where Do I Live?” by Neil Chesanow • “On the Town: A Community Adventure” by Judith Caseley • “What is a Community?” by Caroline Arnold <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Homes • Transportation 	5 Days
Needs and Wants	<ul style="list-style-type: none"> • Compare children and families of today with those in the past • Identify the difference between basic needs and wants • Recognize that people work to earn money to buy the things they need or want 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 9: Needs and Wants <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Need It or Want It?” by John Serrano • “Needs and Wants” by 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

		Gillia M. Olson <u>BrainPop Jr.:</u> <ul style="list-style-type: none"> Needs and Wants 	
The First Thanksgiving	<ul style="list-style-type: none"> Understand that maps and globes help to locate different places and that globes are a model of Earth Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility 	<u>Studies Weekly:</u> <ul style="list-style-type: none"> Week 10: The First Thanksgiving <u>Read Alouds:</u> <ul style="list-style-type: none"> “Thanksgiving is for Giving Thanks” by Margaret Sutherland “The Night before Thanksgiving” by Natasha Wing 	5 Days
Earth	<ul style="list-style-type: none"> Describe the relative location of people, places, and things by using positional words Identify cardinal directions (North, South, East, West) Understand that maps and globes help to locate different places and that globes are a model of Earth Identify if an area is land or water on simple maps and globes 	<u>Studies Weekly:</u> <ul style="list-style-type: none"> Week 11: Earth <u>Read Alouds:</u> <ul style="list-style-type: none"> “What is a Landform?” by Rebecca Rissman “Looking at Landforms” by Ellen K. Mitten “Beginning Geography, Vol. 2: Landforms and Bodies of Water” by Jo E. Moore 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

		<p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Reading Maps • Continents and Oceans • Landforms 	
<p>Seasons</p>	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 12: Seasons <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Time to Learn About Seasons & Years” by Pam Scheunemann • “Explore Winter” by Maxine Anderson • “Explore Spring” by Maxine Anderson • “The Seasons of Arnold’s Apple Tree” by Gail Gibbons <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Seasons • Fall • Winter • Spring • Summer 	<p>5 Days</p>

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 3

Topic-Unit	Learning Targets	Materials/Resources	Days
Weather	<ul style="list-style-type: none"> • Describe the relative location of people, places, and things by using positional words • Identify if an area is land or water on simple maps and globes • Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 13: Weather <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Learning About Weather, Grades K-2” by Jo Ellen Moore • “What Makes it Rain?” by Keith Brandt <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Water Cycle 	5 Days
Good Citizens	<ul style="list-style-type: none"> • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment • Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 14: Good Citizens <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Good Citizen Sarah” by Virginia Kroll • “Being a Good Citizen: A Book About Citizenship” and “Being Fair: A Book About Fairness” by Mary Small • “I am a Good Citizen” by Mary Ann Hoffman 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

		<ul style="list-style-type: none"> • “Being a Good Citizen” by Adrian Vigliano <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Friends • Bullying • Conflict Resolution 	
Maps and Globes	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Identify if an area is land or water on simple maps and globes 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 15: Maps and Globes <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Looking at Maps and Globes” by Carmen Bredeson • “There’s a Map in my Lap” by Tish Rabe • “Are We There Yet?” by David Daley Mackall <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Reading Maps • Continents and Oceans • Landforms 	5 Days
Which Way?	<ul style="list-style-type: none"> • Identify cardinal directions (North, South, East, West) • Understand that maps and globes help to 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 16: Which Way? 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

	<p>locate different places and that globes are a model of Earth</p> <ul style="list-style-type: none"> Identify if an area is land or water on simple maps and globes 	<p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “Looking at Maps and Globes” by Carmen Bredeson “There’s a Map in my Lap” by Tish Rabe “Are We There Yet?” by David Daley Mackall <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> Reading Maps Continents and Oceans Landforms 	
Holidays	<ul style="list-style-type: none"> Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 17: Holidays <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> “Christmas around the World” by Mary D. Lankford “Happy Birthdays Everywhere” by Arlene Erlbach “Pinata” by Rebecca Emberley 	5 Days
Presidents and Patriots	<ul style="list-style-type: none"> Compare children and families of today with those in the past Recognize the importance of celebrations 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> Week 18: Presidents and Patriots 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

	<p>and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day)</p> <ul style="list-style-type: none"> • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility 	<p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “If I Were President” by Catherine Stier • “My Teacher for President” by Kay Winters • “What Presidents are Made Of” by Hanoch Piven <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Presidents • Abraham Lincoln • Harriet Tubman 	
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Grade Level: Kindergarten

Content Area: Social Studies

Quarter: 4

Topic-Unit	Learning Targets	Materials/Resources	Quarter
American Monuments	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 19: American Monuments <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Woodrow, the White House Mouse” by Peter Barnes and Cheryl Shaw Barnes 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

	<p>and our nation’s ethnic heritage (Specific Focus: Independence Day)</p> <ul style="list-style-type: none"> • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility • Demonstrate the characteristics of being a good citizen and how they contribute to the classroom environment 	<p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • U.S. Symbols • Statue of Liberty 	
Celebrate America	<ul style="list-style-type: none"> • Recognize the US symbols such as the American Flag, Bald Eagle, and the Statue of Liberty • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific Focus: Independence Day) • Listen to and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 20: Celebrate America <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Liberty!” by Allan Drummond • “L Is For Liberty” by Wendy Cheyette Lewison <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Statue of Liberty • Martin Luther King Jr. 	5 Days
Rights and Responsibilities	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Explain the purpose and necessity of rules at home, school, and community • Demonstrate the characteristics of being a 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 21: Rights and Responsibilities <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “For Every Child a Better 	5 Days

Marshfield School District Scope & Sequence Pacing Guide

	<p>good citizen and how they contribute to the classroom environment</p>	<p>World” by Jim Henson</p> <ul style="list-style-type: none"> • “It’s Not My Fault” by Nancy Carlson • “Being Trustworthy: A Book About Trustworthiness” by Mary Small <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Rights and Responsibilities 	
<p>Consumers and Producers</p>	<ul style="list-style-type: none"> • Understand that maps and globes help to locate different places and that globes are a model of Earth • Compare children and families of today with those in the past • Identify the difference between basic needs and wants • Recognize that people work to earn money to buy the things they need or want 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 22: Consumers and Producers <p><u>Read Alouds:</u></p> <ul style="list-style-type: none"> • “Follow the Money” by Loreen Leedy • “Needs and Wants” by Susan Ring <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none"> • Goods and Services • Needs and Wants 	<p>5 Days</p>
<p>Jobs People Do</p>	<ul style="list-style-type: none"> • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (Specific 	<p><u>Studies Weekly:</u></p> <ul style="list-style-type: none"> • Week 23: Jobs People Do <p><u>Read Alouds:</u></p>	<p>5 Days</p>

Marshfield School District Scope & Sequence Pacing Guide

	<p>Focus: Independence Day)</p> <ul style="list-style-type: none">• Describe the different jobs that people do and the tools or equipment used• Recognize that people work to earn money to buy the things they need or want	<ul style="list-style-type: none">• “Community Helpers from A to Z” by Bobbie Kalman and Niki Walker• “Jobs People Do” by Christopher Maynard• “The Work We Do” by David Conrad• “What Does a Community Helper Do?” series (bilingual) by various authors <p><u>BrainPop Jr.:</u></p> <ul style="list-style-type: none">• Community Helpers	
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School District of Marshfield

Learning Targets Elementary Social Studies Grade 1

2014 - 2015

A. Geography

Students know the location of places, geographic features, and patterns of the environment.

A.1.1. Identify Marshfield and Wisconsin on a map

A.1.2. Label a compass rose (North, South, East, West)

A.1.3. Identify a river, lake and ocean on a map

A.1.4. Identify shelters that would be used in the desert, rain forest and arctic based location and weather

A.1.5. Understands that a map is a model that uses a scale to measure distances

B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago

B.1.1. Explore the significance of national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage (specific focus: Veteran's Day and Memorial Day)

- B.1.2. Recognize what the American flag symbolizes (stars and stripes)**
- B.1.3. Recognize the importance of the America flag, the bald eagle and The Statue of Liberty**
- B1.4. Compare and contrast the changes in contemporary school life with school life in the past**
- B.1.5. Give examples of cooperation within home and school families**

C. Government

Students will understand the Purpose and principles of government.

- C.1.1. Explain the importance of rules at home, school and in the community**
- C.1.2. Understand responsibilities/duties at home and school**

D. Economics

Students will understand economical concepts.

- D.1.1. Explore the role of money in everyday life (spending and saving)**
- D.1.2. Compare and contrast working versus volunteering**
- D.1.3. Explore goods and services through learning about community**

E. Citizenship and Culture/ Behavior Sciences

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

- E.1.1. Demonstrate the characteristics of a good citizen and how they contribute to the school environment**
- E.1.2. Create a picture of their family and describe how they influence their identity**
- E.1.3. Describe how schools, police/fire departments and hospitals are important in communities**

F. Technology and Society

Students understand how new ideas and tools change the way people live.

- F.1.1. Explain how technology has changed schools over time**

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

- G.1.1. Use graphs and charts to interpret information**
- G.1.2. Label parts of a calendar and identify today, tomorrow and yesterday**
- G.1.3. Use timelines to sequence events**

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 1st Grade

Content Areas: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
Schools Now and Then	<ul style="list-style-type: none"> • Compare and contrast the changes in contemporary school life with school life in the past • Explain how technology has changed schools over time • Use timelines to sequence events 	<p><i>Imagine It! Unit 1</i></p> <p><i>Studies Weekly</i></p>	40
Citizenship	<ul style="list-style-type: none"> • Give examples of cooperation within home and school families. • Demonstrate the characteristics of a good citizen and how they contribute to the school environment • Explain the importance of rules at home, school and in the community • Create a picture of their family and describe how they influence their identity 	<p><i>Imagine It! Unit 1</i></p> <p><i>Studies Weekly</i></p>	

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 1st Grade

Content Areas: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Holidays	<ul style="list-style-type: none"> • Explore the significance of national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage (specific focus: Veteran’s Day and Memorial Day) 	Teacher created resources Studies Weekly Suggested visit from Veteran	40
I Am Responsible	<ul style="list-style-type: none"> • Explain the importance of rules at home, school and in the community • Understand responsibilities/duties at home and at school • Demonstrate the characteristics of a good citizen and how they contribute to the school environment • Create a picture of their family and describe how they influence their identity 	Imagine It! Unit 3 Studies Weekly	
Economics	<ul style="list-style-type: none"> • Explore the role of money in everyday life (spending and saving) • Explore goods and services through learning about community 	<i>Imagine It! Unit 4</i> <i>Suggested Junior Achievement</i>	

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 1st Grade

Content Areas: Social Studies

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
Map Skills	<ul style="list-style-type: none"> • Identify Marshfield and Wisconsin on a map • Label a compass rose • Identify a river, lake and ocean on a map • Understands that a map is a model that uses a scale to measure distances 	<p>Imagine It! Unit 6</p> <p>Teacher created resources</p> <p>Studies Weekly</p>	40
Homes	<ul style="list-style-type: none"> • Identify shelters that would be used in the desert, rain forest and arctic based location and weather 	<p><i>Imagine It! Unit 5 (weather focus)</i></p> <p><i>One Day in March</i></p> <p><i>Studies Weekly</i></p>	

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 1st Grade

Content Areas: Social Studies

Quarter: 4

Topic-Unit	Learning Targets	Materials	Quarter
Homes	<ul style="list-style-type: none">• Identify shelters that would be used in the desert, rain forest and arctic based location and weather	Imagine It! Unit 9 Studies Weekly	40
Holidays	<ul style="list-style-type: none">• Explore the significance of national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage (specific focus: Veteran's Day and Memorial Day)	Teacher created resources Studies Weekly	



School District of Marshfield

Learning Targets Elementary Social Studies **Grade 2**

2014 - 2015

A. Geography

Students know the location of places, geographic features, and patterns of the environment.

A.2.1. Draw and label a compass rose (North, South, East, West)

A.2.2. Interpret a map key to locate places and features on a map including continents and oceans

A.2.3. Identify scales on a map

A.2.4. Construct a map including a map key and compass rose

A.2.5. Label seven continents and five oceans on a world map using a word bank

B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago

B.2.1. Write a biography about a famous person in United States history (suggested areas: Abraham Lincoln, George Washington, Ben Franklin, Harriet Tubman)

B.2.2. Interpret a time line to understand sequence of events

B.2.3. Examine the life of Johnny Appleseed (John Chapman) to understand the lives of ordinary/extraordinary people in places and time

B.2.4. Explore the historical background and meaning of freedom and justice

C. Government (See E. Citizenship)

Students will understand the Purpose and principles of government.

D. Economics

Students will understand economical concepts.

D.2.1. Recognize jobs that provide goods and services and consumers are people that buy or use goods and services

D.2.2. Identify the benefits of spending and saving and costs

E. Citizenship

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

E.2.1. Identify and understand individual responsibilities, rules and laws within family, peers and the community (suggested areas: beginning of the year jobs, expectations)

E.2.2. Understand how and why other cultures celebrate holidays and observances

E.2.3. Give examples of contributions citizens can make to the community –boy scouts, church organizations, etc.

F. Technology/Society

Students understand how new ideas and tools change the way people live.

F.1.1. Understand how technology has changed communities –roads, horn book vs. personal computer; quill pen letter writing vs. e-mail and Facebook

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

G.2.1. Students will identify main topic of a passage and author's purpose

G.2.2. Students will sequence events using time order words

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 2nd Grade

Content Areas: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
History	<ul style="list-style-type: none">• Examine the life of Johnny Appleseed (John Chapman) to understand the lives of ordinary/extraordinary people in places and time	<i>-Johnny Appleseed book</i>	40
Citizenship	<ul style="list-style-type: none">• Identify and understand individual responsibilities, rules, and laws with family, peers, and the community	<i>-Social Studies Weekly</i>	40

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 2nd Grade

Content Areas: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Citizenship	<ul style="list-style-type: none">• Understand how and why other cultures celebrate holidays and observances (Martin Luther King Jr., Christmas in Germany and Spain)• Give examples of contributions citizens can make to the community (boy scouts, church organizations, etc.)	<ul style="list-style-type: none">-<i>Social Studies Weekly</i>-<i>Germany and Spain books</i>	40
Geography	<ul style="list-style-type: none">• Draw and label a compass rose• Interpret a map key to locate places and features on a map including continents and oceans• Label a world map including the seven continents and five oceans• Identify scales on a map• Construct a map and include a map key/compass rose	<ul style="list-style-type: none">-<i>atlas</i>	40

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 2nd Grade

Content Areas: Social Studies

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
History	<ul style="list-style-type: none"> • Write a biography about a famous person in United States history (suggested areas: Abraham Lincoln, George Washington, Harriet Tubman) • Interpret a timeline to understand a sequence of events • Explore the historical background and meaning of freedom and justice 	<p><i>-class sets of books about Abraham Lincoln, Martin Luther King Jr., and Harriet Tubman)</i></p> <p><i>-Social Studies Weekly</i></p>	40
Social Studies Skills	<ul style="list-style-type: none"> • Students will sequence events using time order words 	<p><i>-class sets of biography books</i></p> <p><i>-Social Studies Weekly</i></p>	40
Technology/Society	<ul style="list-style-type: none"> • Understand how technology has changed communities (letter writing vs. e-mail) 	<p><i>-Social Studies Weekly</i></p>	40

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 2nd Grade

Content Areas: Social Studies

Quarter: 4

Topic-Unit	Learning Targets	Materials	Quarter
Economics	<ul style="list-style-type: none">• Recognize jobs that provide goods and services and that consumers are people who buy or use goods and services	<i>-atlas</i>	40
Social Studies Skills	<ul style="list-style-type: none">• Students will identify main topic of a passage and author's purpose	<i>-Social Studies Weekly</i> <i>-Imagine-It Stories</i>	40



School District of Marshfield

Learning Targets Elementary Social Studies **Grade 3**

2014 - 2015

A. Geography

Students know the location of places, geographic features, and patterns of the environment.

- A.3.1. Understand that every place on Earth has an exact location defined by latitude and longitude**
- A.3.2. Understand that lines of latitude measure the distance north or south a place is from the equator; lines of longitude measure how far east or west a place is from the prime meridian**
- A.3.3. Create and label a compass rose as well as identify and list which directions are cardinal and which are intermediate**
- A.3.4. Identify and use a map scale to measure distances on a map**
- A.3.5. Identify the following major land and water forms: lake, river, volcano, mountain range, plateau, valley, peninsula, island, ocean, hill, canyon, desert, plain, coast, delta, pond, gulf, harbor, bay**
- A.3.6. Identify on a map the seven main continents and five (including southern ocean) main oceans without a word bank**
- A.3.7. On a North American map label: Canada, United States (including Alaska and Hawaii) and Mexico, Atlantic, Pacific, and Arctic Oceans, Gulf of Mexico, and Hudson Bay**

A.3.8. Interpret legends (map key) and symbols when reading a map, globe, or chart

B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago

B.3.1. Identify and examine various sources of information that are used for constructing an understanding of the past; such as artifacts, documents, letters, and diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.3.2. Design a timeline to organize and sequence information describing Marshfield

B.3.3. Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})

B.3.4. Compare and contrast schools and businesses in Marshfield from the past and today (for example: Walmart/Target vs. Weinbrenner shoes, Simon Pflums Harness Shop, etc.)

B.3.5. Explain how Central Wisconsin's physical environment led to the development of the lumber and railroad industries which led to the development of Marshfield today

B.3.6. List the changes that occurred or remained the same as the result of the 1887 Marshfield Fire

B.3.7. Explore the significance of Earth Day (specifically in regards to preserving our natural resources; reducing, reusing, and recycling)

C. Government

Students will understand the Purpose and principles of government.

C.3.1. Understand what it means to be a citizen and list the four main responsibilities in being a good citizen (for example: voting, obeying laws, respecting others, and paying taxes)

C.3.2. List the main local elected official positions in Marshfield's local government (mayor, alderman, city manager, city clerk, etc.) and identify that this is one of the three levels of government local, state, and national

C.3.3. Understand the importance in the role of local officials and their impact on the well-being of the community (i.e. the Mayor, aldermen)

D. Economics

Students will understand economical concepts.

D.3.1. Recognize how to make an economic choice when spending money and understand trade-offs and opportunity costs

D.3.2. Describe how personal economic decisions, such as deciding what to buy or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

E. Citizenship and Culture/ Behavior Sciences

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

E.3.1. Create a Venn diagram comparing another culture, language, home, food, etc. from those in the United States

E.3.2. Discuss and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures (i.e. Grandmother Spider, Pecos Bill, Mike Fink, Paul Bunyon, Johnny Appleseed)

F. Technology and Society

Students understand how new ideas and tools change the way people live.

F.3.1. Understand how technology in Marshfield has changed over time

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

G.3.1. Determine the main idea of a text; recount the key details and explain how they support the main idea

G.3.2. Students will differentiate between fact and opinion

G.3.3. Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Grade 3

Content Areas: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials	Quarter
Latitude and Longitude	<p>Understand that every place on Earth has an exact location defined latitude and longitude</p> <p>Understand that lines of latitude measure the distance north and south a place is from the equator; lines of longitude measure how far east or west a place is from the prime meridian.</p>	<i>Teacher created</i>	40 days
Continents and Oceans	<p>Create and label a compass rose as well as identify and list which directions are cardinal and which are intermediate.</p> <p>Identify on a map the seven main continents and five (including southern ocean) main oceans without a word bank</p> <p>On a North American map label: Canada, United States (including Alaska and Hawaii) and Mexico, Atlantic, Pacific, and Artic Oceans, Gulf of Mexico, and Hudson Bay</p>		
<p>Maps</p> <ul style="list-style-type: none"> • Map Key • Map Scale 	<p>Identify and use a map scale to measure distances on a map</p> <p>Interpret legends (map key) and symbols when reading a map, globe, or chart</p>		

Marshfield School District Scope & Sequence Pacing Guide

<p>Landforms</p>	<p>Identify the following major land and water forms: lake, river, volcano, mountain range, plateau, valley, peninsula, island, ocean, hill, canyon, desert, plain, coast, delta, pond, gulf, harbor, bay</p>		
<p>Citizenship and Culture/ Behavior Sciences</p>	<p>Create a Venn diagram comparing another culture, language, home, food, etc. from those in the United States</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea</p>	<p><i>Imagine-It Book (Shin Dang Dong)</i></p>	
<p>History</p>	<p>Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p>Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</p>	<p><i>Imagine-It Book (Teammates--Jackie Robinson)</i></p>	

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Grade 3

Content Areas: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Economy Unit	<p>Recognize how to make an economic choice when spending money and understand trade-offs and opportunity costs</p> <p>Describe how personal economic decisions, such as deciding what to buy or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world</p>	<i>Teacher created</i>	40 days
History	<p>Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})</p>	<i>Imagine-It Book</i>	
Social Studies Skills	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p>Students will differentiate between fact and opinion</p> <p>Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding</p>	<i>Teacher created</i>	

Marshfield School District Scope & Sequence Pacing Guide

	of the text (e.g. where, when, why, and how key events occur)		
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Grade Level: Grade 3

Content Areas: Social Studies

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
Government <ul style="list-style-type: none"> • Local (Marshfield) 	<p>Understand what it means to be a citizen and list the four main responsibilities in being a good citizen (for example: voting, obeying laws, respecting others, and paying taxes)</p> <p>List the main local elected official positions in Marshfield’s local government (mayor, alderman, city manager, city clerk, etc.) and identify that this is one of the three levels of government local, state, and national</p> <p>Understand the importance in the role of local officials and their impact on the well-being of the community (i.e. the Mayor, aldermen)</p>	<p><i>Marshfield Packet</i> (Teacher created)</p>	<p>40 days</p>

Marshfield School District Scope & Sequence Pacing Guide

Citizenship and Culture/ Behavior Sciences	Discuss and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures (i.e. Grandmother Spider, Pecos Bill, Mike Fink, Paul Bunyon, Johnny Appleseed)	<i>Imagine-It Book (Grandmother Spider)</i>	
Social Studies Skills	Determine the main idea of a text; recount the key details and explain how they support the main idea Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)		

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Grade 3

Content Areas: Social Studies

Quarter: 4

Topic-Unit	Learning Targets	Materials	Quarter
Marshfield Unit	<p>Identify and examine various sources of information that are used for constructing an understanding of the past; such as artifacts, documents, letters, and diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts</p> <p>Design a timeline to organize and sequence information describing Marshfield</p> <p>Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})</p> <p>Compare and contrast schools and businesses in Marshfield from the past and today (for example: Walmart/Target vs. Weinbrenner shoes, Simon Pflums Harness Shop, etc.)</p> <p>Explain how Central Wisconsin’s physical environment led to the development of the lumber and railroad industries which led to the</p>	<i>Teacher created</i>	40 days

Marshfield School District Scope & Sequence Pacing Guide

	<p>development of Marshfield today</p> <p>List the changes that occurred or remained the same as the result of the 1887 Marshfield Fire</p> <p>Understand how technology in Marshfield has changed over time</p>		
Earth Day	<p>Explore the significance of Earth Day (specifically in regards to preserving our natural resources; reducing, reusing, and recycling)</p>	<i>Teacher created</i>	
Social Studies Skills	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p>Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</p>		



School District of Marshfield

Learning Targets Elementary

Social Studies

Grade 4

2014 - 2015

A. Geography

Students know the location of places, geographic features, and patterns of the environment.

- A.4.1. Locate and apply knowledge of latitude and longitude by identifying places on a map/globe by degrees**
- A.4.1. Define terminology for the compass rose by correctly identifying cardinal and intermediate directions and locating them on a map**
- A.4.2. Correctly identify and locate mountain ranges (Rocky and Appalachian) within the continental United States and the national borders that is has**
- A.4.3. Identify and label the Great Lakes, rivers, and major bodies of water within the state (team discussion of which ones) of Wisconsin and how they impact the state**
- A.4.5. Use a variety of resources including atlases, the internet, charts, graphs, and maps to infer information about Wisconsin and the United States**
- A.4.7. Identify connections between products grown locally and within Wisconsin and understand how they connect us globally (Agriculture)**

B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago

B.4.2. Read, understand, and create a timeline with factual information in Wisconsin history (suggested areas: Immigration, Inventions, Fur Trade, Settlement of Wisconsin, or Government)

B.4.3. Examine biographies and stories of important people and/or historical events including Laura Ingalls Wilder and explain their relationship in history

- Incorporate stories from Imagine It! Book as well (Abraham Lincoln, Benjamin Banneker, and Benjamin Franklin)

B.4.4. Compare and contrast changes in Wisconsin contemporary life with life in the past socially, economically, politically, or culturally (suggested areas: Pioneers, Immigration, Native Americans, and Government)

B.4.5. Compare and contrast democracy with other forms of government found in the world (monarchy and oligarchy)

B.4.6. Recognize what the symbols on the Wisconsin state flag represent

B.4.7. Identify and describe important events and famous people and how they influence Wisconsin history (suggested areas: Laura Ingalls Wilder, Missionaries/Fur Traders, and Entrepreneurs)

B.4.8. Compare past and present technology related to energy, transportation, and communication and how it has influenced and changed Wisconsin over time and if they are beneficial or harmful (suggested areas: Inventions, Railroads, and Settlement of Wisconsin)

B.4.9. Understand interdependence and how Immigrants depended on each other for survival (suggested area: Immigrants)

B.4.10. Analyze how each historic Wisconsin Indian tribe met the basic needs of the tribe using maps of Wisconsin

C. Government

Students will understand the Purpose and principles of government.

C.4.2. Explore and recognize important historical documents such as the Declaration of Independence, the Constitution, and the Bill of Rights

C.4.4. Correctly identify who can vote in the United States, regulations for voting, and the impact it has on democracy

C.4.4. Identify and understand the three branches of government including the basic roles of each branch, where they are located (Madison, WI and Washington, D.C.), who is in each branch, and the current state representatives within each position

- Follow up with a visit to the state capitol in Madison, WI to see government in action

D. Economics

Students will understand economical concepts.

D.4.3. Identify and understand how goods and services made in Wisconsin are part of the larger global economy (suggested areas: Manufacturing and Agriculture)

D.4.5. Explain, compare and contrast the differences between *private* good and services and *public* goods and services

D.4.6. Identify the economic role of local, state, and national government (suggested areas: Taxes and Services)

E. Citizenship

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

- E.4.4. Understand and describe ways in which ethnic cultures of the past influence the Wisconsin we know today (suggested areas: Immigration, Demonstration Speech, food from specific country of student's heritage)**
- E.4.8. Understand the differences in values and beliefs of various groups and institutions specifically those of Native Americans, Immigrants, and Missionaries in Wisconsin**
- E.4.10. Demonstrate and model how the media and technology today persuade/influence public opinion, choices, and decisions in government**
- E.4.11. Give examples and explain how culture influences the language, stories, and folk tales we know today (suggested areas: Lumberjacks and Paul Bunyan, Immigration – language)**
- E.4.12. Create a project that demonstrates knowledge and understanding of important contributions of Wisconsin/ American citizens (suggested areas: Invention poster, Microsoft PowerPoint, or Google Docs presentation)**

F. Technology/Society

Students understand how new ideas and tools change the way people live.

- F.4.1. Understand how technology in Wisconsin has changed over time and the direct impact it has had on our state and student lives (suggested areas: Turn of Century Inventions and Agriculture)**

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

- G.4.1. Identify the author’s main idea or purpose within a given text and supporting details within the passage**
- G.4.2. Recognize and understand the meaning of unfamiliar words in text by using context clues from sentences or paragraphs**
- G.4.3. Identify and explain, in writing, the cause and effect of an event that has had direct impact on Wisconsin or its citizens; past or present (suggested areas: Inventions, Settlement of Wisconsin, Industry, War, and Government)**
- G.4.4. Research, organize, and prepare a speech that focuses on change in technology within a particular time or place and determine its impact on people’s lives (suggested areas: Inventions and Agriculture)**

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 4th Grade

Content Areas: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
Map Skills	<ul style="list-style-type: none"> • Locate/ apply knowledge of latitude and longitude by identifying places on a map/ globe by degrees • Define terminology for the compass rose-cardinal and intermediate directions • Identify/ locate mountain ranges within the continental U.S. • Identify/ label the Great Lakes, rivers, and major bodies of water in WI and how they impact the state • Use a variety of resources to infer information about WI and the U.S. 	<p><u>Wisconsin Journey</u></p> <ul style="list-style-type: none"> • <i>Ch. 1: WI Our Home</i> • <i>Ch. 2 Our Beautiful State</i> <p>Wisconsin and U.S. maps (via textbook / atlas/ internet)</p>	32 days
Wisconsin's First People	<ul style="list-style-type: none"> • Compare/ Contrast changes in WI contemporary life with life on the past socially, economically, politically, or culturally • Analyze how historic WI Indian tribes met the basic needs of the tribe using maps of WI • Understand differences in values and beliefs of different groups and institutions specifically those of Native Americans 	<p><u>Wisconsin Journey</u></p> <ul style="list-style-type: none"> • Ch. 3 The First People 	8 days
Social Studies Skills	<ul style="list-style-type: none"> • Identify the author's main idea or purpose within a given text and locate supporting details within the passage 	Integrate into reading; Quarter 1	Daily

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 4th Grade

Content Areas: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Missionaries/ Fur Traders/ Indians in Wisconsin	<ul style="list-style-type: none"> Identify and describe important events and famous people and how they influence WI history Understand the differences in values and beliefs of different groups and institutions specifically those of missionaries/ Native Americans 	<u><i>Wisconsin Journey</i></u> <ul style="list-style-type: none"> Ch. 4 Missionaries, Traders, and Indians 	10 days
Settlement of Wisconsin	<ul style="list-style-type: none"> Read, understand, and create a timeline with factual information in WI history Examine biographies/ stories of important people/ historical events including Laura Ingalls Wilder and explain the relationship in history Compare/ contrast changes in WI contemporary life with life in the past socially, economically, politically, or culturally Identify and describe important events and famous people and how they influence WI history 	<u><i>Wisconsin Journey</i></u> <ul style="list-style-type: none"> Ch. 5 American Revolution And Settlement <u><i>Little House in The Big Woods</i></u> <u><i>Imagine It! Series: Lesson 3-4: "Covered Wagon Girl"</i></u> 	9 days plus Comm. Arts time
Immigration	<ul style="list-style-type: none"> Compare and contrast changes in WI life with life in the past socially, economically, politically, 	<u><i>Wisconsin Journey</i></u> <ul style="list-style-type: none"> Ch. 6 Immigrants, 	21 (15

Marshfield School District Scope & Sequence Pacing Guide

Immigration (cont'd)	<p>or culturally</p> <ul style="list-style-type: none"> • Understand interdependence and how immigrants depended on each other for survival • Understand and describe ways in which ethnic of the past influence the WI we know today • Understand the differences in values and beliefs of different groups and institutions specifically those of immigrants • Give examples and explain how culture influences the language, stories, and folk tales we know today 	<p>Growth, and Statehood</p> <ul style="list-style-type: none"> • Narrative Writing (possible theme for Quarter 2) • Paul Bunyan Stories (discuss at PLC meetings to determine best resource) • Imagine It! Series: <i>Lesson 5-3: "Immigrant Children"</i> 	<p>days for chapter plus 6 writing days)</p>
Social Studies Skills	<ul style="list-style-type: none"> • Recognize and understand the meaning of unfamiliar words in text by using context clues from sentences or paragraphs 	<p>Integrate into reading; Quarter 2</p>	<p>Daily</p>

Grade Level: 4th Grade

Content Areas: Social Studies

Marshfield School District Scope & Sequence Pacing Guide

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
A Nation Divided	<ul style="list-style-type: none"> Examine biographies/stories of important people/historical events and explain the relationships to WI history 	<u>Wisconsin Journey</u> <ul style="list-style-type: none"> Ch. 7 Slavery and the Civil War Imagine It! Series: <i>Lesson 1-2: "Two Tickets to Freedom"</i> <i>Lesson 3-5: "Abraham Lincoln"</i> 	8 days
A New Century	<ul style="list-style-type: none"> Read, understand, and create timelines with factual information in Wisconsin history Compare past and present technology related to energy, transportation, and communication, how it has influenced and changed Wisconsin over time and if they are beneficial or harmful Identify and understand how goods and services made in Wisconsin are part of the larger global economy Create a project that demonstrates knowledge and understanding of important contributions of Wisconsin/American citizens Understand how technology in Wisconsin has changed over time 	<u>Wisconsin Journey</u> <ul style="list-style-type: none"> Ch. 8 A New Century of Progress Possible topic area for expository writing project (inventions) 	32 days (includes some days for expository writing project)
Social Studies Skills	<ul style="list-style-type: none"> Identify and explain <u>in writing</u> the cause and effect of an event that has a direct impact on 	Integrate into reading; Quarter 3	Daily

Marshfield School District Scope & Sequence Pacing Guide

	Wisconsin or its citizens past or present		
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Grade Level: 4th Grade

Content Areas: Social Studies

Quarter: 4

Topic-Unit	Learning Targets	Materials	Days
Good Times and Bad Times in Wisconsin history	<ul style="list-style-type: none"> • Examine historical events and explain the relationship they have to Wisconsin history • Identify and describe important events and famous people and how they influence Wisconsin history 	<u><i>Wisconsin Journey</i></u> <ul style="list-style-type: none"> • Ch. 9 Good Times and Bad Times 	5 days
Wisconsin Government	<ul style="list-style-type: none"> • Compare and contrast democracy with other forms of government in the world (monarchy and oligarchy) • Recognize what the symbols on the Wisconsin state flag represent • Explore and recognize important historical documents such as the Declaration of Independence, the Constitution, and the Bill of Rights • Correctly identify who can vote in the United States, the regulations for voting and the impact this has on democracy • Identify and understand the three branches of government including the basic roles of each branch, where the government is located (Madison, WI and Washington, D.C), who is in 	<u><i>Wisconsin Journey</i></u> <ul style="list-style-type: none"> • Ch. 10 Government for All of Us • Internet for current search of state representatives • Wisconsin State Capitol Field Trip (to experience government in action) 	20 days

Marshfield School District Scope & Sequence Pacing Guide

<p>Wisconsin Government (cont'd)</p>	<p>each branch, and the current state representatives within each position.</p> <ul style="list-style-type: none"> • Identify the economic role of local, state, and national government • Explain, compare and contrast the differences between <u>private</u> goods and services and <u>public</u> goods and services (taxes) • Demonstrate and model how the media and technology today persuade/influence public opinion, choices, and decisions in government 		
<p>Economics and Agriculture in Wisconsin</p>	<ul style="list-style-type: none"> • Identify connections between products grown locally and within Wisconsin and understand how they connect us globally • Identify and understand how goods and services made in Wisconsin are part of the larger global economy • Understand how technology in Wisconsin has changed over time (Agriculture) 	<p><i>Wisconsin Journey</i></p> <ul style="list-style-type: none"> • Ch. 11 Making A Living in Wisconsin • Junior Achievement-Our Region (optional) • Other teacher materials for <i>agriculture</i> to be discussed with PLC team (cranberries/local farming resources) • Imagine It! Series: Lesson 6-5: “Business is Looking Up” 	<p>15 days</p>
<p>Social Studies Skills</p>	<ul style="list-style-type: none"> • Research, organize, and prepare a speech focusing on changes in technology within a particular time or place and determine its 	<p>Integrate into communication arts with demonstration speeches for</p>	<p>Varies</p>

Marshfield School District Scope & Sequence Pacing Guide

	impact on people's lives	quarter 4. Possible area of focus: food from country of student's heritage, agriculture, or inventions.	
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School District of Marshfield

Learning Targets Elementary Social Studies Grade 5

2014 - 2015

A. Geography

Students know the location of places, geographic features, and patterns of the environment.

- A.5.1. Label North American countries on a map, as well as Washington D.C. (Canada, US, Mexico). (A.8.1, A.8.2)**
- A.5.2. Describe location of US using North and West hemisphere. (A.8.1, A.8.2)**
- A.5.3. Describe and apply knowledge of latitude and longitude to identify a given place. (A.8.1, & A.8.2)**
- A.5.4. Locate all states based on geographical region. (A.8.1, A.8.2)**

W: Alaska, Hawaii, Washington, Oregon, California, Nevada, Colorado, Utah, Montana, Wyoming, Idaho

SW: Arizona, New Mexico, Oklahoma, Texas

MW: Minnesota, Wisconsin, North & South Dakota, Iowa, Indiana, Kansas, Ohio, Michigan, Illinois, Missouri, Nebraska

NE: Maine, New Hampshire, Vermont, New York, Massachusetts, Rhode Island, Connecticut, Pennsylvania, New Jersey, Delaware

SE: Maryland, Virginia, West Virginia, Kentucky, Tennessee, North & South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas

- A.5.5. Locate important geographical features per region. (A.8.1, A.8.2)**
W: Pacific Ocean, Rocky Mountains
MW: Mississippi River, Great Plains, Great Lakes
NE: Appalachian Mountains, Atlantic Ocean
SE: Mississippi River, Atlantic Ocean, Gulf of Mexico
- A.5.6. Understand why respective states are included in their regions. (A.8.1, A.8.2)**
- A.5.7. Compare regions by climate and geographical features. (A.8.1, A.8.2)**
- A.5.8. Explain how different regions use their environment and resources to meet their needs. (A.8.1, A.8.2)**
- A.5.9. Describe the different migration theories of the first Americans. (A.8.1, A.8.2, A.8.7)**
- A.5.10. Explain how different Native Americans use their environment and resources to meet their needs. (A.8.1, A.8.2, A.8.7)**
- A.5.11. Explain the influence European explorers had on US exploration. (A.8.7)**
- A.5.12. Know the location of specific colonies. (A.8.2)**
- New England: Massachusetts, New Hampshire, Connecticut, Rhode Island
Middle: New York, Pennsylvania, New Jersey, Delaware
Southern: Maryland, Virginia, North Carolina, South Carolina, Georgia

B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago

- B.5.1. Explain the benefits of cooperation between Native Americans and European explorers. (B.8.2, B.8.10)**

- B.5.2. Explain the causes of conflict between Native Americans and European explorers. (B.8.2, B.8.10)**
- B.5.3. Know some influential people and how they impacted colonization. (Puritans, Hutchinson, Rogers, Penn, John Smith, Quakers, Calverts, Oglethorpe) (B.8.7)**
- B.5.4. Identify the major source of conflict between Native Americans and settlers. (B.8.10)**
- B.5.5. Describe the major contributing events/factors of the American Revolution. (B.8.2, B.8.3, B.8.7)**
- B.5.6. Interpret the meaning and importance of the Declaration of Independence, as related to democracy's basic principles. (B.8.6)**
- B.5.7. Know some influential people and how they impacted the Revolutionary War and social change. (George Washington, Benjamin Franklin, Samuel Adams, Thomas Jefferson, Paul Revere (B.8.7)**
- B.5.8. Describe the benefits of cooperation among the colonies. (B.8.10)**
- B.5.9. Cite examples of how the colonists received help during the Revolution and how this impacted the outcome of the war. (B.8.10)**

C. Government

Students will understand the Purpose and principles of government.

- C.5.1. Identify and explain the development of democracy's basic principles. (C.8.1)**
- C.5.2. Interpret the meaning and importance of the Declaration of Independence, as related to democracy's basic principles. (C.8.1, C.8.2)**

C.5.3. Interpret the meaning and importance of the Articles of Confederation, as related to the beginning of our nation’s government. (C.8.2)

D. Economics

Students will understand economical concepts.

D.5.1. Explain how different Native Americans use their environment and resources to meet their needs (Arctic, Northwest, Eastern Woodlands, Plains, and Southwest). (D.8.7)

D.5.2. Know examples of costs and benefits of exploring. (D.8.2)

D.5.3. Identify major economic reasons for exploration. (D.8.7)

D.5.4. Explain how different colonial regions use their environment and resources to meet their needs. (D.8.7)

D.5.5. Identify and explain various points of view concerning taxation. (D.8.6)

E. Citizenship and Culture/ Behavior Sciences

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

E.5.1. Explain how different Native Americans use their environment and resources to meet their needs. (E.8.5)

E.5.2. Identify major religious reasons for exploration. (E.8.9)

E.5.3. Explain the influence European explorers had on US exploration. (E.8.9)

E.5.4. Analyze how the perception of exploration changed over time. (E.8.8)

E.5.5. Explain the benefits of cooperation between Native Americans and European explorers. (E.8.14)

- E.5.6. Explain the causes of conflict between Native Americans and European explorers. (E.8.14)**
- E.5.7. Explain the difference between Native American beliefs on land ownership to that of the colonists. (E.8.11)**
- E.5.8. Analyze the role of race and socioeconomic status of people in the southern colonies. (E.8.6)**
- E.5.9. Understand the cultural contributions of European explorers and the land they claimed. (E.8.9)**
- E.5.10. Describe the development of our educational system. (E.8.5)**
- E.5.11. Know some influential people who impacted the Revolutionary War and social change. (E.8.4)**
- E.5.12. Describe the benefits of cooperation among the colonies. (E.8.14)**
- E.5.13. Cite examples of how the colonists received help during the Revolution and how this impacted the outcome of the war. (E.8.14)**

F. Technology and Society

Students understand how new ideas and tools change the way people live.

- F.5.1. Discuss how improvement in technology and communication furthered exploration. (A.8.10, B.8.8, E.8.8)**

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

- G.5.1. Compare and contrast US geographical regions, colonial regions, and Native Americans.**
- G.5.2. Identify causes and effects of major events of the American Revolution.**

- G.5.3. Research, organize, and prepare a presentation on a group of explorers: Spanish, French, or English.**
- G.5.4. Research, organize, and write an expository paper on the key events of the American Revolution.**

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 5th Grade

Content Areas: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
US Regions	<ul style="list-style-type: none"> • Label North American countries on a map, as well as Washington D.C. (Canada, US, Mexico) • Describe location of US using North and West hemisphere • Describe and apply knowledge of latitude and longitude to identify a given place • Locate all states based on geographical region • Locate important geographical features per region • Understand why respective states are included in their regions • Compare regions by climate and geographical features • Explain how different regions use their environment and resources to meet their needs • Compare and contrast US geographical regions 	<p><u>Harcourt Social Studies Text</u></p> <ul style="list-style-type: none"> • Chapter 1: Lessons 1-5 <p><u>Map Skills: Latitude and Longitude</u></p> <ul style="list-style-type: none"> • Pgs. 20-21 	25
Native Americans	<ul style="list-style-type: none"> • Describe the different migration theories of first Americans • Explain how different Native Americans use their environment and resources to meet their needs • Compare and contrast Native American groups 	<p><u>Harcourt Social Studies Text</u></p> <ul style="list-style-type: none"> • Chapter 2: Lessons 1-3 	20

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 5th Grade

Content Areas: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Native Americans	<ul style="list-style-type: none"> • Describe the different migration theories of the first Americans • Explain how different Native Americans use their environment and resources to meet their needs • Compare and contrast Native American groups 	<u>Harcourt Social Studies Text</u> <ul style="list-style-type: none"> • Chapter 2: Lessons 4-5 	15
Exploration	<ul style="list-style-type: none"> • Know examples of costs and benefits of exploring • Identify major economic and religious reasons for exploration • Explain the influence European explorers had on US exploration • Discuss how improvements in technology and communication furthered exploration • Analyze how the perception of exploration changed over time • Explain the benefits of cooperation between Native Americans and European explorers • Explain the causes of conflict between Native Americans and European explorers • Describe and apply knowledge of latitude and longitude to identify a given place (revisit) • Research, organize, and prepare a presentation on a group of explorers: Spanish, French, or English 	<u>Harcourt Social Studies Text</u> <ul style="list-style-type: none"> • Chapter 2: Lessons 1-4 	30

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 5th Grade

Content Areas: Social Studies

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
Colonization	<ul style="list-style-type: none"> • Know the location of specific colonies. (13 colonies) • Know some influential people who impacted colonization Puritans, Hutchinson, Rogers, Penn, John Smith, Quakers, Calverts, Oglethorpe • Identify the major source of conflict between Native Americans and settlers • Identify and explain the development of democracy’s basic principles (i.e.— freedom of speech, religion, trial by jury, self-government) • Explain the difference between Native American beliefs on land ownership to that of the colonists • Explain how different colonial regions use their environment and resources to meet their needs • Analyze the role of race and socioeconomic status of people in the southern colonies • Understand the cultural contributions of European explorers and the land they claimed • Example the development of our educational system • Compare and contrast colonial regions 	<p><u><i>Harcourt Social Studies Text</i></u></p> <ul style="list-style-type: none"> • Chapter 4: Lessons 1-4 • Chapter 5: Lessons 1-3 • Chapter 6: Lessons 1-3 • Chapter 7: Lessons 1-3 	45

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 5th Grade

Content Areas: Social Studies

Quarter: 4

Topic-Unit	Learning Targets	Materials	Days
American Revolution	<ul style="list-style-type: none"> • Describe the major contributing events/factors of the American Revolution • Interpret the meaning and importance of the Declaration of Independence, as related to democracy’s basic principles • Interpret the meaning and importance of the Articles of Confederation, as related to the beginning of our nation’s government • Know some influential people who impacted the Revolutionary War and social change • Describe the benefits of cooperation among the colonies • Identify and explain various points of view concerning taxation • Cite examples of how the colonists received help during the Revolution and how this impacted the outcome of the war • Identify causes and effects of the major events of the American Revolution • Research, organize, and write an expository on the key events of the American Revolution 	<u><i>Harcourt Social Studies Text</i></u> <ul style="list-style-type: none"> • Chapter 8: Lessons 1-5 <ul style="list-style-type: none"> ○ Critical Thinking Skills Page 332-333 • Chapter 9: Lessons 2-3 	45



School District of Marshfield

Learning Targets Elementary Social Studies **Grade 6**

2014 - 2015

A. Environment and Geography

Students know the location of places, geographic features, and patterns of the environment.

A.6.1. Determine location using hemisphere, continent, latitude and longitude

A.6.2. Identify the physical, economic, and political characteristics of a region

A.6.3. Determine historical, cultural, linguistic, and religious characteristics of a region

B. Migration and Immigration

Students will understand the migration of people and its effects.

B.6.1. Determine the factors that influence the migration of people

B.6.2. Determine cause and effect relationship between human actions and the environment

B.6.3. Provide evidence to show cause and effect related to migration of people

C. Economics

Students will understand economical concepts.

C.6.1. Demonstrate an understanding of economics

C.6.2. Identify a region's available resources and how they are used

C.6.3. Determine how the use and distribution of the resources in a region impacts lifestyle

C.6.4. Demonstrate the influences of production, distribution, and consumption of resources

D. Globalization

Students will understand global connection.

D.6.1. Demonstrate an understanding of globalization

D.6.2. Identify global connections that affect the region

D.6.3. Determine persisting issues that arise from global conflict and cooperation

D.6.4. Determine actions to resolve global issues in a region

E. Technology

Students will use technology to find social studies information.

E.6.1. Locate, determine and cite credible sources

F. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.

F.6.1. Recognize the purpose in a given document

- F.6.2. Locate basic facts clearly stated in a passage**
- F.6.3. Determine sequence of events and the significance**
- F.6.4. Recognize clear cause-effect relationships described within a passage**
- F.6.5. Understand the implications of familiar words and phrases**
- F.6.6. Draw and communicate simple generalizations and conclusions about uncomplicated narratives**

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 6th Grade

Content Areas: Social Studies

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
Social Science Reading Skills – Cause and Effect	<ul style="list-style-type: none"> • Recognize the purpose in a given document • Locate basic facts clearly stated in a passage • Determine sequence of events and the significance • Recognize clear cause-effect relationships described within a passage • Understand the implications of familiar words and phrases • Draw and communicate simple generalizations and conclusions about uncomplicated narratives 	Online Resources: <u><i>Discovery Education</i></u> <u><i>Techbook</i></u> <u><i>Time for Kids, National Geographic</i></u> <u><i>e-Books</i></u>	40
Environment and Geography	<ul style="list-style-type: none"> • Determine location using hemisphere, continent, latitude and longitude • Identify the physical, economic, and political characteristics of a region • Determine historical, cultural, linguistic, and religious characteristics of a region 	<u><i>LMC Country books</i></u> <u><i>Encyclopedia</i></u> <u><i>Atlas</i></u>	40

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: 6th Grade

Content Areas: Social Studies

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Social Science Reading Skills – Cause and Effect	<ul style="list-style-type: none"> • Recognize the purpose in a given document • Locate basic facts clearly stated in a passage • Determine sequence of events and the significance • Recognize clear cause-effect relationships described within a passage • Understand the implications of familiar words and phrases • Draw and communicate simple generalizations and conclusions about uncomplicated narratives 	Online Resources: <u><i>Discovery Education</i></u> <u><i>Techbook</i></u> <u><i>Time for Kids</i></u> <u><i>National Geographic e-Books</i></u>	40
Migration and Immigration	<ul style="list-style-type: none"> • Determine the factors that influence the migration of people • Determine cause and effect relationship between human actions and the environment • Provide evidence to show cause and effect related to migration of people 	<u><i>LMC Country books</i></u> <u><i>Encyclopedia</i></u> <u><i>Atlas</i></u>	40

Grade Level: 6th Grade

Content Areas: Social Studies

Marshfield School District Scope & Sequence Pacing Guide

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
Social Science Reading Skills – Cause and Effect	<ul style="list-style-type: none"> • Recognize the purpose in a given document • Locate basic facts clearly stated in a passage • Determine sequence of events and the significance • Recognize clear cause-effect relationships described within a passage • Understand the implications of familiar words and phrases • Draw and communicate simple generalizations and conclusions about uncomplicated narratives 	Online Resources: <u><i>Discovery Education Techbook</i></u> <u><i>Time for Kids</i></u> <u><i>National Geographic e-Books</i></u>	40
Economics	<ul style="list-style-type: none"> • Demonstrate an understanding of economics • Identify a region’s available resources and how they are used • Determine how the use and distribution of the resources in a region impacts lifestyle • Demonstrate the influences of production, distribution, and consumption of resources 	<u><i>LMC Country books</i></u> <u><i>Encyclopedia</i></u> <u><i>Atlas</i></u>	40

Grade Level: 6th Grade

Content Areas: Social Studies

Marshfield School District Scope & Sequence Pacing Guide

Quarter: 4

Topic-Unit	Learning Targets	Materials	Days
Social Science Reading Skills – Cause and Effect	<ul style="list-style-type: none"> • Recognize the purpose in a given document • Locate basic facts clearly stated in a passage • Determine sequence of events and the significance • Recognize clear cause-effect relationships described within a passage • Understand the implications of familiar words and phrases • Draw and communicate simple generalizations and conclusions about uncomplicated narratives 	Online Resources: <u><i>Discovery Education Techbook</i></u> <u><i>Time for Kids</i></u> <u><i>National Geographic e-Books</i></u> <u><i>Mr. Globalization</i></u>	40
Globalization	<ul style="list-style-type: none"> • Demonstrate an understanding of globalization • Identify global connections that affect the region • Determine persisting issues that arise from global conflict and cooperation • Determine actions to resolve global issues in a region 	<u><i>LMC Country books</i></u> <u><i>Encyclopedia</i></u> <u><i>Atlas</i></u>	40

Budget

Grade	Resource	Cost/ Grade Level	5 Years
Kindergarten	Studies Weekly	\$1,655.00/year	\$8,277.25
Grade 1	Studies Weekly	\$1,655.00/year	\$8,277.25
Grade 2	Studies Weekly	\$1,655.00/year	\$8,277.25
Grade 2	The Nystrom Atlas	\$8.40 each= \$2,520	\$2,520.00
Grade 4	Wisconsin Journey	\$39.95 each=\$12,983	\$12,983.00
<p>Note: Teachers will use a Learning Management System (LMS) to create Social Studies lessons. The team considered McGraw-Hill Networks in this curriculum review as well as other resources and found the curriculum did not match any particular resource. Instead teachers felt the option of creating lessons on the Learning Management System using supplemental resources was the best way to create customized materials directly aligned with learning targets.</p>			
K-6	LMS Unit Creation	21 teachers @\$18/ hour for 24 hours	\$9,072.00
TOTAL:			\$49,406.75