

# CURRICULUM ROAD MAP



SOCIAL STUDIES (K-8)



K - 8th Grade		Social Studies Curriculum + Materials/Resources	
K - 1st Grade	2nd - 3rd Grade	4th - 5th Grade	6th - 8th Grade
<p><b>Montessori Cosmic Education</b> <i>"Great Lessons" give a big picture perspective to mentally organize new information and stress the interconnections between all things</i></p> <p><b>Montessori Fundamental Needs</b> <i>shelter, food, clothing, transportation, defense (safety, protection), communication, love, spirituality/religion, culture/arts/music</i></p> <p><b>Montessori Geography Material</b> <i>map-making, continents, countries</i></p> <p><b>Holidays</b> <i>identify the events or people celebrated and why we honor them</i></p> <p><b>Read-Alouds + Non-Fiction Texts</b> <i>integrate history, environment, society, citizenship, government, economics</i></p>	<p><b>Montessori Cosmic Education</b> <i>"Great Lessons" give a big picture perspective to mentally organize new information and stress the interconnections between all things</i></p> <p><b>Montessori Fundamental Needs</b> <i>shelter, food, clothing, transportation, defense (safety, protection), communication, love, spirituality/religion, culture/arts/music</i></p> <p><b>Montessori Geography Material</b> <i>map-making, 50 states, regions</i></p> <p><b>Project-Based Learning</b> <i>Native Americans, cultures, colonial America, national symbols, citizenship, economics, immigration, Michigan history, public issues</i></p> <p><b>Read-Alouds + Non-Fiction Texts</b> <i>integrate history, environment, society, citizenship, government, economics</i></p>	<p><b>Montessori Cosmic Education</b> <i>"Great Lessons" give a big picture perspective to mentally organize new information and stress the interconnections between all things</i></p> <p><b>Project-Based Learning</b> <i>biomes of the world, US geography, economics, US history, government, Michigan history, financial skills/literacy</i></p> <p><b>Read-Alouds + Non-Fiction Texts</b> <i>integrate history, environment, society, citizenship, government, economics</i></p>	<p><b>Project-Based Learning</b> <i>5 themes of geography, how to read a map, latitude/longitude, physical geography, cultural geography, regions of the world, physical/human systems, human-environment interaction, imperialism, colonialism, impact of geography on human history (focus: guns, germs, steel)</i></p> <p><b>Montessori Imaginary Island</b> <i>cross-curricular project as a culmination of the elementary geography study and synthesizes the concepts from a variety of geographical studies, civics and government, economics, public issues, persuasive communication</i></p> <p><b>World History</b> <i>pre-history, first civilizations, the middle ages, renaissance and reformation, age of exploration, revolution and enlightenment, era of imperialism, world conflicts/early 20th century, post-world war two, the world from 1945 to today</i></p> <p><b>United States History</b> <i>prehistory to early 1600s, colonial America, the Revolution, American expansion, Civil War, Reconstruction</i></p> <p><b>Public Discourse and Civic Participation</b> <i>mock trials, debates, public issues, current events, civic participation, roles and functions of government, values and principles of American Democracy, role of the citizen in the USA</i></p>

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS			KINDERGARTEN	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>History - Living and Working Together</b> <b>1</b> <b>K-H 2.0.1 - K-H 2.0.3</b>	Distinguish among the past, present, and future.	Great Lesson: Formation of the Universe Study of the Calendar, BC/AD Timeline Montessori Fundamental Needs of Human Work Unit 1, Lesson 1: Me in the Past, Present, and Future	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>History - Living and Working Together</b> <b>2</b> <b>K-H 2.0.1 - K-H 2.0.3</b>	Create a timeline using events from their own lives.	Personal Timeline Project Unit 1, Lesson 2: My Family and Me	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>History - Living and Working Together</b> <b>3</b> <b>K-H 2.0.1 - K-H 2.0.3</b>	Describe ways people learn about the past.	Unit 1, Lesson 3: Family Working Together Unit 1, Lesson 4: All Families are Different Unit 1, Lesson 5: How Family and School are Alike	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - The World in Spatial Terms</b> <b>1</b> <b>K-G 1.0.1 - K-G 1.0.2</b>	Recognize that maps and globes represent places.	Montessori Puzzle Map, Globes, and Graphs Unit 3, Lessons 1-3	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - The World in Spatial Terms</b> <b>2</b> <b>K-G 1.0.1 - K-G 1.0.2</b>	Use directions or positional words to identify significant locations in the classroom.	Cardinal Directions Work Unit 3, Lesson 4	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Place and Regions</b> <b>1</b> <b>K-G 2.0.1</b>	Identify and describe places in the immediate environment.	Unit 3, Lesson 5	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Environment and Society</b> <b>1</b> <b>K-G 2.0.5</b>	Describe ways in which the environment provides for basic human needs and wants.	Unit 3, Lesson 6-7	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Purposes of Government</b> <b>1</b> <b>K-C 1.0.1</b>	Identify and explain reasons for rules at home and in school.	Unit 5, Lesson 1, 2, 3, 4, 5, 6	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Core Values of Republicanism and Democracy</b> <b>1</b> <b>K-C 5.0.1</b>	Describe situations in which they demonstrated self-discipline and individual responsibility.	Unit 5, Lesson 1, 2, 3, 4, 5, 6	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Market Economy</b> <b>1</b> <b>K-E 1.0.1 - K-E 1.0.3</b>	Describe economic wants they have experienced.	Unit 2, Lesson 1, 2, 3, 4, 5	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Market Economy</b> <b>1</b> <b>K-E 1.0.1 - K-E 1.0.3</b>	Distinguish between goods and services.	Unit 2, Lesson 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment



		CURRICULUM ROAD MAP		
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS (2)		KINDERGARTEN		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Civics - Market Economy</b> <b>1</b> <b>K-E 1.0.1 - K-E 1.0.3</b>	Recognize situations in which people trade.	Unit 2, Lesson 4	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>1</b> <b>K-P 3.1.1 - K-P 3.1.3</b>	Identify classroom issues.	Unit 5, Lessons 1-3 Montessori Morning Gathering Grace & Courtesy Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>2</b> <b>K-P 3.1.1 - K-P 3.1.3</b>	Use simple graphs to explain information about a classroom issue.	Peace Education Meetings/Assemblies	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>3</b> <b>K-P 3.1.1 - K-P 3.1.3</b>	Compare their viewpoint about a classroom issue with the viewpoint of another person.	4 Square Opinion Writing Montessori Morning Gathering	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Persuasive Communication About a Public Issue</b> <b>1</b> <b>K-P 3.3.1</b>	Express a position on a classroom issue.	4 Square Opinion Writing Montessori Morning Gathering	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Citizen Involvement</b> <b>1</b> <b>K-P 4.2.1 - K-P 4.2.2</b>	Develop and implement an action plan to address or inform others about a classroom issue.	4 Square Opinion Writing Montessori Morning Gathering	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Citizen Involvement</b> <b>2</b> <b>K-P 4.2.1 - K-P 4.2.2</b>	Participate in projects to help or inform others.	Salvation Army Coat Drive Can Food Drive Disaster Relief/Response	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS		GRADE ONE		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>History - Living and Working Together in Families and Schools</b> 1 1-H 2.0.1 - 1-H 2.0.5	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events .	Great Lesson: Formation of the Universe Study of the Calendar, BC/AD Timeline Unit 1, Lesson 1: Me in the Past, Present, and Future	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Living and Working Together in Families and Schools</b> 2 1-H 2.0.1 - 1-H 2.0.5	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life .	Unit 1, Lesson 2: My Family and Me	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Living and Working Together in Families and Schools</b> 3 1-H 2.0.1 - 1-H 2.0.5	Use historical sources to draw possible conclusions about family or school life in the past .	Unit 1, Lesson 2: My Family and Me	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Living and Working Together in Families and Schools</b> 4 1-H 2.0.1 - 1-H 2.0.5	Compare life today with life in the past using the criteria of family, school, jobs, or communication .	Unit 1, Lesson 2 and Unit 1, Lesson 3: Family Work Together Unit 1, Lesson 4: All Families are Different Lesson 5: How Family and School are Alike	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Living and Working Together in Families and Schools</b> 5 1-H 2.0.1 - 1-H 2.0.5	Identify the events or people celebrated during United States national holidays and why we celebrate them .	Unit 4, Lesson 5: School Then and Now Unit 4, Lesson 6: Why we have holidays	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - The World in Spatial Terms</b> 1 1-G 1.0.1 - 1-G 1.0.3	Construct simple maps of the classroom to demonstrate aerial perspective .	Unit 3, Lesson 1: Globes, Maps, and Aerial Views Unit 3, Lesson 2: Making a Map of My Own	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - The World in Spatial Terms</b> 2 1-G 1.0.1 - 1-G 1.0.3	Describe places using absolute location or relative location .	Unit 3, Lesson 3: How do I write an address	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - The World in Spatial Terms</b> 3 1-G 1.0.1 - 1-G 1.0.3	Distinguish between landmasses (continents) and bodies of water (oceans) using maps and globes .	Montessori Land and Water Form Work Montessori Biome Work Montessori Puzzle Map Work	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - Places and Regions</b> 1 1-G 2.0.1 - 1-G 2.0.2	Distinguish between physical and human characteristics of places .	Unit 3, Lesson 5: Human and Natural Characteristics Unit 3, Lesson 6: Consequences of Environment Interaction	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - Places and Regions</b> 2 1-G 2.0.1 - 1-G 2.0.2	Describe the unifying characteristics and/or boundaries of different school regions .	Unit 3, Lesson 2: Making a Map of My Own	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - Human Systems</b> 1 1-G 4.0.1	Use components of culture to describe diversity in family life .	Unit 1, Lessons 1-2	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - Environment and Society</b> 1 1-G 5.0.1 - 1-G 5.0.2	Describe ways in which people are part of, modify, and adapt to their physical environment .	Unit 3, Lesson 7: Adapting to my environment by season	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - Environment and Society</b> 2 1-G 5.0.1 - 1-G 5.0.2	Describe ways in which the physical environment in a place or region affects people's lives .	Unit 3, Lesson 7: Adapting to my environment by season	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS (2)		GRADE ONE		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Civics - Purposes of Government</b> 1 1-C 1.0.1 - 1-C 1.0.2	Explain the need for, and purposes of, rules .	Unit 5, Lesson 1 Unit 5, Lesson 2	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Purposes of Government</b> 2 1-C 1.0.1 - 1-C 1.0.2	Give examples of the use of power with authority and power without authority in school .	Unit 5, Lesson 4 Unit 5, Lesson 5	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Core Values of Republicanism and Democracy</b> 1 1-C 2.0.1 - 1-C 2.0.2	Explain fair ways to make decisions and resolve conflicts in the school community .	Unit 5, Lesson 2	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Core Values of Republicanism and Democracy</b> 2 1-C 2.0.1 - 1-C 2.0.2	Identify and explain how important symbols of the United States of America represent core values .	Unit 5, Lesson 7 Unit 5, Lesson 8	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of the Citizen in a Democracy and Republic</b> 1 1-C 5.0.1 - 1-C 5.0.2	Describe some responsibilities people have at home and at school .	Unit 5, Lesson 1 Unit 5, Lesson 2	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of the Citizen in a Democracy and Republic</b> 2 1-C 5.0.1 - 1-C 5.0.2	Describe situations in which people act as good citizens and explain how those actions demonstrate core values .	Unit 5, Lesson 7 Unit 5, Lesson 8	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy</b> 1 1-E 1.0.1 - 1-E 1.0.6	Distinguish between producers and consumers of goods and services.	Unit 2, Lesson 1 Unit 2, Lesson 2	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy</b> 2 1-E 1.0.1 - 1-E 1.0.6	Describe ways in which families consume goods and services.	Unit 2, Lesson 2	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy</b> 3 1-E 1.0.1 - 1-E 1.0.6	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	Unit 2, Lesson 3: Scarcity	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy</b> 4 1-E 1.0.1 - 1-E 1.0.6	Describe reasons why people voluntarily trade.	Unit 2, Lesson 4: Money and Trading	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy</b> 5 1-E 1.0.1 - 1-E 1.0.6	Describe ways in which people earn money.	Unit 2, Lesson 5: Families, Jobs, and Money	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy</b> 6 1-E 1.0.1 - 1-E 1.0.6	Describe how money simplifies trade.	Unit 2, Lesson 4: Money and Trading	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying Public Issues</b> 1 1-P 3.1.1 - 1-P 3.1.3	Identify public issues in the school community .	Montessori Morning Gathering Peace Education Meetings/Assemblies	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

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WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE 2	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>History - Living and Working Together 1 2-H 2.0.1 - 2-H 2.0.6</b>	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>History - Living and Working Together 2 2-H 2.0.1 - 2-H 2.0.6</b>	Use different descriptions of the same event in a community and explain how and why they are different .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>History - Living and Working Together 3 2-H 2.0.1 - 2-H 2.0.6</b>	Explain how individuals and groups have made a significant historical change.	Fundamental Needs of Humans Research Montessori Cosmic Education, Timeline of Writing	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>History - Living and Working Together 4 2-H 2.0.1 - 2-H 2.0.6</b>	Describe changes in the local community over time .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>History - Living and Working Together 5 2-H 2.0.1 - 2-H 2.0.6</b>	Describe how community members responded to a problem in the past .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>History - Living and Working Together 6 2-H 2.0.1 - 2-H 2.0.6</b>	Construct a historical narrative about the history of the local community from a variety of sources .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - The World in Spatial Terms 1 2-G 1.0.1 - 2-G 1.0.3</b>	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - The World in Spatial Terms 2 2-G 1.0.1 - 2-G 1.0.3</b>	Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale .	What's a Community Project/Unit Map Skills Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - The World in Spatial Terms 3 2-G 1.0.1 - 2-G 1.0.3</b>	Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.	State of Michigan Research/Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Places and Regions 1 2-G 2.0.1 - 2-G 2.0.2</b>	Compare the physical and human characteristics of the local community with those of another community .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment



WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (2)			GRADE 2	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Geography - Places and Regions</b> 2 2-G 2.0.1 - 2-G 2.0.2	Describe how the local community is part of a larger region .	What's a Community Project/Unit Map Skills Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Human Systems</b> 1 2-G 4.0.1 - 2-G 4.0.3	Describe land use in the community .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Human Systems</b> 2 2-G 4.0.1 - 2-G 4.0.3	Describe the means people create for moving people, goods, and ideas within the local community .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Human Systems</b> 3 2-G 4.0.1 - 2-G 4.0.3	Use components of culture to describe diversity in the local community .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Environment and Society</b> 1 2-G 5.0.1 - 2-G 5.0.2	Suggest ways people can responsibly interact with the environment in the local community .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Environment and Society</b> 1 2-G 5.0.1 - 2-G 5.0.2	Describe positive and negative consequences of changing the physical environment of the local community .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Purpose of Government</b> 1 2-C 1.0.1 - 2-C 1.0.2	Explain why people form governments .	Colonial America Unit Citizenship Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Purpose of Government</b> 2 2-C 1.0.1 - 2-C 1.0.2	Distinguish between government action and private action .	Colonial America Unit Citizenship Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Core Values of Republicanism and Democracy</b> 1 2-C 2.0.1 - 2-C 2.0.2	Explain how local governments balance individual rights with the common good to solve local community problems .	What's a Community Project/Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Core Values of Republicanism and Democracy</b> 2 2-C 2.0.1 - 2-C 2.0.2	Describe the purpose of the Pledge of Allegiance .	Citizenship Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (3)			GRADE 2	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Civics - Structures and Functions of Government 1</b> 2-C 3.0.1 - 2-C 3.0.3	Give examples of how local governments make, enforce and interpret laws in the local community .	Non-Fiction Guided Reading Passages (Government)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structures and Functions of Government 2</b> 2-C 3.0.1 - 2-C 3.0.3	Use examples to describe how local government affects the lives of its citizens .	Non-Fiction Guided Reading Passages (Government)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structures and Functions of Government 3</b> 2-C 3.0.1 - 2-C 3.0.3	Identify services commonly provided by local governments .	Non-Fiction Guided Reading Passages (Government)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of a Citizen in a Democracy and Republic 1</b> 2-C 5.0.1 - 2-C 5.0.3	Identify ways citizens participate in community decisions .	Non-Fiction Guided Reading Passages (Government)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of a Citizen in a Democracy and Republic 2</b> 2-C 5.0.1 - 2-C 5.0.3	Distinguish between personal and civic responsibilities and explain why they are important in community life .	Non-Fiction Guided Reading Passages (Government)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of a Citizen in a Democracy and Republic 3</b> 2-C 5.0.1 - 2-C 5.0.3	Design and participate in community improvement projects that help or inform others .	Non-Fiction Guided Reading Passages (Government)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy 1</b> 2-E 1.0.1 - 2-E 1.0.5	Identify the opportunity cost involved in a consumer decision .	Economics Unit Lesson: Consumers	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy 2</b> 2-E 1.0.1 - 2-E 1.0.5	Describe how businesses in the local community meet economic wants of consumers .	Economics Unit Lesson: Businesses	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy 3</b> 2-E 1.0.1 - 2-E 1.0.5	Describe the natural, human, and capital resources needed for production of a good or service in a community .	Economics Unit Lesson: Production	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Market Economy 4</b> 2-E 1.0.1 - 2-E 1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence) .	Economics Unit Lesson: Market Economy	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (4)			GRADE 2	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Market Economy</b> <b>5</b> <b>2-E 1.0.1 - 2-E 1.0.5</b>	Identify the benefits and costs of personal decision making .	Economics Unit Lesson: Consumers	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>1</b> <b>2-P 3.1.1 - 2-P 3.1.3</b>	Identify public issues in the local community that influence the daily lives of its citizens.	4 Square Opinion/Argumentative Writing Montessori Morning Gatherings Peace Education Meetings/Assemblies	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>2</b> <b>2-P 3.1.1 - 2-P 3.1.3</b>	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions .	4 Square Opinion/Argumentative Writing Montessori Morning Gatherings Peace Education Meetings/Assemblies	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>3</b> <b>2-P 3.1.1 - 2-P 3.1.3</b>	Give examples of how conflicts over core values lead people to differ on resolutions to a public policy issue in the local community .	4 Square Opinion/Argumentative Writing Montessori Morning Gatherings Peace Education Meetings/Assemblies	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Persuasive Communication About a Public Issue</b> <b>1</b> <b>2-P 3.3.1</b>	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument .	4 Square Opinion/Argumentative Writing Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> <b>1</b> <b>2-P 4.2.1 - 2-P 4.2.2</b>	Develop and implement an action plan to address or inform others about a community issue .	4 Square Opinion/Argumentative Writing Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> <b>2</b> <b>2-P 4.2.1 - 2-P 4.2.2</b>	Participate in projects to help or inform others .	Salvation Army Coat Drive Can Food Drive Disaster Relief/Response	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS			GRADE 3	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>History of Michigan</b> <b>1</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Identify questions historians ask in examining the past in Michigan .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>2</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Explain how historians use primary and secondary sources to answer questions about the past .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>3</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Describe the causal relationships among three events in Michigan's past .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>4</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Draw upon traditional stories and/or teachings of indigenous peoples who lived in Michigan in order to make generalizations about their beliefs and histories .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>5</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Use informational text and visual data to compare how indigenous people and non-indigenous people in the early history of Michigan adapted to, used, and modified their environment.	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>6</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Use a variety of sources to describe interactions that occurred between indigenous peoples and the first European explorers and settlers in Michigan .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>7</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood) .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>8</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>9</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Describe how Michigan attained statehood.	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History of Michigan</b> <b>10</b> <b>3-H 3.0.1 - 3-H 3.0.10</b>	Create a timeline to sequence and describe major eras and events in Michigan history .	Michigan History Unit Lessons/Project Tri-Cities Museum Guest Visits Lansing Field Trip	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Geography - The World in Spatial Terms</b> <b>1</b> <b>3-G 1.0.1 - 3-G 1.0.3</b>	Use cardinal directions (north, south, east, west), scale, and key or legend to describe the relative location and characteristics of major places in the immediate environment .	Montessori Cardinal Directions Work Geography Social Studies Unit/Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS (2)		GRADE 3		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Geography - The World in Spatial Terms</b> 2 3-G 1.0.1 - 3-G 1.0.3	Use thematic maps to identify and describe the physical and human characteristics of Michigan .	State of Michigan Research/Map	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - The World in Spatial Terms</b> 3 3-G 1.0.1 - 3-G 1.0.3	Use a world map to describe North America with respect to the equator and other continents and oceans, and Michigan within North America .	Montessori Puzzle Map Work	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Places and Regions</b> 1 3-G 2.0.1 - 3-G 2.0.2	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions .	State of Michigan Research/Map	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Places and Regions</b> 2 3-G 2.0.1 - 3-G 2.0.2	Describe different regions to which Michigan belongs .	State of Michigan Research/Map	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Human Systems</b> 1 3-G 4.0.1 - 3-G 4.0.4	Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.	State of Michigan Research/Map Michigan Economics Unit/Work	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Human Systems</b> 2 3-G 4.0.1 - 3-G 4.0.4	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors) .	Michigan Growth, Population, Movement Unit/Work	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Human Systems</b> 3 3-G 4.0.1 - 3-G 4.0.4	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements .	Michigan Growth, Population, Movement Unit/Work	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Human Systems</b> 4 3-G 4.0.1 - 3-G 4.0.4	Use data and current information about the Anishinaabeg and other indigenous peoples living in Michigan today to describe the cultural aspects of modern indigenous peoples life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage .	Michigan Growth, Population, Movement Unit/Work	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Environment and Society</b> 1 3-G 5.0.1 - 3-G 5.0.2	Locate natural resources in Michigan and explain the consequences of their use .	Michigan Growth, Population, Movement Unit/Work	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Environment and Society</b> 2 3-G 5.0.1 - 3-G 5.0.2	Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan .	Michigan Growth, Population, Movement Unit/Work	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Civics - Purposes of Government</b> 1 3-G 1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government.	Tri-Cities Museum Guest Visits Lansing Field Trip (State Capital Visit)	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment



WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS (3)			GRADE 3	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Civics - Core Values of Democracy and Republicanism</b> 1 3-G 2.0.1	Describe how Michigan state government reflects the principle of representative government .	Non-Fiction Guided Reading Passages: State Government	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 1 3-C 3.0.1 - 3-C 3.0.5	Distinguish between the roles of state and local government	Non-Fiction Guided Reading Passages: State Government	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 2 3-C 3.0.1 - 3-C 3.0.5	Identify services provided by the state government and describe how they are funded .	Non-Fiction Guided Reading Passages: State Government	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 3 3-C 3.0.1 - 3-C 3.0.5	Identify the three branches of state government in Michigan and the powers of each .	Non-Fiction Guided Reading Passages: State Government	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 4 3-C 3.0.1 - 3-C 3.0.5	Explain how state courts function to resolve conflict.	Non-Fiction Guided Reading Passages: State Government	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 5 3-C 3.0.1 - 3-C 3.0.5	Describe the purpose of the Michigan Constitution .	Non-Fiction Guided Reading Passages: State Government	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of a Citizen in a Republic and Democracy</b> 1 3-C 5.0.1	Identify and explain the rights and responsibilities of citizenship .	Citizenship Unit Non-Fiction Guided Reading Passages: Citizenship	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 1 3-E 1.0.1 - 3-E 1.0.5	Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed .	Michigan Economics Unit	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 2 3-E 1.0.1 - 3-E 1.0.5	Identify incentives that influence economic decisions people make in Michigan .	Michigan Economics Unit	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 3 3-E 1.0.1 - 3-E 1.0.5	Analyze how Michigan's location and natural resources influenced its economic development.	Michigan Economics Unit	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 4 3-E 1.0.1 - 3-E 1.0.5	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan .	Michigan Economics Unit	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
MICHIGAN SOCIAL STUDIES COMMON CORE STANDARDS (4)			GRADE 3	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Economics - Market Economy</b> 5 3-E 1.0.1 - 3-E 1.0.5	Explain the role of business development in Michigan's economic future .	Michigan Economics Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Economics - National Economy</b> 1 3-E 2.0.1	Using a Michigan example, explain how specialization leads to increased interdependence .	Michigan Economics Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Economics - International Economy</b> 1 3-E 3.0.1	Identify products produced in other countries and consumed by people in Michigan .	Michigan Economics Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> 1 3-P 3.1.1 - 3-P 3.1.3	Identify public issues in Michigan that influence the daily lives of its citizens .	Michigan Economics Unit	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> 2 3-P 3.1.1 - 3-P 3.1.3	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions .	4 Square Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> 3 3-P 3.1.1 - 3-P 3.1.3	Give examples of how conflicts over core values lead people to differ on resolutions to a public policy issue in Michigan .	4 Square Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Persuasive Communication About a Public Issue</b> 1 3-P 3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument .	4 Square Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Citizen Involvement</b> 1 3-P 4.2.1 - 3-P 4.2.2	Develop and implement an action plan and know how, when, and where to address or inform others about a Michigan issue .	4 Square Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Citizen Involvement</b> 2 3-P 4.2.1 - 3-P 4.2.2	Participate in projects to help or inform others .	Salvation Army Coat Drive Can Food Drive Disaster Relief/Response	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE FOUR	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>History of Michigan (Beyond Statehood)</b> 1 4-H 3.0.1 - 4-H 3.0.7	Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present .	Michigan's Early Economic Activity Book	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>History of Michigan (Beyond Statehood)</b> 2 4-H 3.0.1 - 4-H 3.0.7	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan .	Michigan's Early Economic Activity Book	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>History of Michigan (Beyond Statehood)</b> 3 4-H 3.0.1 - 4-H 3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and the United States .	Population Growth in Michigan	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>History of Michigan (Beyond Statehood)</b> 4 4-H 3.0.1 - 4-H 3.0.7	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities .	Michigan's Early Economic Activity Book	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>History of Michigan (Beyond Statehood)</b> 5 4-H 3.0.1 - 4-H 3.0.7	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past .	Michigan's Early Economic Activity Book	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>History of Michigan (Beyond Statehood)</b> 6 4-H 3.0.1 - 4-H 3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan .	Michigan's Early Economic Activity Book	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>History of Michigan (Beyond Statehood)</b> 7 4-H 3.0.1 - 4-H 3.0.7	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources .	Michigan's Natural Resources Great Lakes Plastic Problem Human / Environment Interaction	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - The World in Spatial Terms</b> 1 4-G 1.0.1 - 4-G 1.0.5	Identify questions geographers ask in examining the United States .	"What Do Geographers Do?" Worksheet	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - The World in Spatial Terms</b> 2 4-G 1.0.1 - 4-G 1.0.5	Identify and describe the characteristics and purposes of a variety of geographic tools and technologies .	"What Do Geographers Do?" Worksheet	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (2)			GRADE FOUR	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Geography - The World in Spatial Terms</b> <b>3</b> <b>4-G 1.0.1 - 4-G 1.0.5</b>	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States .	"Sea to Shining Sea" USA Geography Project	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - The World in Spatial Terms</b> <b>4</b> <b>4-G 1.0.1 - 4-G 1.0.5</b>	Use maps to describe elevation, climate, and patterns of population density in the United States .	"Sea to Shining Sea" USA Geography Project	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - The World in Spatial Terms</b> <b>5</b> <b>4-G 1.0.1 - 4-G 1.0.5</b>	Use hemispheres, continents, oceans and major lines of latitude to describe the relative location of the United States on a world map .	"Sea to Shining Sea" USA Geography Project	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - Places and Regions</b> <b>1</b> <b>4-G 2.0.1 - 4-G 2.0.2</b>	Describe ways in which the United States can be divided into different regions .	"Sea to Shining Sea" USA Geography Project	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - Places and Regions</b> <b>2</b> <b>4-G 2.0.1 - 4-G 2.0.2</b>	Locate and describe human and physical characteristics of major United States regions and compare them to the Great Lakes Region .	"Michigan's Early Economic Activity"	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - Human Systems</b> <b>1</b> <b>4-G 4.0.1 - 4-G 4.0.3</b>	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.	"Michigan's Early Economic Activity"	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - Human Systems</b> <b>2</b> <b>4-G 4.0.1 - 4-G 4.0.3</b>	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States .	"Michigan's Early Economic Activity"	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - Human Systems</b> <b>3</b> <b>4-G 4.0.1 - 4-G 4.0.3</b>	Describe some of the movements of resources, goods, people, jobs and information to, from, or within the United States, and explain the reasons for the movements .	"Michigan's Early Economic Activity"	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
<b>Geography - Environment and Society</b> <b>1</b> <b>4-G 5.0.1</b>	Assess the causes and positive and negative consequences of human activities in different parts of the country .	"Michigan's Economic Future"	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (3)			GRADE FOUR	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Civics - Purposes of Government</b> 1 4-C 1.0.1 - 4-C 1.0.2	Identify questions that political scientists ask.	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Purposes of Government</b> 2 4-C 1.0.1 - 4-C 1.0.2	Describe the purposes of government as identified in the Preamble of the United States Constitution .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Core Principles of Democracy and Republicanism</b> 1 4-C 2.0.1 - 4-C 2.0.2	Explain how the core values and constitutional principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Core Principles of Democracy and Republicanism</b> 2 4-C 2.0.1 - 4-C 2.0.2	Describe how (1) rights guaranteed by the Constitution, including the Bill of Rights, and (2) Core Values, are involved in everyday situations .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 1 4-C 3.0.1 - 4-C 3.0.7	Give examples of ways the Constitution limits the powers of the federal government .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 2 4-C 3.0.1 - 4-C 3.0.7	Give examples of ways the Constitution limits the powers of the federal government versus the state governments and individual rights .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 3 4-C 3.0.1 - 4-C 3.0.7	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches) .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 4 4-C 3.0.1 - 4-C 3.0.7	Describe how the powers of the federal government are separated among the branches .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 5 4-C 3.0.1 - 4-C 3.0.7	Give examples of how the system of checks and balances limits the power of the federal government .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment



WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (4)			GRADE FOUR	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Civics - Structure and Functions of Government</b> 6 4-C 3.0.1 - 4-C 3.0.7	Describe how the president, members of the Congress, and justices of the Supreme Court come to power .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Structure and Functions of Government</b> 7 4-C 3.0.1 - 4-C 3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of a Citizen in a Republic and Democracy</b> 1 4-C 5.0.1 - 4-C 5.0.3	Explain responsibilities of citizenship .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of a Citizen in a Republic and Democracy</b> 2 4-C 5.0.1 - 4-C 5.0.3	Explain the rights of citizenship, why rights have limits, and the relationship between rights and responsibilities .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Role of a Citizen in a Republic and Democracy</b> 3 4-C 5.0.1 - 4-C 5.0.3	Describe ways citizens can work together to promote the core values and constitutional principles of American democracy, a constitutional republic .	"U.S. Government - How it Should Work" Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 1 4-E 1.0.1 - 4-E 1.0.8	Identify a good or service made in the United States and answer the three economic questions all economies must address .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 2 4-E 1.0.1 - 4-E 1.0.8	Describe characteristics of a market economy .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 3 4-E 1.0.1 - 4-E 1.0.8	Describe how positive and negative incentives influence behavior in a market economy.	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> 4 4-E 1.0.1 - 4-E 1.0.8	Explain how price affects decisions about purchasing goods and services (substitute goods) .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (5)			GRADE FOUR	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Economics - Market Economy</b> <b>5</b> <b>4-E 1.0.1 - 4-E 1.0.8</b>	Explain how specialization and division of labor increase productivity .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> <b>6</b> <b>4-E 1.0.1 - 4-E 1.0.8</b>	Explain how competition among buyers results in higher prices and competition among sellers results in lower prices .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> <b>7</b> <b>4-E 1.0.1 - 4-E 1.0.8</b>	Describe the exchange of goods and services and the role of money .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - Market Economy</b> <b>8</b> <b>4-E 1.0.1 - 4-E 1.0.8</b>	List goods and services governments provide in a market economy and explain how these goods and services are funded .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - National Economy</b> <b>1</b> <b>4-E 2.0.1</b>	Explain how changes in the United States economy impact levels of employment and unemployment .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Economics - International Economy</b> <b>1</b> <b>4-E 3.0.1</b>	Identify the advantages and disadvantages of global competition .	"Economics Overview" and "Understanding Economics" videos Market Day Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>1</b> <b>4-P 3.1.1 - 4-P 3.1.3</b>	Identify public issues in the United States that influence the daily lives of its citizens.	Opinion/Argumentative Writing: Public Issues	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>2</b> <b>4-P 3.1.1 - 4-P 3.1.3</b>	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions .	Opinion/Argumentative Writing: Public Issues	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>3</b> <b>4-P 3.1.1 - 4-P 3.1.3</b>	Give examples of how conflicts over core values lead people to differ on resolutions to a public policy issue in the United States .	Opinion/Argumentative Writing: Public Issues	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

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WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
SOCIAL STUDIES COMMON CORE STANDARDS		GRADE FIVE		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History (1) - Beginnings to 1620</b> 1 5-U 1.1.1 - 5-U 1.1.3	Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains .	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - Beginnings to 1620</b> 2 5-U 1.1.1 - 5-U 1.1.3	Compare how indigenous peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment .	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - Beginnings to 1620</b> 3 5-U 1.1.1 - 5-U 1.1.3	Describe Eastern Woodland life with respect to governmental and family structures, trade, and views on property ownership and land use .	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - European Exploration</b> 1 5-U 1.2.1 - 5-U 1.2.2	Explain the technological and political developments that made sea exploration possible .	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - European Exploration</b> 2 5-U 1.2.1 - 5-U 1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas .	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - Africa Pre-16th Century</b> 1 5-U 1.3.1 - 5-U 1.3.2	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa) .	Montessori Puzzle Maps Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - Africa Pre-16th Century</b> 2 5-U 1.3.1 - 5-U 1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade .	Montessori Puzzle Maps Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - Three World Interactions</b> 1 5-U 1.4.1 - 5-U 1.4.4	Describe the convergence of Europeans, indigenous peoples, and Africans in North America after 1492 from the perspective of these three groups .	Montessori Puzzle Maps Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - Three World Interactions</b> 2 5-U 1.4.1 - 5-U 1.4.4	Use primary and secondary sources to compare Europeans and indigenous peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use .	Montessori Puzzle Maps Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (2)			GRADE FIVE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History (1) - Three World Interactions</b> 3 5-U 1.4.1 - 5-U 1.4.4	Explain the impact of European contact on the cultures of indigenous peoples by comparing the different approaches used by the British and French in their interactions with indigenous peoples .	Story of the World History Lessons Tri-Cities Museum Guest Visits	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (1) - Three World Interactions</b> 4 5-U 1.4.1 - 5-U 1.4.4	Describe the Columbian Exchange and its impact on Europeans, indigenous peoples, and Africans .	Story of the World History Lessons Tri-Cities Museum Guest Visits	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (2) - Europeans Struggle for Control over North America</b> 1 5-U 2.1.1 - 5-U 2.1.5	Describe significant developments in the Southern colonies.	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (2) - Europeans Struggle for Control over North America</b> 2 5-U 2.1.1 - 5-U 2.1.5	Describe significant developments in the New England colonies.	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (2) - Europeans Struggle for Control over North America</b> 3 5-U 2.1.1 - 5-U 2.1.5	Describe significant developments in the Middle colonies.	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (2) - Europeans Struggle for Control over North America</b> 4 5-U 2.1.1 - 5-U 2.1.5	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies .	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (2) - Europeans Struggle for Control over North America</b> 5 5-U 2.1.1 - 5-U 2.1.5	Explain the economic, political, cultural, and religious causes of migration to colonial North America .	American History Project: Part 1	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (2) - European Slave Trade and Slavery in North America</b> 1 5-U 2.2.1 - 5-U 2.2.3	Describe Triangular Trade including the trade routes, the people and goods that were traded, the Middle Passage, and its impact on life in Africa.	American History Project: Part 1 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (2) - European Slave Trade and Slavery in North America</b> 2 5-U 2.2.1 - 5-U 2.2.3	Describe the life of enslaved Africans and free Africans in the American colonies .	American History Project: Part 1 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment



WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (3)			GRADE FIVE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History (2) - European Slave Trade and Slavery in North America</b> 3 5-U 2.2.1 - 5-U 2.2.3	Describe how Africans living in North America drew upon their African past and adapted elements of new cultures to develop a distinct African American culture .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (2) Life in Colonial America</b> 1 5-U 2.3.1 - 5-U 2.3.5	Locate the New England, Middle, and Southern colonies on a map .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (2) Life in Colonial America</b> 2 5-U 2.3.1 - 5-U 2.3.5	Describe the daily life of people living in the New England, Middle, and Southern colonies .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (2) Life in Colonial America</b> 3 5-U 2.3.1 - 5-U 2.3.5	Describe colonial life in America from the perspectives of at least three different groups of people .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (2) Life in Colonial America</b> 4 5-U 2.3.1 - 5-U 2.3.5	Describe the development of the emerging labor force in the colonies .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (2) Life in Colonial America</b> 5 5-U 2.3.1 - 5-U 2.3.5	Make generalizations about the reasons for regional differences in colonial America .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (3) - Causes of the American Revolution</b> 1 5-U 3.1.1 - 5-U 3.1.8	Describe how the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (3) - Causes of the American Revolution</b> 2 5-U 3.1.1 - 5-U 3.1.8	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History (3) - Causes of the American Revolution</b> 3 5-U 3.1.1 - 5-U 3.1.8	Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government) .	American History Project: Part 1 Story of the World History Lessons	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (4)			GRADE FIVE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History (3) - Causes of the American Revolution</b> 4 5-U 3.1.1 - 5-U 3.1.8	Describe the role of the First and Second Continental Congresses in unifying the colonies	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Causes of the American Revolution</b> 5 5-U 3.1.1 - 5-U 3.1.8	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Causes of the American Revolution</b> 6 5-U 3.1.1 - 5-U 3.1.8	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Causes of the American Revolution</b> 7 5-U 3.1.1 - 5-U 3.1.8	Describe how colonial experiences with self- government and ideas about government influenced the decision to declare independence .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Causes of the American Revolution</b> 8 5-U 3.1.1 - 5-U 3.1.8	Identify a problem confronting people in the colonies; identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - The American Revolution and its Consequences</b> 1 5-U 3.2.1 - 5-U 3.2.4	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - The American Revolution and its Consequences</b> 2 5-U 3.2.1 - 5-U 3.2.4	Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - The American Revolution and its Consequences</b> 3 5-U 3.2.1 - 5-U 3.2.4	Compare the role of women, African Americans, indigenous peoples, and France in helping shape the outcome of the war .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - The American Revolution and its Consequences</b> 4 5-U 3.2.1 - 5-U 3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries) .	American History Project: Part 2 Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (5)			GRADE FIVE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History (3) - Creating New Governments and a Constitution 1 5-U 3.3.1 - 5-U 3.3.8</b>	Describe the powers of the national government and state governments under the Articles of Confederation .	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Creating New Governments and a Constitution 2 5-U 3.3.1 - 5-U 3.3.8</b>	Give examples of problems the country faced under the Articles of Confederation .	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Creating New Governments and a Constitution 3 5-U 3.3.1 - 5-U 3.3.8</b>	Explain why the Constitutional Convention was convened and why the Constitution was written .	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Creating New Governments and a Constitution 4 5-U 3.3.1 - 5-U 3.3.8</b>	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution .	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Creating New Governments and a Constitution 5 5-U 3.3.1 - 5-U 3.3.8</b>	Give reasons why the Framers wanted to limit the power of government .	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Creating New Governments and a Constitution 6 5-U 3.3.1 - 5-U 3.3.8</b>	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution .	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Creating New Governments and a Constitution 7 5-U 3.3.1 - 5-U 3.3.8</b>	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History (3) - Creating New Governments and a Constitution 8 5-U 3.3.1 - 5-U 3.3.8</b>	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution .	US Government Project Story of the World History Lessons	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues 1 5-P 3.1.1 - 5-P 3.1.3</b>	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions .	US Government Project Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (6)			GRADE FIVE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Identifying and Analyzing Public Issues</b> <b>2</b> <b>5-P 3.1.1 - 5-P 3.1.3</b>	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions .	US Government Project Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> <b>3</b> <b>5-P 3.1.1 - 5-P 3.1.3</b>	Give examples of how conflicts over core values lead people to differ on contemporary constitutional issues in the United States .	US Government Project Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Persuasive Communication About a Public Issue</b> <b>1</b> <b>5-P 3.3.1</b>	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument .	US Government Project Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Citizen Involvement</b> <b>1</b> <b>5-P 4.2.1 - 5-P 4.2.2</b>	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue .	Opinion/Argumentative Writing: Public Issues	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Citizen Involvement</b> <b>1</b> <b>5-P 4.2.1 - 5-P 4.2.2</b>	Participate in projects to help or inform others .	Salvation Army Coat Drive Can Food Drive Disaster Relief/Response American Humane	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE SIX	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Geography - Spatial Thinking</b> <b>1</b> <b>6-G 1.1.1 - 6-G 1.1.2</b>	Explain and use a variety of maps, globes, and web based geography technology to study the world at global, regional, and local scales .	Study of Geography Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Spatial Thinking</b> <b>2</b> <b>6-G 1.1.1 - 6-G 1.1.2</b>	Draw a sketch map, or add information to an outline map, of the world or a world region .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Geographical Inquiry and Analysis</b> <b>1</b> <b>6-G 1.2.1 - 6-G 1.2.6</b>	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue .	Study of Geography Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Geographical Inquiry and Analysis</b> <b>2</b> <b>6-G 1.2.1 - 6-G 1.2.6</b>	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers .	Study of Geography Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Geographical Inquiry and Analysis</b> <b>3</b> <b>6-G 1.2.1 - 6-G 1.2.6</b>	Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Geographical Inquiry and Analysis</b> <b>4</b> <b>6-G 1.2.1 - 6-G 1.2.6</b>	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Geographical Inquiry and Analysis</b> <b>5</b> <b>6-G 1.2.1 - 6-G 1.2.6</b>	Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Geographical Inquiry and Analysis</b> <b>6</b> <b>6-G 1.2.1 - 6-G 1.2.6</b>	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>Geography - Geographical Understanding</b> <b>1</b> <b>6-G 1.3.1 - 6-G 1.3.3</b>	Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth .	Study of Geography Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment



WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (2)			GRADE SIX	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Geography - Geographical Understanding</b> <b>2</b> <b>6-G 1.3.1 - 6-G 1.3.3</b>	Use maps of physical features, land use, and transportation to generalize about the reasons for the distribution of population .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Geography - Geographical Understanding</b> <b>3</b> <b>6-G 1.3.1 - 6-G 1.3.3</b>	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility .	Guns, Germs, and Steel Geography Study	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Places and Regions - Physical Characteristics of Place</b> <b>1</b> <b>6-G 2.1.1 - 6-G 2.1.3</b>	Locate and describe the landforms, ecosystems, and the climate of the continents .	Region Research Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Places and Regions - Physical Characteristics of Place</b> <b>2</b> <b>6-G 2.1.1 - 6-G 2.1.3</b>	Describe the basic patterns and processes of plate tectonics .	Graham Cracker Plate Tectonics	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Places and Regions - Physical Characteristics of Place</b> <b>3</b> <b>6-G 2.1.1 - 6-G 2.1.3</b>	Describe the characteristics of major world climates and ecosystems .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Places and Regions - Human Characteristics of Place</b> <b>1</b> <b>6-G 2.2.1 - 6-G 2.2.4</b>	Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions .	Island Project Region Research	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Places and Regions - Human Characteristics of Place</b> <b>2</b> <b>6-G 2.2.1 - 6-G 2.2.4</b>	Explain how communities are affected positively or negatively by changes in technology .	Climate Change Research Paper NewsELA Climate Stories	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Places and Regions - Human Characteristics of Place</b> <b>3</b> <b>6-G 2.2.1 - 6-G 2.2.4</b>	Explain how culture and experience influence people's perception of places and regions .	Cultural Geography Research Notes	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:
<b>Places and Regions - Human Characteristics of Place</b> <b>4</b> <b>6-G 2.2.1 - 6-G 2.2.4</b>	Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population .	Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Other:

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (3)			GRADE SIX	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Physical Systems - Physical Processes</b> 1 G-6 3.1.1 - G-6 3.1.2	Interpret and compare climographs from different latitudes and locations .	Imaginary Island Resource	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Physical Systems - Physical Processes</b> 2 G-6 3.1.1 - G-6 3.1.2	Explain the factors that cause different types of climates .	Island Project (Biomes Research)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Physical Systems - Ecosystems</b> 1 6-G 3.2.1 - 6-G 3.2.2	Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human factors .	Biomes Research Guns, Germs, and Steel	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Physical Systems - Ecosystems</b> 2 6-G 3.2.1 - 6-G 3.2.2	Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how land use changes with technology .	Biomes Research Guns, Germs, and Steel	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Human Systems - Cultural Mosaic</b> 1 6-G 4.1.1 - 6-G 4.1.4	Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences .	Cultural Geography Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Human Systems - Cultural Mosaic</b> 2 6-G 4.1.1 - 6-G 4.1.4	Compare the roles of men and women in different societies .	Guns, Germs, and Steel	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Human Systems - Cultural Mosaic</b> 3 6-G 4.1.1 - 6-G 4.1.4	Describe cultures of the region being studied, including the major languages and religions .	Heroic Journey Religion Research Island Project Guns, Germs, and Steel	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Human Systems - Cultural Mosaic</b> 4 6-G 4.1.1 - 6-G 4.1.4	Explain how cultural patterns influence environments and the daily lives of people .	Heroic Journey Religion Research Cultural Geography Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Human Systems - Technology Patterns and Networks</b> 1 6-G 4.2.1	Identify and describe the advantages, disadvantages, and impact of different technologies used to move people, products, and ideas throughout the world .	Guns, Germs, and Steel	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (4)			GRADE SIX	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Human Systems - Patterns of Human Settlement 1 6-G 4.3.1 - 6-G 4.3.3	Explain how people have modified the environment and used technology to make places more suitable for humans .	Guns, Germs, and Steel Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Human Systems - Patterns of Human Settlement 2 6-G 4.3.1 - 6-G 4.3.3	Describe patterns of settlement and explain why people settle where they do and how they make their living .	Guns, Germs, and Steel	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Human Systems - Patterns of Human Settlement 3 6-G 4.3.1 - 6-G 4.3.3	Explain the patterns, causes, and consequences of major human migrations .	Guns, Germs, and Steel	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Human Systems - Forces of Cooperation and Conflict 1 6-G 4.4.1 - 6-G 4.4.2	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth and cultural diversity) .	Guns, Germs, and Steel	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Human Systems - Forces of Cooperation and Conflict 2 6-G 4.4.1 - 6-G 4.4.2	Evaluate examples of cooperation and conflict within the region under study from different perspectives .	Guns, Germs, and Steel	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Environment and Society - Humans and the Environment 1 6-G 5.1.1 - 6-G 5.1.3	Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology .	Climate Change Research Paper Plastic Bags Research Paper	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Environment and Society - Humans and the Environment 2 6-G 5.1.1 - 6-G 5.1.3	Explain how different technologies can have positive and negative impacts on the environment .	Climate Change Research Paper Plastic Bags Research Paper Island Project	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Environment and Society - Humans and the Environment 3 6-G 5.1.1 - 6-G 5.1.3	Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places .	Climate Change Research Paper	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Environment and Society - Physical and Human Systems 1 6-G 5.2.1 - 6-G 5.2.2	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change .	Climate Change Research Paper	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
SOCIAL STUDIES COMMON CORE STANDARDS (5)		GRADE SIX		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Environment and Society - Physical and Human Systems</b> 2 6-G 5.2.1 - 6-G 5.2.2	Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster .	Climate Change Research Paper	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Global Issues - Global Topic Investigation and Issue Analysis</b> 1 6-G 6.1.1	Contemporary Investigations - Investigate a contemporary global issue, by applying the skills of geographic inquiry (asking geographic questions; acquiring, organizing, and analyzing geographic information; and answering geographic questions) and, when practical, develop a plan for action .	Climate Change Research Paper	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Nature of Civic Life, Politics, and Government</b> 1 6-C 1.1.1 - 6-C 1.1.2	Compare and contrast competing ideas about the purposes of government in different countries .	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Nature of Civic Life, Politics, and Government</b> 2 6-C 1.1.1 - 6-C 1.1.2	Examine what it means to be a citizen in different countries .	Region Project (Government Study and Analysis)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Characteristics of Nation-States</b> 1 6-C 3.6.1 - 6-C 3.6.2	Define the characteristics of modern nation-states .	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Characteristics of Nation-States</b> 2 6-C 3.6.1 - 6-C 3.6.2	Compare and contrast various forms of government around the world .	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Conflict and Cooperation Between and Among Nations</b> 1 6-C 4.3.1 - 6-C 4.3.3	Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other countries .	Climate Change Research Paper Plastic Bags Research Paper	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Conflict and Cooperation Between and Among Nations</b> 2 6-C 4.3.1 - 6-C 4.3.3	Explain the challenges to governments and the cooperation needed to address international issues .	Climate Change Research Paper Plastic Bags Research Paper Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Civics - Conflict and Cooperation Between and Among Nations</b> 3 6-C 4.3.1 - 6-C 4.3.3	Analyze the impact of treaties, agreements, and international organizations on global issues .	Climate Change Research Paper Plastic Bags Research Paper Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (6)			GRADE SIX	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>The Market Economy - Individual, Business, and Government Choices</b> 1 6-E 1.1.1	Explain how incentives in different economic systems can change the decision-making process .	GMO Research Paper	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>The National Economy - Role of Government</b> 1 6-E 2.3.1	Describe the impact of sanctions, tariffs, treaties, quotas, and subsidies on a country and on other countries that use its resources .	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>International Economy - Economic Interdependence</b> 1 6-E 3.1.1 - 6-E 3.1.3	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence .	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>International Economy - Economic Interdependence</b> 2 6-E 3.1.1 - 6-E 3.1.3	Diagram or map the flow of materials, labor, and capital used to produce a consumer product .	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>International Economy - Economic Interdependence</b> 3 6-E 3.1.1 - 6-E 3.1.3	Explain how communication innovations have affected economic interactions and where and how people work .	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>International Economy - Economic Systems</b> 1 6-E 3.3.1 - 6-E 3.3.2	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>International Economy - Economic Systems</b> 2 6-E 3.3.1 - 6-E 3.3.2	Compare the economic and ecological costs and benefits of different kinds of energy production.	Island Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues</b> 1 6-P 3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions . Identify public policy issues related to global topics and issues studied .	Climate Change Research Paper World Hunger Research Paper	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> 1-3 6-P 4.2.1 - 6-P 4.2.3	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. Engage in activities intended to contribute to solving a national or international problem studied. Participate in projects to help or inform others.	Climate Change Research Paper World Hunger Research Paper	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE SEVEN	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>History - Temporal Thinking</b> 1 7-H 1.1.1	Compare and contrast several different calendar systems used in the past and present and their cultural significance.	Primary Source Library (Ancient American Civilization Timeline)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Inquiry and Analysis</b> 1 7-H 1.2.1 - 7-H 1.2.6	Explain how historians use a variety of sources to explore the past .	JSTOR Research Tutorial	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Inquiry and Analysis</b> 2 7-H 1.2.1 - 7-H 1.2.6	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed .	SHEG Persian Wars Source Comparison	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Inquiry and Analysis</b> 3 7-H 1.2.1 - 7-H 1.2.6	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources .	SHEG Source Analysis Guiding Questions	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Inquiry and Analysis</b> 4 7-H 1.2.1 - 7-H 1.2.6	Compare and evaluate differing historical perspectives based on evidence .	SHEG Persian Wars Source Comparison	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Inquiry and Analysis</b> 5 7-H 1.2.1 - 7-H 1.2.6	Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes .	Context Comic Strip / Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Inquiry and Analysis</b> 6 7-H 1.2.1 - 7-H 1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	Unit VIP Glossary activity	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Understanding</b> 1 7-H 1.4.1 - 7-H 1.4.3	Describe and use cultural institutions to study an era and a region .	Renaissance Era Timeline (Trial of Galileo)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>History - Historical Understanding</b> 2 7-H 1.4.1 - 7-H 1.4.3	Describe and use themes of history to study patterns of change and continuity .	Graphic Timeline Portfolio	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment



WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (2)			GRADE SEVEN	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>History - Historical Understanding</b> <b>3</b> <b>7-H 1.4.1 - 7-H 1.4.3</b>	Use historical perspectives to analyze global issues faced by humans long ago and today .	SHEG Roman Republic Source Analysis,	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Peopling of Earth</b> <b>1</b> <b>7-W 1.1.1 - 7-W 1.1.2</b>	Explain how and when human communities populated major regions of the world and adapted to a variety of environments.	Cradles of Civilizations Research / Presentations	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Peopling of Earth</b> <b>2</b> <b>7-W 1.1.1 - 7-W 1.1.2</b>	Explain what archaeologists have learned about Paleolithic and Neolithic societies .	Cave Painting Analysis / Agricultural Revolution Graphic Timeline	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Agricultural Revolution</b> <b>1</b> <b>7-W 1.2.1 - 7-W 1.2.4</b>	Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals) .	Cave Painting Analysis / Agricultural Revolution Graphic Timeline	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Agricultural Revolution</b> <b>2</b> <b>7-W 1.2.1 - 7-W 1.2.4</b>	Explain the importance of the natural environment in the development of agricultural settlements in different locations .	Cradles of Civilizations Research / Presentations	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Agricultural Revolution</b> <b>3</b> <b>7-W 1.2.1 - 7-W 1.2.4</b>	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements) .	Cave Painting Analysis / Agricultural Revolution Graphic Timeline "Bread Requires Civilization" Video	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Agricultural Revolution</b> <b>4</b> <b>7-W 1.2.1 - 7-W 1.2.4</b>	Compare and contrast the environmental, economic, and social institutions of two early civilizations .	Cradles of Civilizations Research / Presentations "Laws of Mesopotamia" Video	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Early Civilizations and Major Empires</b> <b>1</b> <b>7-W 2.1.1 - 7-W 2.1.6</b>	Describe the importance of the development of human language, oral and written, and its relationship to the development of culture	Cradles of Civilizations Research / Presentations	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Early Civilizations and Major Empires</b> <b>2</b> <b>7-W 2.1.1 - 7-W 2.1.6</b>	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns) .	Cave Painting Analysis / Agricultural Revolution Graphic Timeline	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (3)			GRADE SEVEN	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>World History - Early Civilizations and Major Empires</b> 3 7-W 2.1.1 - 7-W 2.1.6	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations (Tigris and Euphrates rivers, Yangtze River, Nile River, Indus River) .	Cradles of Civilizations Research / Presentations	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Early Civilizations and Major Empires</b> 4 7-W 2.1.1 - 7-W 2.1.6	Examine early civilizations to describe their common features .	Cradles of Civilizations Research / Presentations	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Early Civilizations and Major Empires</b> 5 7-W 2.1.1 - 7-W 2.1.6	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another .	Silk Road Map Analysis SHEG Bubonic Plague Source Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Early Civilizations and Major Empires</b> 6 7-W 2.1.1 - 7-W 2.1.6	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes .	Neolithic Revolution Silk Road Map Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Classical Traditions</b> 1 7-W 3.1.1 - 7-W 3.1.11	Describe the characteristics that classical civilizations share .	SHEG Roman Republic Source Analysis Classical Age of Ancient Greece Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Classical Traditions</b> 2 7-W 3.1.1 - 7-W 3.1.11	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires .	Cradles of Civilizations Research / Presentations	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Classical Traditions</b> 3 7-W 3.1.1 - 7-W 3.1.11	Compare and contrast the defining characteristics of a city-state, civilization, and empire .	Era Analysis of Ancient Greece Graphic Timeline Compare / Contrast Ancient Greek and Persian Culture	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Classical Traditions</b> 4 7-W 3.1.1 - 7-W 3.1.11	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions .	SHEG Persian War Source Analysis (Context Lesson) SHEG Roman Republic Source Analysis (Context Lesson)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Classical Traditions</b> 5 7-W 3.1.1 - 7-W 3.1.11	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations .	"Cradles of Civilization" VIP Glossary and Primary Source Library	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (4)			GRADE SEVEN	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>World History - Classical Traditions</b> <b>6</b> <b>7-W 3.1.1 - 7-W 3.1.11</b>	Use historic and modern maps to locate and describe trade networks among empires in the classical era .	Silk Road Map Activity	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Classical Traditions</b> <b>7</b> <b>7-W 3.1.1 - 7-W 3.1.11</b>	Use a case study to describe how trade integrated cultures and influenced the economy within empires.	Silk Road Map Activity Columbian Exchange Analysis	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Classical Traditions</b> <b>8</b> <b>7-W 3.1.1 - 7-W 3.1.11</b>	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires .	Ancient Mesopotamia Law and Culture Analysis Code of Hammurabi	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Classical Traditions</b> <b>9</b> <b>7-W 3.1.1 - 7-W 3.1.11</b>	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires .	Ancient Mesopotamia Law and Culture Analysis Code of Hammurabi	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Classical Traditions</b> <b>10</b> <b>7-W 3.1.1 - 7-W 3.1.11</b>	Create a time line that illustrates the rise and fall of classical empires during the classical period .	Eras of Ancient Greece Graphic Timeline	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Classical Traditions</b> <b>11</b> <b>7-W 3.1.1 - 7-W 3.1.11</b>	Explain the role of economics in shaping the development of classical civilizations and empires .	SHEG Peloponnesian War Primary Source Analysis (Role of the Bank of Athens)	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Growth and Development of World Religions</b> <b>1</b> <b>7-W 3.2.1 - 7-W 3.2.2</b>	Identify and describe the core beliefs of the world's faith and ethical systems, including Buddhism, Christianity, Confucianism, Hinduism, Daoism, and Judaism .	Heroic Journey Religion Analysis	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Growth and Development of World Religions</b> <b>2</b> <b>7-W 3.2.1 - 7-W 3.2.2</b>	Locate the geographical center of major religions and map the spread through the 3rd century CE/AD .	Heroic Journey Religion Analysis	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>World History - Cross Temporal or Global Expectations</b> <b>1</b> <b>7-W 4.1.1 - 7-W 4.1.3</b>	Crisis in the Classical World — Analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium .	Roman Empire Graphic Timeline (Constantine in VIP Glossary)	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (5)			GRADE SEVEN	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>World History - Cross Temporal or Global Expectations</b> <b>2</b> <b>7-W 4.1.1 - 7-W 4.1.3</b>	World Religions — Using historical documents and historical and current maps, analyze the rise of Islam, as well as the spread and interactions of major world religions from 300-1500 CE .	Heroic Journey Religions Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Cross Temporal or Global Expectations</b> <b>3</b> <b>7-W 4.1.1 - 7-W 4.1.3</b>	Trade Networks and Contacts — Analyze the development, interdependence, specialization, and importance of interregional trading systems, both within and between societies .	Silk Road Map Analysis Venice Graphic Timeline (Medici Era)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Interregional or Comparative Expectations</b> <b>1</b> <b>7-W 4.2.1 - 7-W 4.2.3</b>	Growth of Islam and Dar al-Islam(A country, territory, land, or abode where Muslim sovereignty prevails) — Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire .	The Crusades Graphic Timeline Heroic Journey World Religions Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Interregional or Comparative Expectations</b> <b>2</b> <b>7-W 4.2.1 - 7-W 4.2.3</b>	Unification of Eurasia under the Mongols — Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion, and describe the characteristics of the Pax Mongolica .	"Mongols" Crash Course Video Analysis / Discussion	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Interregional or Comparative Expectations</b> <b>3</b> <b>7-W 4.2.1 - 7-W 4.2.3</b>	The Plague — Use historical and modern maps and other evidence to explain the causes and consequences of the Plague .	Siege of Kaffa / Silk Road Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Regional Expectations</b> <b>1</b> <b>7-W 4.3.1 - 7-W 4.3.5</b>	Africa to 1500 — Describe the diverse characteristics of early African societies .	Ancient Egypt Graphic Timeline Old to New Kingdom Ancient Africa Map Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Regional Expectations</b> <b>2</b> <b>7-W 4.3.1 - 7-W 4.3.5</b>	The Americas to 1500 — Describe the diverse characteristics of early civilizations in the Americas .	First Nations Great Migration Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Regional Expectations</b> <b>3</b> <b>7-W 4.3.1 - 7-W 4.3.5</b>	China to 1500 — Identify major Chinese dynasties and describe ways they responded to internal and external challenges .	Yellow + Yangtze River Civilization Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Regional Expectations</b> <b>4</b> <b>7-W 4.3.1 - 7-W 4.3.5</b>	The Eastern European System and the Byzantine Empire to 1500 — Analyze restructuring of the Eastern European system .	Silk Road Map Analysis The Dark Ages + Crusades Video Series	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS (6)			GRADE SEVEN	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>World History - Regional Expectations</b> 5 7-W 4.3.1 - 7-W 4.3.5	Western Europe to 1500 — Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe .	"Life in the Middle Ages" Video Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Geographical Inquiry and Analysis</b> 1 7-G 1.2.1	Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology .	Silk Road Map Analysis Indian Ocean Trade maps Caravel + Sextant technology analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Forces of Cooperation and Conflict</b> 1 7-G 2.1.1 - 7-G 2.1.2	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups .	Persian Wars Primary Source Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>World History - Forces of Cooperation and Conflict</b> 2 7-G 2.1.1 - 7-G 2.1.2	Describe examples of cooperation and conflict within the era under study .	Persian Wars Primary Source Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Global Issues, Decision Making</b> 1 7-P 3.1.1	Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions . Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions . Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues . Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness .	Current Events Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> 1 7-P 4.2.1 - 7-P 4.2.3	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness .	Current Events Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> 2 7-P 4.2.1 - 7-P 4.2.3	Engage in activities intended to contribute to solving a national or international problem studied .	International Crisis Response Team (cards for New Zealand)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> 3 7-P 4.2.1 - 7-P 4.2.3	Participate in projects to help or inform others .	International Crisis Response Team (cards for New Zealand)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE EIGHT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>Foundations in United States History - Political and Intellectual Transformation 1</b> 8-F 1.1 - 8-F 1.3	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing core values and experiences with self-government.	Declaration Grievances Translation Activity	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Foundations in United States History - Political and Intellectual Transformation 2</b> 8-F 1.1 - 8-F 1.3	Using the Declaration of Independence, including grievances, unifying principles, and core values analyze the colonists' view of government and reasons for separating from Great Britain.	Declaration Grievances Translation Activity	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Foundations in United States History - Political and Intellectual Transformation 3</b> 8-F 1.1 - 8-F 1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of the birth of a republican government, creation of the Articles of Confederation, changing views on freedom and equality, and concerns over distribution of power.	American Revolution Treaties, Outcomes, and New Government Video Analysis and Discussion	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Creating New Government(s) and a new Constitution 1</b> 8-U 3.3.1 - 8-U 3.3.8	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation .	SHEG Shay's Rebellion Primary Source Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Creating New Government(s) and a new Constitution 2</b> 8-U 3.3.1 - 8-U 3.3.8	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention .	SHEG Shay's Rebellion Primary Source Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Creating New Government(s) and a new Constitution 3</b> 8-U 3.3.1 - 8-U 3.3.8	Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, election of the executive, and slavery as a regional and federal issue .	Constitutional Convention Compromises Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Creating New Government(s) and a new Constitution 4</b> 8-U 3.3.1 - 8-U 3.3.8	Explain how the new constitution resolved (or compromised) the major issues, including sharing and separation of power, and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; AND RELATIONSHIPS AND AFFAIRS WITH INDIGENOUS NATIONS.	Constitutional Convention Compromises Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Creating New Government(s) and a new Constitution 5</b> 8-U 3.3.1 - 8-U 3.3.8	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.	SHEG Federalists vs Anti-Federalists Document - Based Questions	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Creating New Government(s) and a new Constitution 6</b> 8-U 3.3.1 - 8-U 3.3.8	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear among many Americans of a strong central government .	Illustrated Bill of Rights Project	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment



WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE EIGHT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History - Creating New Government(s) and a new Constitution</b> 7 8-U 3.3.1 - 8-U 3.3.8	Explain how the core values are embodied in the Constitution through constitutional features such as representative government, separation of powers, checks and balances, federalism, enumerated powers, bicameralism, Bill of Rights, and popular sovereignty .	Constitutional Convention Compromises Research	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Creating New Government(s) and a new Constitution</b> 8 8-U 3.3.1 - 8-U 3.3.8	Describe the philosophical origins of constitutional government in the United States using the core values .	Constitutional Convention Compromises Research Preamble Re-write	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Challenges to an Emerging Nation</b> 1 8-U 4.1.1 - 8-U 4.1.4	Washington's Farewell – Use President George Washington's Farewell Address to analyze Washington's perspective on the most significant challenges the new nation faced.	SHEG Federalist vs Anti-Federalist Primary Source Analysis (Context)	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Challenges to an Emerging Nation</b> 2 8-U 4.1.1 - 8-U 4.1.4	Establishing America's Place in the World – Assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties .	SHEG Monroe Doctrine Guiding Questions	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Challenges to an Emerging Nation</b> 3 8-U 4.1.1 - 8-U 4.1.4	Challenge of Political Conflict – Examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies .	SHEG Federalist vs Anti-Federalist Primary Source Analysis	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Challenges to an Emerging Nation</b> 4 8-U 4.1.1 - 8-U 4.1.4	Establishing a National Judiciary and Its Power – Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review .	Principles of the Constitution Research SHEG Marbury vs Madison Document-Based Questions	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Regional and Economic Growth</b> 1 8-U 4.2.1 - 8-U 4.2.4	Comparing the Northeast and the South – Compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc .), with respect to geography and climate and the development of technology, industry, labor, and transportation, immigration, race relations, and class.	Industrialization Analysis - Lowell Mills Artwork Origins of the Antebellum South Research	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Regional and Economic Growth</b> 1 8-U 4.2.1 - 8-U 4.2.4	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences .	Slavery + Middle Passage Diary Analysis	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
<b>United States History - Regional and Economic Growth</b> 1 8-U 4.2.1 - 8-U 4.2.4	Westward Expansion – Analyze the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of indigenous peoples (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny .	Treaty of New Echota Primary Source Analysis Trail of Tears Video Activity	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Ongoing Practice and Review <input type="checkbox"/> Other:	<input type="checkbox"/> Classroom Observation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE EIGHT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History - Regional and Economic Growth</b> <b>1</b> <b>8-U 4.2.1 - 8-U 4.2.4</b>	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on indigenous peoples, the institution of slavery, and the relations between free and slaveholding states .	SHEG Indian Removal Act Primary Source Analysis SHEG Gold Rush Primary Source Analysis Mexican American War Video and Discussion	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reform Movements</b> <b>1</b> <b>8-U 4.3.1 - 8-U 4.3.5</b>	Explain the origins of the American Education system .	"Who Were the Puritans?" Video and Discussion American Industrialization Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reform Movements</b> <b>2</b> <b>8-U 4.3.1 - 8-U 4.3.5</b>	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement .	Age of Reform Graphic Timeline Transcendentalist, Temperance, Abolition Movement Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reform Movements</b> <b>3</b> <b>8-U 4.3.1 - 8-U 4.3.5</b>	Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence .	Seneca Falls Convention Video and Research "Declaration of Sentiments" Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reform Movements</b> <b>4</b> <b>8-U 4.3.1 - 8-U 4.3.5</b>	Analyze the goals and effects of the antebellum temperance movement .	Age of Reform Graphic Timeline Transcendentalist, Temperance, Abolition Movement Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reform Movements</b> <b>5</b> <b>8-U 4.3.1 - 8-U 4.3.5</b>	Investigate the role of religion in shaping antebellum reform movements .	First vs Second Great Awakening Video Age of Reform VIP Glossary	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - The Coming of the Civil War</b> <b>1</b> <b>8-U 5.1.1 - 8-U 5.1.6</b>	Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved persons .	Causes of the Civil War Graphic Timeline VIP Glossary (Stowe, Douglass, Tubman)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - The Coming of the Civil War</b> <b>2</b> <b>8-U 5.1.1 - 8-U 5.1.6</b>	Describe the role of the Northwest Ordinance and its effect on the banning of slavery .	Articles of Confederation Strengths vs Weaknesses Research	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - The Coming of the Civil War</b> <b>3</b> <b>8-U 5.1.1 - 8-U 5.1.6</b>	Describe the competing views of John C . Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states .	Causes of Civil War Graphic Timeline and VIP Glossary	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE EIGHT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History - The Coming of the Civil War</b> 4 8-U 5.1.1 - 8-U 5.1.6	Draw conclusions about why the following increased sectional tensions: Missouri Compromise, Wilmot Proviso, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott v. Sanford, and changes in the political party system.	Context of Civil War Graphic Timeline and VIP Glossary	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - The Coming of the Civil War</b> 5 8-U 5.1.1 - 8-U 5.1.6	Describe the resistance of enslaved persons and effects of their actions before and during the Civil War .	SHEG Harper's Ferry Primary Source Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - The Coming of the Civil War</b> 6 8-U 5.1.1 - 8-U 5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War .	3/5ths Compromise Debate Analysis	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Civil War</b> 1 8-U 5.2.1 - 8-U 5.2.5	Discuss the social, political, economic, and cultural reasons for secession .	Election of 1860 Analysis Morrell Tariff Reaction Analysis Abolitionist Movement Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Civil War</b> 2 8-U 5.2.1 - 8-U 5.2.5	Make an argument to explain the reasons why the North won the Civil War by considering the critical events and battles in the war, political and military leadership of the North and South, and respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.	Civil War Battle Analysis (Advantages / Disadvantages, Strategies, Leadership, Turning Point Battles)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Civil War</b> 3 8-U 5.2.1 - 8-U 5.2.5	Examine Abraham Lincoln's presidency with respect to his military and political leadership, the evolution of his emancipation policy (including the Emancipation Proclamation), and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence	SHEG Abolition Movement Primary Source Guiding Questions	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Civil War</b> 4 8-U 5.2.1 - 8-U 5.2.5	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people .	Civil War Battle Analysis (Advantages / Disadvantages, Strategies, Leadership, Turning Point Battles)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Civil War</b> 5 8-U 5.2.1 - 8-U 5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments .	Civil War Battle Analysis (Advantages / Disadvantages, Strategies, Leadership, Turning Point Battles)	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reconstruction</b> 1 8-U 5.3.1 - 8-U 5.3.5	Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African Americans .	Reconstruction Era Graphic Timeline and VIP Glossary	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
SOCIAL STUDIES COMMON CORE STANDARDS			GRADE EIGHT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
<b>United States History - Reconstruction</b> <b>2</b> <b>8-U 5.3.1 - 8-U 5.3.5</b>	Describe the early responses to the end of the Civil War by describing the policies of the Freedmen's Bureau, and restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.	Reconstruction Era Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reconstruction</b> <b>3</b> <b>8-U 5.3.1 - 8-U 5.3.5</b>	Describe the new role of African Americans in local, state, and federal governments in the years after the Civil War and the resistance to this change, including the Ku Klux Klan .	Reconstruction Era Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reconstruction</b> <b>4</b> <b>8-U 5.3.1 - 8-U 5.3.5</b>	Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution .	Reconstruction Era Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Reconstruction</b> <b>5</b> <b>8-U 5.3.1 - 8-U 5.3.5</b>	Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans .	Reconstruction Era Graphic Timeline	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>United States History - Investigation Topics and Issue Analysis</b> <b>1</b> <b>8-U 5.4.1</b>	Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic; identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action; and predict possible consequences of the contemporary action .	Culture War Context Current Events Activity	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Identifying and Analyzing Public Issues, Decision Making</b> <b>1</b> <b>8-P 3.1.1</b>	Identify, research, analyze, discuss, and defend a position on a national public policy issue. Compose a persuasive essay justifying the position with a reasoned argument .	Current Events Policy Perspective Activity	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> <b>1</b> <b>8-P 4.2.1 - 8-P 4.2.3</b>	Demonstrate knowledge of how, when, and where individuals would: plan and conduct activities intended to advance views in matters of public policy; report the results; and evaluate effectiveness .	Current Events Policy Perspective Activity	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> <b>2</b> <b>8-P 4.2.1 - 8-P 4.2.3</b>	Engage in activities intended to contribute to the solution of a national or international problem studied .	International Crisis Support Team	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
<b>Citizen Involvement</b> <b>3</b> <b>8-P 4.2.1 - 8-P 4.2.3</b>	Participate in projects to help or inform others (e .g ., service learning projects) .	International Crisis Support Team	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment