

# Waverly Social Studies Curriculum K-4

<a href="#">Kindergarten</a>	<a href="#">1<sup>st</sup> Grade</a>	<a href="#">2<sup>nd</sup> Grade</a>	<a href="#">3<sup>rd</sup> Grade</a>	<a href="#">4<sup>th</sup> Grade</a>
<a href="#">Historical Perspective</a>	<a href="#">Historical Perspective</a>	<a href="#">Historical Perspective</a>	<a href="#">Historical Perspective</a>	<a href="#">Historical Perspective</a>
<a href="#">Geographic Perspective</a>	<a href="#">Geographic Perspective</a>	<a href="#">Geographic Perspective</a>	<a href="#">Geographic Perspective</a>	<a href="#">Geographic Perspective</a>
<a href="#">Civic Perspective</a>	<a href="#">Civic Perspective</a>	<a href="#">Civic Perspective</a>	<a href="#">Civic Perspective</a>	<a href="#">Civic Perspective</a>
<a href="#">Economic Perspective</a>	<a href="#">Economic Perspective</a>	<a href="#">Economic Perspective</a>	<a href="#">Economic Perspective</a>	<a href="#">Economic Perspective</a>
<a href="#">Public Discourse and Decision Making</a>	<a href="#">Inquire</a>	<a href="#">Inquire</a>	<a href="#">Inquire</a>	<a href="#">Inquire</a>
	<a href="#">Public Discourse and Decision Making</a>	<a href="#">Public Discourse and Decision Making</a>	<a href="#">Public Discourse and Decision Making</a>	<a href="#">Public Discourse and Decision Making</a>

## Waverly Community Schools K-4 Progress Report Marking

Kindergarten Progress	1 <sup>st</sup> Grade Progress	2 <sup>nd</sup> Grade Progress	3 <sup>rd</sup> Grade Progress	4 <sup>th</sup> Grade Progress
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### Kindergarten Draft Social Studies Curriculum

<b>K</b>	<b>The student will:</b>	<b>Assessment:</b>
Historical Perspective	Identify past and present events from their own life.	Student will place pictures of themselves on a timeline from birth to Kindergarten.
	Identify who was involved, what happened and where it happened in stories about the past representing a variety of societies/cultures from the past.	Students will know who is on the penny used during "Everyday Counts" calendar routine. Students will write 1 fact about Dr. Martin Luther King
Geographic Perspective	Identify how people use the environment to meet human needs and wants and distinguish between human wants and needs.	Students will match groups of human needs and wants.
	Identify locations of significance in their immediate environment on simple maps.	Students will state the importance of locations in our community and environment by answering questions and placing the important place on a chart.
	Identify regions (and their boundaries) in his/her immediate environment and describe the shared characteristics of each region.	Students will brainstorm different places in their community and then describe how they are different from each other.

Civic Perspective	Identify rules at school and in the local community and consequences for breaking them.	Students will state school rules and community rules and the consequences for breaking them.
	Identify a conflict at school and suggest a strategy to resolve it.	Students will role play how to resolve conflicts.
	Identify a variety of ways for groups to make decisions fairly.	By voting students will determine an outcome relative to a class need. Through Michigan Health Model lessons the students will share and take turns.
Economic Perspective	Distinguish between goods and services they use.	Given a student/classroom need, students will identify where and /or who would satisfy the need.
	Identify economic exchanges in which they participate.	Students will be given pennies to buy items in the classroom store.
Public Discourse and Decision Making	Take a stand on a classroom question or issue and recognize that others may have a different point of view.	Students will role play how to resolve conflicts.

### 1<sup>st</sup> Grade Draft Social Studies Curriculum

1 <sup>st</sup> Grade	The student will:	Assessment:
Historical Perspective	Distinguish among events that represent the past, present, and future.	Draw a picture of them selves in the past, present, and future and write about it.
	Identify who was involved, what happened, and where it happened in stories about the past.	Kids draw a picture of Squanto helping the settlers plant crops, and write about his decision to help and why.
	Use a variety of resources to construct a narrative about his/her personal or family history.	Draw a picture of them selves in the past, present, and future and write about it.
	Explain decisions made by others as reported in stories about the past, to help students make decisions at home and at school.	Kids draw a picture of Squanto helping the settlers plant crops, and write about his decision to help and why.
Geographic Perspective	Distinguish between human and natural characteristics of place in his/her school and neighborhood environments.	Draw a picture of things on the playgrounds that have human characteristics and those that have natural characteristics.
	Describe ways his/her natural environment has been changed by people.	Connect to Thanksgiving unit. Child draws a picture of the land long ago and the land today.
	Describe how his/her life is affected by the environment.	Draw a picture of what you would wear in cold, hot, and rainy weather.
	Identify regions in his/her school and neighborhood and describe the unique characteristics and boundaries of each.	Make a map of the playground.
Civic Perspective	Describe how school staff members carry out their authority within the school.	Participation in class discussion about staff members' jobs.
	Explain how conflicts at school might be resolved.	Teacher poses a question: 1. If someone cuts you in line, you *you scream, "He cut" *you nicely ask for your spot back. 2. Refer to Michigan Health Model lessons on dangerous, disturbing, and destructive.

	Describe a variety of ways for groups at school to make decisions fairly.	Thumbs up or thumbs down for fair or unfair ways to make decisions. 1. sharing 2. taking turns 3. voting 4. girls always go first 5. first one there.
Economic Perspective	Identify how families produce and consume goods and services.	Make class graph of a family member's job as it relates to goods and services.
	Recognize economic exchanges in which he/she participates.	Draw a picture of something you want or need and write about how you would get it.
Inquire	Interpret information from simple maps, graphs, tables and pictographs	Assessed in math
Public Discourse and Decision Making	Write a statement taking a stand on the question or issue posed and support it with their opinion.	Students write an answer to the question: "Should you or should you not be allowed to jump off of the swings?" and support their position.

## 2<sup>nd</sup> Grade Draft Social Studies Curriculum

2 <sup>nd</sup> Grade	The student will:	Assessment:
Historical Perspective	Place events of his/her life and community in chronological order.	Students will create timeline with a least 5 events.
	Identify the characters, what happened and where in stories representing a variety of societies and cultures from the past.	Students will share an oral report based on a biography including Chief Pontiac, Martin Luther King, Jr., George Washington and Abraham Lincoln. (possibly KidPix)
	Use a variety of resources to construct a narrative about themselves, their family or their community.	Students will create timeline with a least 5 events.
Geographic Perspective	Distinguish between human and natural characteristics of places in the community.	This expectation was added after completion of the project and a common assessment must be created for it.
	Suggest ways people can help improve the environment of his/her community.	This expectation was added after completion of the project and a common assessment must be created for it.
	Describe the movement of people, goods, services and ideas in his/her local community.	This expectation was added after completion of the project and a common assessment must be created for it.
	Compare his/her community and region with other communities and regions.	This expectation was added after completion of the project and a common assessment must be created for it.
	Describe changes in his/her local community over time.	This expectation was added after completion of the project and a common assessment must be created for it.
Civic Perspective	Cite examples of government carrying out its legal authority in the local community.	Students will create a class book or projects of local authorities.
	Identify rules and in the community and describe the consequences for breaking them.	Students will participate in skits and role-playing situations showing an understanding of conflict resolution.
	Describe the consequences of not having rules.	Students will participate in skits and role-playing situations showing an understanding of conflict resolution.
	Describe a variety of ways for communities to make decisions fairly.	Students will participate in many authentic decision making situations throughout the year.

	Recognize that events in other countries can affect their local community.	Students will participate in group discussions of current events through Time For Kids, Scholastic News, Weekly Reader, or newspaper articles.
	Describe ways that individuals influence each other.	Students will participate in skits and role-playing situations showing an understanding of conflict resolution.
Economic Perspective	List ways that individuals can conserve the limited resources of time, money, and space.	Students will promote recycling by creating individual or group project about conserving energy, time, supplies, water, natural gas, electricity and plants.
	Identify a good or service that is provided by the local government and identify the source of its funding.	Students will take a paper & pencil test about producers and consumers including matching pictures.
	Distinguish between producers and consumers in a market economy.	Students will take a paper & pencil test about producers and consumers including matching pictures.
	Describe a variety of businesses in their local community and connect economic needs with the businesses that meet them.	This expectation was added after completion of the project and a common assessment must be created for it.
Inquire	Interpret information from simple maps, graphs, tables, and pictographs.	Students will create a graph in groups or individually focusing on Michigan products. (Trailblazers Unit #2, Lesson 3 My Favorite -i.e. apples, cars, cherries, cereal, sports teams) Students will locate local landmarks on a class-created Delta/Waverly map.
Public Discourse and Decision Making	Compose a statement expressing an opinion on a public issue in their local community.	Students will write a statement expressing their answer to a posed question and support it with an explanation.

### 3<sup>rd</sup> Grade Draft Social Studies Curriculum

3 <sup>rd</sup> Grade	The student will:	Assessment:
Historical Perspective	Measure chronological time by decades and centuries.	Students will take a time line quiz (to be created based on the activity book that accompanies the Harcourt Brace materials - pg.7)
	Use narratives and graphic data to compare the past of a local community with present day life.	Students will answer questions individually, and then use those questions to complete a carousel activity. (Questions to be created using Social Studies Excursions K-3 pg. 124 as a guide) or Students will take a short paper/pencil quiz. (questions to be created using Social Studies Excursions K-3 as a guide)
Geographic Perspective	Locate and describe the characteristics and locations of diverse types of regions.	Students will take a short answer/essay quiz. (Questions to be created using Harcourt Brace, Social Studies Excursions K-3 and Saw Mills & Sleigh Bells as guides)
	Explain how various people or cultures have adapted to or modified the environment.	Students will take a short answer/essay quiz. (Questions to be created using Harcourt Brace, Social Studies Excursions K-3 and Saw Mills & Sleigh Bells as guides)

	Explain how transportation and communication link people and communities.	Students will answer questions individually, and then use those questions to complete a carousel activity. (Questions to be created using Social Studies Excursions K-3 pg. 124 as a guide) or Students will take a short paper/pencil quiz. (questions to be created using Social Studies Excursions K-3 as a guide)
	Describe characteristics that could be used to define a region.	Students will complete a short answer quiz based on the Harcourt Brace Unit 2 review questions.
	Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, and equal protection of the law.	Students will complete a short answer quiz based on the Harcourt Brace Unit 3 & Unit 5 review questions.
Civic Perspective	Explain how law is used to manage conflict peacefully.	Students will complete a poster activity using the Harcourt Brace teacher guide (p.51) as a guide. OR Students will complete a letter - writing activity using the Harcourt Brace teacher guide (p. 294) as a guide.
	Describe how citizens participate in elections.	This expectation was added after completion of the project and a common assessment must be created for it.
Economic Perspective	Explain the concept of scarcity when people make economic decisions.	Students will complete essay questions based on p. 16 & 17 of the Econ & Me teachers guide.
	Identify the opportunity costs in personal decision-making situations.	Students will be given a problem and will fill in a decision tree. Students will follow up with a written response. (problems, etc. will be created using p.23 & 63 in the Econ & Me teachers guide.
	Use a decision-making model to explain a personal economic choice involving a scarcity of time, money, or space.	Students will be given a problem and will fill in a decision tree. Students will follow up with a written response. (problems, etc. will be created using p.23 & 63 in the Econ & Me teachers guide.
	Describe how people in a region act as producers and consumers.	Students will complete a poster activity. The poster will be a follow-up to an essay to be created using p. 239 of the Harcourt Brace teachers guide.
Inquire	Organize social studies information to make simple maps, graphs, and tables.	Students will complete a short quiz to be created in conjunction with math Trailblazers.
Public Discourse and Decision Making	Explain how a particular issue became a problem and why people disagree about it.	Students will complete an essay question test to be written in a format similar to the MEAP exam.
	Take a stand on a regional policy issue, support it with data, and the use of a variety of formats and/or technologies.	Students will complete an essay question test to be written in a format similar to the MEAP exam.

#### 4th Grade Draft Social Studies Curriculum

4 <sup>th</sup> Grade	The student will:	Assessment:
Historical Perspective	Place major events in the history of the State of Michigan in chronological order.	Students will construct their own timeline on paper in the spring OR students will write an essay placing events in order OR Students will make a Hyper Studio presentation ordering events.
	After reading a story about life in the past in Michigan, sequence not more than 5 events from the story.	Essay question on each theme to be given when theme is completed. Answers should reference key events in each theme. OR Students create a poster listing key events and there effect on life in the past.
	Use narratives and graphic data to compare Michigan's past with present day life.	Students will research and make a bibliography of books read about 3 Fires, Immigration, Women's roles, Pioneer Life.
Geographic Perspective	Describe the location, use, and importance of different kinds of natural resources in Michigan and the Great Lakes region and explain the positive and negative consequences of their use.	Students locate Great Lakes, Rivers and inland lakes, Areas of Lumbering, Mining, and Agriculture on maps. OR Bulletin Board - Map of Michigan. Students write essay explaining consequences of over use of resources. OR Students create posters and or maps detailing resources.
	Explain how various peoples and cultures have adapted to and modified Michigan's natural environment.	On going throughout the year-Students keep a T-Chart adding info in their folders OR Students write an essay detailing events and impact on people, cultures on environment.
	Describe major kinds of economic activity in MI and factors influencing location.	Create a map detailing agriculture, lumber, manufacturing mining and tourism in MI. OR Combine with essay questions for item I.2LE.1.
	Describe some of the major movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.	Types of movement within and outside of MI and detail why OR Field trip to MI Historical Museum and student reaction journal.
	Compare the Upper Peninsula, Northern Lower Peninsula, and Southern Lower Peninsula.	Students study and create maps detailing climate, peninsula, dunes, Great Lakes, lakes, rivers, language, religion, ethnic groups, international borders, land use, agriculture, manufacturing bridges, road system OR Students create posters and reports detailing above information.
Civic Perspective	Distinguish between local and state government.	Internet study to identify local and state government officials. OR Students listen to guest speaker and write a report.
	Identify the three branches of Michigan government and the powers of each.	Students add info to flip book. OR Poster report.
	Distinguish among making, enforcing and interpreting laws and identify the office responsible for each.	Field Trip to the Capitol and students will create a flip book on the 3 branches of government. OR Ch. 11 essay test in Michigan Adventures in Time-Ch.11.
	Explain how law is used to manage conflict in American society.	Field Trip to Hall of Justice Learning Center (Supreme Court) Student journal entry detailing types of courts. OR Have a guest speaker from the legal community to explain court system and students write a journal entry.
Economic Perspective	Explain the impact of scarcity and opportunity costs on business decisions.	This expectation was added after completion of the project and a common assessment must be created for it.

	Distinguish among natural resources human capital, capital equipment, in the production of goods/services.	Journal writing children relate a work related experience from their life OR Students could add a Hyper Studio Project or poster or diagram or a demonstration speech explaining terms.
	Explain how prices are determined in a market economy.	Children collect data from newspaper ads and survey popular items and analyze costs OR Students create a product and set a price and detail costs.
	Describe how Michigan businesses are involved in trade as producers, consumers, importers, and exporters.	Make a poster selecting one industry and detailing, producers, distributors, importers, exporters. OR Write an essay explaining process of producer, distributors, importers, exporters.
Inquire	Interpret social studies information about the State of Michigan from maps, graphs, tables, and charts.	Use tables, maps, charts in T.E. Michigan Adventures in Time to assess students' ability to read and interpret Soc. Science info. T-55, T-59, T-67, T-75, T-99 OR Make a table, chart or map.
Public Discourse and Decision Making	Pose issues of state concern as public policy questions.	Choose a topic and take a position and give reasons to support position in an oral report or written essay OR Students will debate public policy issue.
	Evaluate possible resolutions of a state public policy issue.	Choose a topic and take a position and give reasons to support position in an oral report or written essay OR Students will debate public policy issue.
	Compose a short essay expressing a decision on a public policy issue.	Choose a topic and take a position and give reasons to support position in an oral report or written essay.