

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th

Name and Number of Unit: Unit 1:
Medieval to Modern

Approximate Timeline: 3 weeks

Description/Big Idea: This unit exams the foundations of European History. The AP exam covers material from 1450 to the present, but it is essential to understand the base of European History: Greece, Rome, and the Middle Ages. Students will examine the foundations of western thought and culture.

Essential Question: What are the foundations of European History?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the origins of human society in Europe.

I can recognize the importance of Greek and Roman Culture on European History.

I can compare the Magna Carta to the US Constitution and the English Bill of Rights.

I can connect the Middle Ages with the changes in the Renaissance.
I can understand the foundations of modern thought that emerged in the Renaissance.

Prerequisites:

Knowledge:

Greek History
Roman History
Middle Ages

Skills:

Compare and Contrast
Primary and Secondary Sources

Lessons/Summary of Unit:

Key Vocabulary:

Sedentary, Mesopotamia, Proto-Fascist, Consul, Dictator, Pax Romana, Caesaropapism, Manorialism, Carolingian Renaissance, Doomsday Book, Magna Carta, Parliament, Guild, Commercial Revolution, Inquisition, Patronage, Realism, Concordat, Anti-Semitism

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Roman Roads Primary and Secondary Sources Evaluation
Chapter 1, 2, 13 Homeworks from Textbook

Summative assessments may include:

Chapter 1 Quiz
Middle Ages Government Change and Continuity Essay
Renaissance as a Revolution DBQ
Unit 1 Essay Exam

Professional Resources/Materials/Books:

Class Textbooks

McKay, John P. *A History of Western Society*. 10th ed. Vol. 1. Boston: Bedford/St. Martin's, 2011. Print.

College Notes:

Brown, Dr. Robert. "HIS 100: Shaping of Western Society I." Finger Lakes Community College, Cannadaigua, New York. September to November 2005. Lecture.

Personal Library:

Nystrom, Bradley P., and Stylianos V. Spyridakis. *Ancient Rome: Documentary Perspectives*. Dubuque, IA: Kendall/Hunt Pub., 1995. Print.

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations*. Sixth ed. Vol. 1. New York: McGraw-Hill, 2004. Print

Gies, Joseph and Frances. *Life in a Medieval City*. New York: Harper & Row, 1969.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th

**Name and Number of Unit: Unit 2:
Religion and Reform**

Approximate Timeline: 3 Weeks

Description/Big Idea: This unit examines the break between the Catholic Church and the Protestant and the effects it had on Europe

Essential Question: Why did Europe break along Catholic and Protestant Lines and what effect did it have?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can identify the central ideas of the reformers and why there were appealing to the different social classes.
- I can describe how the political situation in Germany shaped the Reformation.
- I can analyze the reaction of the Catholic Church to the Reformation.
- I can compare the new commodities, commercial empires, and forced migrations in the new era of global contact.
- I can compare and contrast absolutist governments in Europe in the Age of Absolutism.

I can identify the successes and give reasons for the successes of the constitutional states of the Dutch Republic and England.

Prerequisites:

Knowledge:

Middle Ages
Renaissance
Reformation

Skills:

Historical Argumentation
Appropriate Use of Historical Evidence
Comparison
Contextualization
Interpretation
Synthesis
Historical Causation
Patterns of Continuity and Change over Time

Lessons/Summary of Unit:

Key Vocabulary:

Pluralism, Indulgences, Protestant, Eucharist, Transubstantiation, Whoredom, Augsburg Confession, Anglican Church, Calvinism, Huguenots, Viceroyalties, Encomienda System, Mestizo, Mulatto, Columbian Exchange, Middle Passage, Peace of Westphalia, Absolutism, Divine Right, Mercantilism, Elector, Constitutionalism, Republicanism, Puritans, The Protectorate, Glorious Revolution, English Bill of Rights, Natural Rights, Stadholder

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Religious Warfare Timeline
Atlantic World Change and Continuity Essay
Venn Diagram of Absolute Monarchs

Chapters 14, 15, 16 Homework from Textbook

Summative assessments may include:

Chapter 14 Quiz

Global Silver Trade DBQ

Absolutism DBQ

Unit Exam

Professional Resources/Materials/Books:

Class Textbook:

McKay, John P. *A History of Western Society*. 10th ed. Vol. 1. Boston: Bedford/St. Martin's, 2011. Print.

College Notes:

Brown, Dr. Robert. "HIS 100: Shaping of Western Society I." Finger Lakes Community College, Cannadaigua, New York. September to November 2005. Lecture.

Brown, Dr. Robert. "HIS 101: Shaping of Western Society II." Finger Lakes Community College, Cannadaigua, New York. September to December 2006. Lecture.

Personal Library:

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations*. Sixth ed. Vol. 1. New York: McGraw-Hill, 2004. Print

Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th

Name and Number of Unit: Unit 3:
Emerging Thought and Expansion

Approximate Timeline: 3 Weeks

Description/Big Idea: This unit examines the expansion of thought and the influence this has on the future of Europe.

Essential Question: How did the Enlightenment impact Europe?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can analyze the revolutionary changes in the new attitudes towards the natural world in the Scientific Revolution.
- I can identify the impact new ways of thinking had on political developments and monarchical absolutism.
- I can compare the important developments that led to the agricultural revolution and how those changes affected peasants.
- I can recognize what life was like for a child and how attitudes towards childhood changed.
- I can evaluate the practice of medicine and its evolution in the 18th century.

Prerequisites:**Knowledge:**

Middle Ages

Renaissance

Reformation

Age of Exploration

Skills:

Patterns of Continuity and Change Over Time

Contextualization

Interpretation

Synthesis

Appropriate Use of Historical Evidence

Comparison

Lessons/Summary of Unit: This unit examines the development of thought and reasons and their application in Europe to form brand new ideas, not ones simply copied from Classical Civilizations.

Key Vocabulary:

Natural Philosophy, Experimental Method, Empiricism, Cartesian Duality, Rationalism, Enlightened Absolutism, Cameralism, Westernization, Haskalah, Cottage Industry, Putting-Out System, Guilds, Economic Liberalism, Capitalism, Mercantilism, Creoles, Mestizos, Sepoys, Community Controls, Foundlings,

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Annotation of the Declaration of Independence

Practice AP Multiple Choice Quiz

Chapter 17, 18, 19 Homework from Textbook

Summative assessments may include:

Scientific Revolution Short Answer
European Power DBQ
Unit 3 Exam with DBQ

Professional Resources/Materials/Books:

Class Textbook:

- McKay, John P. *A History of Western Society*. 10th ed. Vol. 2. Boston: Bedford/St. Martin's, 2011. Print.

College Notes:

- Brown, Dr. Robert. "HIS 101: Shaping of Western Society II." Finger Lakes Community College, Cannadaigua, New York. September to December 2006. Lecture.

Personal Library:

- Wiesner, Merry E., Andrew D. Evans, William Bruce Wheeler, and Julius R. Ruff. *Discovering the Western Past: A Look at the Evidence*. Stamford, CT: Cengage Learning, 2015. Print
- Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th

Name and Number of Unit: Unit 4: Age of Revolutions

Approximate Timeline: 3 weeks

Description/Big Idea: This unit examines the key revolutions in European History in the 19th century that shaped European politics, economics, history, and culture

Essential Question: How did the Age of Revolutions change European History?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can identify the social, political, and economic factors that formed the background to the French Revolution.
- I can compare and contrast the French *Declaration of the Rights of Man and Citizen* to other constitutions of the time period.
- I can analyze the rise, reign, and fall of Napoleon and his effect on Europe and Haiti.
- I can recognize the origins of the Industrial Revolution in Britain and describe its development between 1780 and 1850.

I can analyze the social and economic changes that occurred due to the Industrial Revolution.
I can identify the basic tenets of liberalism, nationalism, and socialism.
I can analyze how liberal, national, and socialist forces challenged conservatism in Greece, Great Britain, and France.
I can compare the revolutions of this time period to each other and trace their origins to the Enlightenment.

Prerequisites:

Knowledge:

Enlightenment
Absolutism
Scientific Revolution
Putting-Out System
Liberalism
Nationalism
Conservatism

Skills:

Appropriate Use of Historical Evidence
Patterns of Continuity and Change Over Time
Contextualization
Interpretation
Synthesis

Lessons/Summary of Unit: This unit examines the revolutions that occurred in the 18th and 19th centuries that radically changed Europe. The French Revolution, Industrial Revolution, and the Revolutions of 1848 are all compared and analyzed for their historical significance and impact.

Key Vocabulary:

1789 Estates General, National Assembly, Declaration of the Rights of Man and Citizen, Code Noir, Jacobin Club, National Convention, Sans-culottes, Reign of Terror, Nationalism, Thermidorian Reaction, The Directory, Napoleonic Code, Concordat, Continental System, Crystal Palace, Class-consciousness, Luddites, Factory Act of 1833, Congress of Vienna, Holy Alliance, Laissez Faire, Classical Liberalism, Constructive Nationalism, Deconstructive Nationalism, Socialism, Communist Manifesto, Corn Laws, Reform Bill of 1832, Irish Potato Famine,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Declaration of the Rights of Man and Citizen Matching
Napoleon Political Cartoons
Ranking the Revolutions Poster
Congress of Vienna Reenactment
Chapter 20, 21, 22 Textbook Homework

Summative assessments may include:

French Revolution and Enlightenment Change and Continuity Essay
Industrial Revolution DBQ
Conservatism in 19th Century Compare and Contrast Essay
Unit Poster and Paper

Professional Resources/Materials/Books:

Class Textbook:

- McKay, John P. *A History of Western Society*. 10th ed. Vol. 2. Boston: Bedford/St. Martin's, 2011. Print.

College Notes:

- Brown, Dr. Robert. "HIS 101: Shaping of Western Society II." Finger Lakes Community College, Cannadaigua, New York. September to December 2006. Lecture
- TeBrake, Professor Janet. "HTY 408: Nineteenth-Century Europe, 1815-1914." University of Maine, Orono, Maine. January to May 2008. Lecture.
- TeBrake, Professor Janet. "HTY 455: History of Great Britain I." University of Maine, Orono, Maine. September to December 2007. Lecture.

Personal Library:

- Marx, Karl and Frederick Engels. *The Communist Manifesto*. ed. John E. Toews. Boston: Bedford/St. Martin's, 1999
- Wiesner, Merry E., Andrew D. Evans, William Bruce Wheeler, and Julius R. Ruff. *Discovering the Western Past: A Look at the Evidence*. Stamford, CT: Cengage Learning, 2015. Print
- Cornwell, Bernard. *Waterloo: The History of Four Days, Three Armies, and Three Battles*. New York, NY: Harper, an Imprint of HarperCollinsPublishers, 2015. Print.
- Lewis, Jon E. *The Mammoth Book of Eyewitness Britain*. New York: Carroll & Graf, 2001. Print.

- Roberts, Robert. *The Classic Slum: Salford Life in the First Quarter of the Century*. London: Penguin, 1971.
- Winks, Robin W., and Joan Neuberger. *Europe and the Making of Modernity, 1815-1914*. New York: Oxford UP, 2005. Print.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th

Name and Number of Unit: Unit 5:
Expanding Influence

Approximate Timeline: 3 Weeks

Description/Big Idea: This unit examines the rise of European powers to dominate worldwide.

Essential Question: How did Europe become the dominating force worldwide?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
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- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can identify the changes in urban life in the 19th century.
- I can connect the major changes in science and thought on the new urban society.
- I can analyze the causes for Napoleon III's rise to become emperor of France.
- I can identify the causes for Italian and German Unification.
- I can compare and contrast the United States' nation building to Europe's.

I can evaluate the success and failures of the socialist movement.
I can identify and evaluate the global consequences of European industrialization between 1815 and 1914.
I can analyze the reasons for imperialism in Africa and Asia.

Prerequisites:

Knowledge:

French Revolution
Industrial Revolution
Revolutions of 1848

Skills:

Historical Argumentation
Appropriate Use of Historical Evidence
Historical Causation
Patterns of Change and Continuity Over Time
Periodization
Comparison
Contextualization
Interpretation
Synthesis

Lessons/Summary of Unit: This unit focuses on the rise of Europe to dominate the world in the 19th century. It examines the rise of nation states, imperialism, and how the stage was set for the beginning of Europe's downturn with World War One.

Key Vocabulary:

Utilitarianism, Electric Streetcars, Labor Aristocracy, Thermodynamics, Darwinism, Social Darwinism, Napoleon III, Risorgimento, Crimean War, Zollverein, Seven Weeks War, Franco-Prussian War, EMS Telegram, Suffrage, Reichstag, Kulturkampf, Protectionism, Paris Commune, Boulanger Affair, Dreyfus Affair, Secularization, Chartism, Model Unions, Whigs, Welfare state, Irish Home Rule, Anti-Semitism, Zionism, Revisionism, Imperialism, Colonialism, "White Man's Burden," Jingoism, Opium War, Treaty System, Sphere of Influence, Boers, Boer Wars, Afrikaners, "The Great Game," Russo-Japanese War, Qing Dynasty

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Comparison of Cities in 1800 to 1900 poster
Italian and German Unification Venn
Anti-Semitism Short Answer
Imperial Control Venn
Chapter 23, 24, 25 Homework from textbook

Summative assessments may include:

Chapter 23 Quiz
Bismarck DBQ
British control of Imperialism Compare and Contrast Essay
Unit Exam

Professional Resources/Materials/Books:

Class Textbook:

- McKay, John P. *A History of Western Society*. 10th ed. Vol. 2. Boston: Bedford/St. Martin's, 2011. Print.

College Notes:

- Brown, Dr. Robert. "HIS 101: Shaping of Western Society II." Finger Lakes Community College, Cannadaigua, New York. September to December 2006. Lecture.
- Harmon, Dr. David L. "HIS 122: Modern World History." Finger Lakes Community College, Cannadaigua, New York. January to May 2006. Lecture.
- TeBrake, Professor Janet. "HTY 408: Nineteenth-Century Europe, 1815-1914." University of Maine, Orono, Maine. January to May 2008. Lecture.
- TeBrake, Professor Janet. "HTY 455: History of Great Britain I." University of Maine, Orono, Maine. September to December 2007. Lecture.

Personal Library:

- Wiesner, Merry E., Andrew D. Evans, William Bruce Wheeler, and Julius R. Ruff. *Discovering the Western Past: A Look at the Evidence*. Stamford, CT: Cengage Learning, 2015. Print
- Burns, Michael. *France and the Dreyfus Affair: A Documentary History*. Boston: Bedford/St. Martin's, 1999.
- Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.
- Winks, Robin W., and Joan Neuberger. *Europe and the Making of Modernity, 1815-1914*. New York: Oxford UP, 2005. Print.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th

Name and Number of Unit: Unit 6: War, Revolution, and Change

Approximate Timeline: 5 weeks

Description/Big Idea: This unit examines the World Wars and their impact on European, and World, History.

Essential Question: Why were the World Wars such an important aspect of European, and World, History?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
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Unit Objectives:

I can identify the long term causes for World War One.

I can describe trench warfare.

I can analyze the impact of World War One on the civilian population.

I can predict how World War One would lead to World War Two.

I can examine how World War One changed people's perceptions of the world after its conclusion.

I can identify the causes of the Great Depression.
I can evaluate the successes and failures of governments to address the Great Depression.
I can compare the political methods of control between Benito Mussolini, Josef Stalin, and Adolf Hitler.
I can identify the key events of World War Two.

Prerequisites:

Knowledge:

Alliances
Industrialization
Nationalism
Absolutism
Propaganda

Skills:

Historical Argumentation
Appropriate Use of Historical Evidence
Historical Causation
Patterns of Change and Continuity Over Time
Contextualization
Periodization
Comparison
Interpretation

Lessons/Summary of Unit: This unit examines the key events of World War One and World War Two and the lasting impacts. Students will be able to compare the causes of these wars and evaluate their impact globally.

Key Vocabulary:

Militarism, Imperialism, Nationalism, Bosnia Crisis, London Conference, July Crisis, Total War, Schlieffen Plan, Plan XVII, Battle of the Marne, Battle of Jutland, Battle of Verdun, Battle of the Somme, Kasierschlacht, Zimmerman Telegram, Hindenburg Line, Rationing, Intellegensia, October Manifesto, Duma, Leninsim, Bolsheviks, Constituent Assembly, Treaty of Brest-Litovsk, War Communism, Cheka, Kiel Mutiny, Spartacist Uprising, Treaty of Versailles, Reparations, War Guilt Clause, National Self-Determinism, Sykes-Picot Agreement, Balfour Declaration, Modernism, Functionalism, Impressionism, Post-Impressionism, Cubism, Dadaism, Surrealism, "New Women," Dawes Plan, Treaty of Locarno, Beer Hall Putsch, Mein Kampf, Lebensraum, Black Tuesday, National Recovery Administration, Totalitarianism, Eugenics, Fascism, New Economic Policy of 1921, Stalinism, Five Year Plan, Kulaks, Gulags, Squadristi, Acerbo Law,

Gleichshaltung, Brown Shirts, Enabling Act, Gestapo, Nuremberg Laws, Volksgemeinschaft, Anti-Comintern Pact, Anschluss, Munich Pact, Blitzkrieg, Phony War, Battle of Britain, Battle of the Atlantic, Operation Barbarossa, Holocaust, Ghettos, Battle of Stalingrad, D-Day, Battle of the Bulge, VE Day, VJ Day

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Causes of WWI Reading
Treaty of Versailles Reenactment
Article 231 Reading
German Hyperinflation Reading
Soviet Economic Policy Short Answer
Chapters 26, 27, 28 Homework from Textbook

Summative assessments may include:

In-Class World Wars DBQ
Chapter 27 Quiz
Dictators' methods of control Compare and Contrast Essay
Unit Exam

Professional Resources/Materials/Books:

Class Textbook:

- McKay, John P. *A History of Western Society*. 10th ed. Vol. 2. Boston: Bedford/St. Martin's, 2011. Print.

College Notes:

- Brown, Dr. Robert. "HIS 101: Shaping of Western Society II." Finger Lakes Community College, Cannadaigua, New York. September to December 2006. Lecture.
- Harmon, Dr. David L. "HIS 122: Modern World History." Finger Lakes Community College, Cannadaigua, New York. January to May 2006. Lecture.
- Ojeda, Paul. "International Baccalaureate History: 20th Century Europe." Victor Senior High School, Victor, New York. January to June 2005. Lecture.

Personal Library:

- Shirer, William L. *The Rise and Fall of the Third Reich: A History of Nazi Germany*. Fifty ed. N.p.: Simon & Schuster, 2001. Print.
- Davies, Norman. *No Simple Victory: World War II in Europe ; 1939 - 1945*. London: Penguin, 2008. Print.
- Faber, David. *Munich, 1938: Appeasement and World War II*. New York: Simon & Schuster, 2010. Print.
- Keegan, John. *The First World War*. Toronto: Vintage Canada, 2000. Print.
- Parparov, Fyodor, Igor Saleyev, Joseph Stalin, Heinz Linge, Otto Gul`nsche, Henrik Eberle, Matthias Uhl, and Giles MacDonogh. *The Hitler Book*. New York: Bristol Park, 2014. Print.
- Russell, Gareth. *The Emperors: How Europe's Rulers Were Destroyed by the First World War*. Stroud, Gloucestershire: Amberley, 2014. Print.
- Stromberg, Roland N. *Europe in the Twentieth Century*. New Jersey: Prentice Hall, 1997. Print.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th

Name and Number of Unit: Unit 7:
Modern Europe

Approximate Timeline: 2-3 weeks

Description/Big Idea: This unit examines the creation of Modern Europe from the end of World War II. The impact of the Cold War and the fall of the Soviet Union will be the focal points. Also, the foundations of the European Union and diagnosing future issues in Europe will be examined.

Essential Question: How have Europe's culture, politics, and identify been shaped since the end of World War II.

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
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- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the major issues in Europe at the conclusion of World War II.

I can analyze the causes of the Cold War.

I can compare life in the Soviet Union to life in the Eastern Bloc, Western Europe, and the United States in the Cold War.

I can understand the causes for decolonization.
I can identify the changes in cultures in the 1960s Europe.
I can evaluate the foundations of the modern political parties of Europe.
I can list the causes for the fall of the Soviet Union.
I can evaluate the issues in modern Europe that are ongoing today.
I can analyze the importance of the internet in globalization.

Prerequisites:

Knowledge:

World War II

Soviet Communism

Imperialism

Skills:

Compare and Contrast

Change and Continuity

DBQ

Primary and Secondary Sources

Lessons/Summary of Unit:

Key Vocabulary:

Nuremberg Trials, Tehran Conference, Yalta Conference, Potsdam Conference, Truman Doctrine, Marshall Plan, NATO, Warsaw Pact, Cominform, De-Stalinization, Decolonization, Guest Worker Programs, Helsinki Conference, The New Left, Geneva Accord, Counterculture, Brezhnev Doctrine, Stagflation, Greens, Glasnost, Perestroika, Velvet Revolution, Economic Shock Therapy, Ostalgie, Ethnic Cleansing, Maastricht Treaty, IMF, WTO, NGO, Multiculturalism, War on Terror

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Chapter 29 Homework from textbook

Change and Continuity poster over Stalin and Khrushchev
European Union Timeline
Secondary Source readings on the EU

Summative assessments may include:

2014 AP European History Test DBQ
2010 AP European History Free Response Question 6
Teacher made Quiz

Professional Resources/Materials/Books:

Class Textbook:

- McKay, John P. *A History of Western Society*. 10th ed. Vol. 2. Boston: Bedford/St. Martin's, 2011. Print.

College Notes:

- Brown, Dr. Robert. "HIS 101: Shaping of Western Society II." Finger Lakes Community College, Cannadaigua, New York. September to December 2006. Lecture.
- Harmon, Dr. David L. "HIS 122: Modern World History." Finger Lakes Community College, Cannadaigua, New York. January to May 2006. Lecture.
- Ojeda, Paul. "International Baccalaureate History: 20th Century Europe." Victor Senior High School, Victor, New York. January to June 2005. Lecture.

Personal Library:

- Kesselman, Mark, Joel Kreiger, Christopher S. Allen, Stephen Hellman, David Ost, and George Ross. *European Politics in Transition*. Fifth ed. Houghton Mifflin, 2006. Print.

Houlton High School Curriculum Map AP U.S. History		
Grade Level: 11	Name and Number of Unit: Period 7-1890-1945	Approximate Timeline: 4 weeks
Description/Big Idea: The study of Imperialism and World War I. The study of political, social, cultural, and technological developments of the 1920s. The study of the causes and effects of the Great Depression and the New Deal. The study of America's role in World War II and the mobilization of the homefront.		
Essential Question: What were the costs and benefits of American Imperialism? How was the 1920's a decade of both prosperity and conflict? How did the American government respond to the economic crisis of the Great Depression? What impact did mobilization for WWII have on America's people and its place in the world?		
Mentor Text: Genre:		
CCSS/MLR "I Can...." /Marzano Level AP U.S. History Curriculum Framework:		
Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.		
Prerequisites: Knowledge: Knowledge of European history Knowledge of the Pre-Colonial and Colonial Eras Knowledge of the Revolutionary Ideals and the Principles of the Constitution Knowledge of the First Political Party System		

Knowledge of Manifest Destiny the growing regional and political polarization in the United States
Knowledge of the Causes and Effects of the Civil War and the impact of Reconstruction
Knowledge of the Westward Movement and the Industrial Revolution
Knowledge of the Populist and Progressive Movements

Skills:

Analyzing Historical Sources and Evidence.
Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general
Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

Causes and Outcomes of American Imperialism
America in WWI
Social, economic, political and technological transformation of America in the 1920s
The crisis of values in the 1920s
Causes and Impact of Great Depression
The New Deal and the changing role of American Government
Moving from isolationism to involvement in WWII
Impact of WWII on American society
The Development of the Atomic weapon and changing foreign policy

Key Vocabulary: imperialism, Spanish American War, Roosevelt Corollary, the Great White Fleet, dollar diplomacy, the *Lusitania*, the Zimmerman Note, Committee on Public Information, Espionage and Sedition Act, Treaty of Versailles, Fourteen Points, League of Nations, Palmer Raids, Red Scare, “return to normalcy”, Prohibition, Teapot Dome Scandal, 19th amendment, flappers, Margaret Sanger, “talkies”, the “Lost Generation”, Great Migration, Harlem Renaissance, the KKK, eugenics, Scopes Trial, Kellogg-Briand Pact, the Jazz Age, stock market, Bonus Army, Reconstruction Finance Corporation, fireside chats, Black Cabinet, Dust Bowl, Okies, social security, Huey Long, Isolationism, Lend-Lease Act, Four Freedoms, Atlantic Charter, Selective Service, Rosie the Riveter, Fair Employment Practices, Japanese Internment, zoot suit riots, rationing, DDay, kamikaze, Manhattan Project, Hiroshima, Nagasaki

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Guided/close reading questions for each section and chapter

Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)

Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 20, 21,22, 23

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series)<https://www.learner.org/series/biographyofamerica/>

Mrs. Myers' AP resources: <http://myerschs.weebly.com/apush-final-project.html> (This is full curriculum, including MANY activities/resources used by an experienced AP US History teacher-I use many of her things, can name specifics if necessary)

Times of Crisis-Michael J. Bakalis

The Century: America's Time- Peter Jennings and Todd Brewster (video series)

Houlton High School School Curriculum Map		
Grade Level: 11	Name and Number of Unit: AP US History-Period 9-1980-Present	Approximate Timeline: 2-3 weeks
Description/Big Idea: The study of political, social, economic, and technological changes from 1980-present.		
Essential Question: How did economic and foreign policy vary with develop and change from the presidency of Ronald Reagan to the presidency of Barack Obama? What issues have created a modern “culture war” in America? How has the United States changed post-9/11? Mentor Text: Genre:		
CCSS/MLR “I Can....” /Marzano Level AP US History Curriculum Framework: Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.		
Prerequisites: Knowledge: Knowledge of European history Knowledge of the Pre-Colonial and Colonial Eras Knowledge of the Revolutionary Ideals and the Principles of the Constitution Knowledge of the First Political Party System Knowledge of Manifest Destiny the growing regional and political polarization in the United States Knowledge of the Causes and Effects of the Civil War and the impact of Reconstruction Knowledge of the Westward Movement and the Industrial Revolution		

Knowledge of the Populist and Progressive Movements
Knowledge of America's role in the World Wars
Knowledge of the cultural and social patterns of the 1920s
Knowledge of the impact of the Great Depression on the role of the American government
Knowledge of the impact of the Cold War at home and abroad.
Knowledge of the Post WWII conformity and challenges to that conformity.
Knowledge of the major economic and political developments in America from 1945-1980

Skills:

Analyzing Historical Sources and Evidence.
Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general
Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

Reagan Revolution
Foreign Policy in the Middle East and Latin America
The Culture Wars
The Bush Administration
The Clinton Presidency
The Technology Revolution
The Presidency of George W. Bush
The Presidency of Barack Obama

Key Vocabulary: supply side economics, "the evil empire", Strategic Defense Initiative, PLO, Gaza Strip, West Bank, Iran-Contra, perestroika, glasnost, Reaganomics, Black Monday, Live Aid, MTV, popular culture, Christian Coalition, AIDS epidemic, Confederation of Independent States, Tiananmen Square, Operation Desert Storm, NAFTA, Clean Air Act, Americans with Disabilities Act, Rodney King, O.J. Simpson, Defense of Marriage Act, Oslo Accords, Dayton Peace Accords, Branch Davidians, Oklahoma City bombing, al-Qaeda, Clinton

impeachment, the Reform Party, Election 2000, Apple, the internet, Y2K, Google, 9/11 Attacks, No Child Left Behind, Taliban, Patriot Act, Saddam Hussein, Hurricane Katrina, same-sex marriage, health care reform, Tea Party

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Guided/close reading questions for each section and chapter

Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)

Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 28, 29, 30

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series)<https://www.learner.org/series/biographyofamerica/>

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Times of Crisis-Michael J. Bakalis

The Century: America's Time- Peter Jennings and Todd Brewster (video series)

Houlton High School
Curriculum Map
 Social Studies

Grade Level: 11

Name and Number of Unit: Period
 3-1754-1800

Approximate Timeline: 3 weeks

Description/Big Idea: The study of the American Revolution, writing of the Constitution, and the first federal government at work under the constitution.

Essential Question: Why did the United States declare independence from Great Britain? What are the underlying principles of the United States Constitution? What challenges were faced by the first federal government and were those challenges addressed by the Constitution?

Mentor Text:
Genre:

CCSS/MLR "I Can...." /Marzano Level

AP U.S. Curriculum Framework:

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among people and nations.

Prerequisites:
Knowledge:

Knowledge of the Pre-Colonial and Colonial Era

Knowledge of the Glorious Revolution and the Enlightenment

Skills:

Analyzing Historical Sources and Evidence.
Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general
Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

British action against the colonies
Colonial reaction/resistance to British actions
Key Battles and turning points of the American Revolution
Principles of the Constitution and the Bill of Rights
Alexander Hamilton's economic plan
Foreign Policy under Washington and Adams
The Rise of the First Political Party System

Key Vocabulary: French and Indian War, Proclamation of 1763, republicanism, Revolution of the Mind, impressment, Sugar Act, Tea Act, Townshend Acts, Sons and Daughters of Liberty, Boston Massacre, Boston Tea Party, Quartering Act, Intolerable Acts, First Continental Congress, loyalists, patriots, Second Continental Congress, *Common Sense*, theories of representation, Declaration of Independence, Articles of Confederation, Treaty of Paris, Shays' Rebellion, NW Ordinance, Republican Motherhood, Constitutional Convention, separation of powers, federalism, Great Compromise, electoral college, judicial review, Federalists, Anti-Federalists, *Federalist Papers*, Bill of Rights, Alexander Hamilton, national bank, Treaty of Greenville, Whiskey Rebellion, French Revolution, Democratic-Republican, Pinckney Treaty, Jay Treaty, XYZ Affair, Quasi-War, Alien and Sedition Acts, Kentucky and Virginia Resolutions, Election of 1800

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Guided/close reading questions for each section and chapter

Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)

Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Constitution Outline

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 5, 6, and 7

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series)<https://www.learner.org/series/biographyofamerica/>

Mrs. Myers' AP resources: <http://myerschs.weebly.com/apush-final-project.html> (This is full curriculum, including MANY activities/resources used by an experienced AP US History teacher-I use many of her things, can name specifics if necessary)

Times of Crisis-Michael J. Bakalis

Peter Segal's Constitution USA series and resources-

<http://www.pbs.org/tpt/constitution-usa-peter-sagal/classroom/episode-1-federalism/>



**Houlton High School
Curriculum Map
Social Studies Department**

Grade Level: 11

Name and Number of Unit: Period
4-1800-1848

Approximate Timeline: 3-4 weeks

Description/Big Idea: The study of the development of democracy and the changing democratic ideals of the American people. The study of the advancement of American technology, agriculture and commerce and the role these developments played in regionalization. The study of national expansion and foreign policy and the impact of both.

Essential Question: How did the concept of democracy develop and change through the presidencies of Jefferson, Madison, Monroe, Adams, and Jackson? How did advancements in technology and commerce change the national identity and lead to more regionalization? What implications did Manifest Destiny have for the United States?

Mentor Text:

Genre:

CCSS/MLR "I Can..." /Marzano Level

AP U.S. History Curriculum Framework:

Key Concept 4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

Key Concept 4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

Prerequisites:

Knowledge:

Knowledge of European history

Knowledge of the Pre-Colonial and Colonial Eras

Knowledge of the Revolutionary Ideals and the Principles of the Constitution

Knowledge of the First Political Party System

Skills:

Analyzing Historical Sources and Evidence.
Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general
Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

Jefferson's "republicanism"
Louisiana Purchase/Lewis and Clark
War of 1812-causes and outcomes
Regionalization of economy, commerce, transportation, and politics
Jacksonian Democracy/government
The Second Great Awakening and Moral/ Social Reform
Manifest Destiny-reasons and locations
Mexican War-causes and outcomes

Key Vocabulary:

Republicanism, *Marbury v. Madison*, separation of church and state, Embargo Act, "War Hawks," Treaty of Ghent, Hartford Convention, Monroe Doctrine, Cotton Economy, Era of Good Feelings, *McCulloch v. Maryland*, Missouri Compromise, the corrupt bargain, the American System, the Whig Party, spoils system, Indian Removal Act, Trail of Tears, Second Bank of the United States, nullification crisis, Force Bill, utopian society, transcendentalism, Texas Revolution, gag rule, 54 40 or fight, *Civil Disobedience*, Bear Flag Revolt, Treaty of Guadalupe-Hidalgo, Gadsden Purchase, Free Soilers, Gold Rush

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Guided/close reading questions for each section and chapter

Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)

Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Mapping Activities-Manifest Destiny

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 8, 9, 10, and 11.

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History: AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series) <https://www.learner.org/series/biographyofamerica/>

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Times of Crisis-Michael J. Bakalis

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**Houlton High School
Curriculum Map
Social Studies Department**

Grade Level: 11

Name and Number of Unit: Period
5-1844-1877

Approximate Timeline: 4 weeks

Description/Big Idea: The study of the growing political, cultural, economic and social division in the United States in the mid 1800s. The study of the Civil War and Reconstruction.

Essential Question: Why did various immigrant groups migrate to the United States in the mid 1800s? What were the social, economic, cultural, and political divisions that contributed to the Civil War? What were the short and long term impacts of Reconstruction?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

AP U.S. History Curriculum Framework:

Key Concept 5.1: The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

Prerequisites:

Knowledge:

Knowledge of European history

Knowledge of the Pre-Colonial and Colonial Eras

Knowledge of the Revolutionary Ideals and the Principles of the Constitution

Knowledge of the First Political Party System

Knowledge of Manifest Destiny the growing regional and political polarization in the United States

Skills:

Analyzing Historical Sources and Evidence.
Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general
Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

Early and Mid 1800's Immigration patterns
Slave Life, Labor, and Resistance
Events leading to the Civil War
The Civil War and Emancipation
Reconstruction-Presidential v. Congressional v. Radical
Impact of Reconstruction after the Civil War

Key Vocabulary: Irish Potato Famine, Know-Nothing Party, Underground Railroad, Nat Turner, *The Liberator*, Seneca Falls Convention, Compromise of 1850, Fugitive Slave Act, *Uncle Tom's Cabin*, Kansas-Nebraska Act, popular sovereignty, "Bleeding Kansas", Republican Party, Dred Scott case, Lincoln-Douglas Debates, John Brown's Raid at Harper's Ferry, Election of 1860, Crittenden Compromise, Emancipation Proclamation, "Peace Democrats", total war, war of attrition, Radical Republicans, Freedmen's Bureau, "Redemption", Black codes, impeachment, Amendments 13,14,and 15, sharecropping, scalawags, carpetbaggers, Ku Klux Klan, Jim Crow Segregation

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Guided/close reading questions for each section and chapter
Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)
Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 12, 13, 14 and 15

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.myperson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series)<https://www.learner.org/series/biographyofamerica/>

Mrs. Myers' AP resources: <http://myerschs.weebly.com/apush-final-project.html> (This is full curriculum, including MANY activities/resources used by an experienced AP US History teacher-I use many of her things, can name specifics if necessary)

Times of Crisis-Michael J. Bakalis

Houlton High School Curriculum Map AP U.S. History		
Grade Level: 11	Name and Number of Unit: Period 6-1865-1914	Approximate Timeline: 4 weeks
Description/Big Idea: The study of the westward movement and the transformation of the west. The study of the Industrial Revolution. The study of the responses to the Industrial Revolution, including the rise of the Progressives and the Populists.		
Essential Question: What factors contributed to the transformation of the West and how did this development impact the Native people? What impact did technology and industrialization have on urban and rural areas? How did reformers in urban and rural areas respond to industrialization?		
Mentor Text: Genre:		
CCSS/MLR “I Can....” /Marzano Level AP U.S. History Curriculum Framework: Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.		
Prerequisites: Knowledge: Knowledge of European history Knowledge of the Pre-Colonial and Colonial Eras Knowledge of the Revolutionary Ideals and the Principles of the Constitution Knowledge of the First Political Party System Knowledge of Manifest Destiny the growing regional and political polarization in the United States Knowledge of the Causes and Effects of the Civil War and the impact of Reconstruction		

Skills:

Analyzing Historical Sources and Evidence.
Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general
Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

The Transformation of the American West/Life in the American West
Business Practices and Strategies of the Industrial Revolution
Gilded Age Politics
Urban Life and Immigration
The New South
The Populist Movement/Labor Movement
The Progressive Movement

Key Vocabulary: Homestead Act, Dawes Act, transcontinental railroad, Gilded Age, horizontal integration, vertical integration, monopoly, trust, Stalwarts, Mugwumps, push/pull factors, the “melting pot”, the New South, NAACP, the Grange, Farmers’ Alliance, subtreasury system, Populist Party, gold standard, Knights of Labor, American Federation of Labor, Haymarket Riot, Socialist Party, IWW, Triangle Shirtwaist Fire, Social Darwinism, Muckrakers, political machines, referendum, recall, initiative, settlement house, temperance, Social Gospel, trustbuster, Square Deal, Sherman Antitrust Act, Civil Service Act, conservation, New Freedom

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Guided/close reading questions for each section and chapter
Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)

Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 16, 17, 18, 19

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series) <https://www.learner.org/series/biographyofamerica/>

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Times of Crisis-Michael J. Bakalis

The Century: America's Time- Peter Jennings and Todd Brewster (video series)

Houlton High School
Curriculum Map
 AP U.S. History

Grade Level: 11

Name and Number of Unit: Unit 1
 (1491-1607)

Approximate Timeline: 2 weeks

Description/Big Idea: Period 1: On a North American continent, controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Essential Question: How did contact between European, Native American, and African people create significant social, cultural, and political changes in all three continents?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

AP U.S. History Curriculum Framework:

Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

Prerequisites:

Knowledge:

Knowledge of the Age of Exploration and the Monarchies/Wars of Europe (World History)

Skills:

Understanding continuity and change over time

Understanding characteristics of an historical time period

The ability to synthesize and make connections

Analyzing Historical Sources and Evidence.

Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general

Lessons/Summary of Unit:

Characteristics of the Americas, West Africa and European societies
Impact of each society on the others post-contact
Goals and motives of European explorations
Characteristics of colonization
Consequences of colonization
Columbian Exchange

Key Vocabulary:

Exploration, Triangle Trade, Empire, Conquistador, Columbian Exchange, Reformation

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Guided/close reading questions for each section and chapter
Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)
Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents
Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 1 and 2

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series)<https://www.learner.org/series/biographyofamerica/>

**Houlton High School
Curriculum Map
Social Studies**

Grade Level: 11 AP U. S. Hist.

Name and Number of Unit: Period
2-1607-1754

Approximate Timeline: 2 weeks

Description/Big Idea: The study of the motivations for and the results of the European settlements in North America.

Essential Question: Why did European nations choose to colonize in North America and what were the results of this settlement?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

AP U.S. History Curriculum Framework:

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

Prerequisites:

Knowledge:

Knowledge of European history and pre-colonial American history.

Skills:

Analyzing Historical Sources and Evidence.

Developing Effective Historical Arguments

Analyzing similarities and differences

Seeing Connections between the specific and the general

Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

The English Settlement of North America
English Wars and Colonies
French Colonization in North America
Spanish Colonization in North America
Glorious Revolution/Enlightenment
Development of a Slave System
Instability in the New Colonies

Key Vocabulary:

Mayflower Compact, Pilgrims, Puritans, indentured servants, King Philip's War, Bacon's Rebellion, divine right of Kings, John Locke, natural rights, Middle Passage, plantation system, Stono Rebellion, Salem Witch Trials, mercantilism, capitalism, Triangle Trade, middle class, Age of Enlightenment, First Great Awakening, Seven Years' War

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:
Guided/close reading questions for each section and chapter
Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)
Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 3 and 4

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series)<https://www.learner.org/series/biographyofamerica/>

<http://myerschs.weebly.com/apush-final-project.html> (This is full curriculum, including MANY activities/resources used by an experienced AP US History teacher-I use many of her things, can name specifics if necessary)

Houlton High School School Curriculum Map		
Grade Level: 11	Name and Number of Unit: AP US History-Period 8-1945-1980	Approximate Timeline: 5-6 weeks
Description/Big Idea: The study of the Cold War at home and abroad. The study and comparison of the social, cultural and political changes in the United States from 1945-1980. The study of social conformity and social rebellion. The study of the Vietnam War. The study of economic and political developments from 1945-1980.		
Essential Question: What impact did the Cold War have on American foreign and domestic policy? How was social conservatism and conformity evident in post WWII America? What challenges to conformity were evident in post-WWII America? What political and economic transformations did America go through from 1945-1980?		
Mentor Text: Genre:		
CCSS/MLR “I Can....” /Marzano Level AP US History Curriculum Framework: Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.		
Prerequisites: Knowledge: Knowledge of European history Knowledge of the Pre-Colonial and Colonial Eras Knowledge of the Revolutionary Ideals and the Principles of the Constitution Knowledge of the First Political Party System		

Knowledge of Manifest Destiny the growing regional and political polarization in the United States
Knowledge of the Causes and Effects of the Civil War and the impact of Reconstruction
Knowledge of the Westward Movement and the Industrial Revolution
Knowledge of the Populist and Progressive Movements
Knowledge of America's role in the World Wars
Knowledge of the cultural and social patterns of the 1920s
Knowledge of the impact of the Great Depression on the role of the American government

Skills:

Analyzing Historical Sources and Evidence.
Developing Effective Historical Arguments
Analyzing similarities and differences
Seeing Connections between the specific and the general
Understanding continuity and change over time
Understanding characteristics of an historical time period
The ability to synthesize and make connections

Lessons/Summary of Unit:

Post-WWII America
The Cold War in Europe and Asia
The Cold War at Home
Foreign Policy in the Cold War Era
Conformity and Rebellion and Culture Wars
The Civil Rights Movement
The Vietnam War
Economics and Politics of the 1970s

Key Vocabulary: baby boom, GI Bill of Rights, Levittown, The Great Migration, the United Nations, containment, "iron curtain", Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, Warsaw Pact, Mao Tse-tung, Chiang Kai-shek, McCarthyism, Red Scare, House Committee on Un-American Activities, Korean War, Dixiecrats, Fair Deal, massive retaliation, CIA, Sputnik, NASA, U-2 Incident, mass media, Interstate Highway System, *Brown v. Board of Education*, Little Rock Nine, Montgomery Bus Boycott, SCLC, Freedom Rides, James Meredith, "Bull" Connor, March on Washington, SNCC, Malcolm X, *Silent Spring*, *The Feminine Mystique*, Students for a Democratic

Society, The New Frontier, the Warren Court, Bay of Pigs Invasion, Berlin Wall, Cuban Missile Crisis, “flexible response”, “counterinsurgency”, Peace Corps, the Warren Commission, the War on Poverty, the Great Society, Civil Rights Act of 1964, Voting Rights Act of 1965, Gulf of Tonkin Resolution, Viet Cong, Tet Offensive, 1968 Democratic National Convention, conservatism, EPA, OSHA, Vietnamization, Kent State, SALT agreement, Henry Kissinger, feminism, *Roe v. Wade*, United Farm Workers, American Indian Movement, integration, affirmative action, the counterculture, Woodstock, ERA, Moral Majority, Watergate, detente, stagflation, energy crisis, OPEC, Camp David Accords, Iran Hostage crisis

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Guided/close reading questions for each section and chapter

Primary Sources Analysis-GSPRITE, APPARTS, other strategies used to analyze a variety primary source readings and other documents (photos, cartoons, headlines, etc.)

Classroom Activities: Jigsaws, Graphic Organizers, Pair/Share, etc.

Summative assessments may include:

Unit Test-including multiple choice and short answer questions based on documents

Essays-Both Long Essay Questions (LEQ) and Document Based Questions (DBQ)

Presentations/Projects- Student Presented materials using slideshows, Prezis, videos, other visual aids.

Professional Resources/Materials/Books:

Text: *By The People: A History of the United States* (James W. Fraser)-Chapters 24, 25, 26, and 27

Text Resources: Study Guide, Test Prep Series, DBQ Practice (all aligned with the text)

Online Text Resources: <https://portal.mypearson.com/login>

AP Central website: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Secondary Sources:

A People's History of the United States-Howard Zinn

Threads of History:AP Edition-Michael Henry

A Biography of America-Annenberg Foundation (video series)<https://www.learner.org/series/biographyofamerica/>

Mrs. Myers' AP resources: <http://myerschs.weebly.com/apush-final-project.html> (This is full curriculum, including MANY activities/resources used by an experienced AP US History teacher-I use many of her things, can name specifics if necessary)

Times of Crisis-Michael J. Bakalis

The Century: America's Time- Peter Jennings and Todd Brewster (video series)

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th AP

Name and Number of Unit: Unit 1:
Foundations of History

Approximate Timeline: 2 Weeks

Description/Big Idea: This unit establishes the foundations of human society and the first cultures around the world.

Essential Question:

What did the first civilizations contribute to World History?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

Students will be able to list the origins of mankind.

Students will be able to evaluate the evolution of man.

Students will be able to analyze the Agricultural Revolution.
Students will be able to analyze historical bias in documents.
Students will be able to identify enduring themes in World History.

Prerequisites:

Knowledge:

Evolution

Skills:

Document Reading

Mapping

Chronological Order

Lessons/Summary of Unit: This AP unit is designed to examine the origins of humans. Students will examine the birth of homo sapiens and their transition to civilizations. Civilizations examined will be in the regions of Mesopotamia, the Indus River Valley, Egypt, and China.

Key Vocabulary:

Creation Myths, Hominid, Lucy, Neanderthals, Animism, Fertile Crescent, Cuneiform, Code of Hammurabi, Caste System, Metallurgy, Bantu, Pastoralism, Messianism, Loess, Jomon.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Chapter 1 Homework From Textbook

Lucy Secondary Source Reading and Questions

“Colony” Game

Chapter 2 Homework from Textbook

Epic of Gilgamesh Primary Source Reading

Caste System Game

River Valley Civilizations Packet

Wen-Amon Primary and Secondary Source Reading

Analyzing the Iliad for historical bias.
Chapter 3 Homework from Textbook
Chapter 4 Homework from Textbooks
Ancient Civilizations GRAPES

Summative assessments may include:

Chapter 1 Quiz
Unit 1 Essay Exam

Professional Resources/Materials/Books:

Textbook:

Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.

Personal Library:

Diop, Cheikh Anta. The African Origin of Civilization. New York: Lawrence Hill, 1976.

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Civilization*. Eighth ed.

Boston: Houghton Mifflin Company, 2003. Print. Vol. 1 of *A History of Western Society: From From Antiquity to the Enlightenment*. 2 vols.

Internet:

<http://classics.mit.edu/Homer/iliad.html>

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th AP

Name and Number of Unit: Unit 2: The Classics and Their Legacies

Approximate Timeline: 3 weeks

Description/Big Idea: This unit examines the rise of the classic civilizations and their impact on the world.

Essential Question:

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

Students will be able to identify and differentiate between different philosophical schools.

Students will be able to form AP level theses.

Students will be able to identify PoV in DBQs.
Students will be able to critique the historical impact of the Greeks,
Students will be able to analyze the impact of the Hellenistic Empire and cultural assimilation.
Students will be able to compare and contrast the civilizations of this time period.
Students will be able to summarise the rise and fall of the civilizations of this timer period.

Prerequisites:

Knowledge:

Bronze Age Civilizations

Skills:

Mapping

Chronological Ordering

Thesis making

Document Reading

PoV

Lessons/Summary of Unit: This unit examines the rise of the classical civilizations of the world. Students will put an emphasis on the comparison of these civilizations. Students will analyze the similarities in government control, rises, falls, and other aspects.

Key Vocabulary:

Axial Age, Confucianism, Daoism, Legalism, Filial Piety, Buddhism, Shintoism, Socratic Philosophy, Cultural Assimilation, Mauryan Empire, Migration, Silk Road, Hinduism, Diaspora, Plebiscite, Triumvirate, Pax Romana, Druids, Alban, Moche, Nazca Lines,.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Confucianism quotes and worksheet.

Chapter 5 Homework from Textbook..

Chapter 6 Homework from Textbook.

Battle of Gaugamela Recreation

Chapter 7 Homework from Textbook.
Central Asia mini-poster.
Chapter 8 Homework from Textbook.
Rome and Barbarians Practice DBQ
Chichen Itza pictures
Chapter 9 Homework from Textbook.

Summative assessments may include:

Rise of Buddhism DBQ, 2004 AP Test
Han and Roman Technology DBQ, 2007 AP Exam
Political Control Compare and Contrast Essay, 2010 AP Exam
Unit 2 Exam.

Professional Resources/Materials/Books:

Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.

Personal Library:

Diop, Cheikh Anta. The African Origin of Civilization. New York: Lawrence Hill, 1976.

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Civilization*. Eighth ed.
Boston: Houghton Mifflin Company, 2003. Print. Vol. 1 of *A History of Western Society: From
From Antiquity to the Enlightenment*. 2 vols.

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations*. Sixth ed. Vol. 1. New
York: McGraw-Hill, 2004. Print

Nystrom, Bradley P., and Stylianos V. Spyridakis, eds. *Ancient Rome: Documentary Perspectives*.
Second ed. Dubuque: Kendall/Hunt, n.d. Print.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th AP

Name and Number of Unit: Unit 3:
Expanding Horizons

Approximate Timeline: 3 weeks

Description/Big Idea: This unit examines the changes around the world after the collapse of the Classic Civilizations.

Essential Question:

How did the world change after the collapse of the Classical Civilizations?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

Students will be able to compare and contrast the major religions of the timer period.

Students will be able to evaluate the bias of sources.

Students will be able to identify changes and continuities in the region.
Students will be able to identify primary and secondary sources.
Students will be able to form comparative essay theses.

Prerequisites:

Knowledge:

Classical Civilizations

Skills:

PoV

Bias

Primary and Secondary Sources

DBQ

Compare and Contrast

Change and Continuity

Lessons/Summary of Unit: This unit examines the rise of new civilizations from the fall of classical civilizations. Students will examine the changes and continuities of the time period. Students will also critique the similarities and differences of the civilizations.

Key Vocabulary: Quran, Hadith, Shahadah, Zakat, Salah, Sawm, Hajj, Jihad, Caliphate, Crusades, Black Death, Genghis Khan, Yuan Dynasty, Ming Dynasty, Dyarchy, Samurai, Shogun, Hausa, Swahili, Quetzalcoatl, Rajput, Polyandry, Tantrism, Lamaism, Missionaries, Vassal, Feudal System, Fief, Chivalry, Manorialism, Rus, Agincourt.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Chapter 10 Homework from Textbook.

Islam Secondary Source Readings

Pillars of faith mini-poster

East Asian timeline

Chapter 11 Homework from the Textbook.

African Civilizations presentations.

Chapter 12 Homework from Textbook.
Chapter 13 Homework from Textbook.
Chapter 14 Homework from Textbook.
Primary and Secondary Medieval Sources Readings and Questions.
Thesis Practices

Summative assessments may include:

Islamic Women DBQ
Silk Road Change and Continuity Essay, 2009 AP Exam
Unit 3 Essay Exam.

Professional Resources/Materials/Books:

Professional Resources/Materials/Books:

Textbook:

Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.

Personal Library:

Diop, Cheikh Anta. The African Origin of Civilization. New York: Lawrence Hill, 1976.

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Civilization*. Eighth ed.

Boston: Houghton Mifflin Company, 2003. Print. Vol. 1 of *A History of Western Society: From
From Antiquity to the Enlightenment*. 2 vols.

Abels, Richard. *Alfred the Great*. London: Addison Wesley Longman Limited, 1998.

Gies, Joseph and Frances. *Life in a Medieval City*. New York: Haper & Row, 1969.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th AP

Name and Number of Unit: Unit 4:
Connecting the Globe

Approximate Timeline: 4 weeks

Description/Big Idea: This unit examines the rise of globalization and its effects on human interaction.

Essential Question:

Why did Globalization occur?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

Students will be able to analyze primary source documents and draw conclusions.

Students will be able to compare and contrast the different ways civilizations connected.

Students will be able to analyze how colonies were created.
Students will be able to compare and contrast the methods of control used in the colonies.
Students will be able to construct a timeline of Mughal history.

Prerequisites:

Knowledge:

Classic Civilizations
Globalization
Colonization

Skills:

Compare and Contrast
Change and Continuity
Thesis creating
Document reading

Lessons/Summary of Unit: This unit examines the start of Globalization. Students will analyze the different interactions between civilizations.

Key Vocabulary: Cartography, Supply and Demand, Capitalism, Mercantilism, Renaissance, Reformation, Protestantism, Absolutism, Glorious Revolution, Toleration Act, Baroque, Enlightenment, Laize faire, Boers, Trekking, Ethnocentrism, Triangle Trade, Imperialism, Colonialism, Janissaries, Columbian Exchange, Creoles, Mestizos, Mulattos, Voodoo, Hispanization, Qing Dynasty.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Chapter 15 Homework from Textbook.
Chapter 16 Homework from Textbook.
Middle Passage Reading and Questions.
Chapter 17 Homework from Textbook.
Settlement of the Americas mini-poster.

Chapter 18 Homework from Textbook.
Mughal Dynasty Timeline

Summative assessments may include:

Chapter 15 Quiz
Atlantic System Compare and Contrast Essay, 2005 AP Exam
Global Trade Networks DBQ, 2006 AP Exam

Professional Resources/Materials/Books:

Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.

Personal Library:

McClain, James L. *A Modern History of Japan*. New York: W. W. Norton & Company, 2002.

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Civilization*. Eight ed.
Boston: Houghton Mifflin Company, 2006. Print. Vol. 2 of *A History of Western Society: From
Absolutism to the Present*. 2 vols.

Van Sertima, Ivan. *Blacks in Science: Ancient and Modern*. Rochelle Park, New Jersey: Journal of African Civilizations Ltd., Inc., 1994.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th AP

Name and Number of Unit: Unit 5: Global Imbalances

Approximate Timeline: 4 weeks

Description/Big Idea: This unit examines the development of modern nations and the rise of global conflict.

Essential Question:

How did the geopolitical world become the way it is now?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

Students will be able to list the importance of the events of the Industrial Revolution.

Students will be able to define Imperialism.

Students will be able to critique the immigration of Europeans to the United States.
Students will be able to list the problems of urbanization of this time period.
Students will be able to complete AP style multiple choice questions.
Students will be able to recognize the short and long term causes of World War One and World War Two.
Students will be able to hypothesize how World War One lead to World War Two.

Prerequisites:

Knowledge:

Renaissance
Reformation
Colonialism

Skills:

DBQ
Compare and Contrast
Change and Continuity

Lessons/Summary of Unit:

Key Vocabulary: Traditional Society, Industrial Society, Luddites, Invisible Hand, Nationalism, Zionism, Liberalism, Parliamentary Democracy, Socialism, Bourgeoisie, Proletariat, White Man's Burden, Emigration, Urbanization, Feminism, Evangelicals, Romanticism, Realism, Modernism, Impressionism, Federalism, Protectionism, Manifest Destiny, Monroe Doctrine, Platt Amendment, Boer Wars, Noncooperation, East India Company, Sepoys, Cultivation System, Opium War, Treaty System, Spheres of Influences, Treaty of Kanagawa, Meiji Modernization, Militarism, Alliance System, Social Darwinism, July Crisis, Schleiffen Plan, Trench Warfare, Conscription, Censorship, Treaty of Versailles, Reparations, Bolsheviks, Fascism, Appeasement, Holocaust, Yankee Imperialism, Guomindang, Muslim League, Muslim Brotherhood, Balfour Declaration,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Castner Clock Factory Game
African Imperialism Game

Chapter 19 Homework from Textbook
Chapter 20 Homework from Textbook
US and Canada mini-poster
Chapter 21 Homework from Textbook
Boer War Reading
Chapter 22 Homework from Textbook
Chapter 23 Homework from Textbook
China and Japan Imperialism T Chart
Treaty of Versailles Recreation
Chapter 24 Homework from Textbook

Summative assessments may include:

Age of Revolution Change and Continuity Essay, 2008 AP Exam
Imperialism DBQ, AP Exam 2009
Labor System Change and Continuity Essay, 2015 AP Exam
Chapter 21 and 22 Multiple Choice Quiz
World Wars DBQ

Professional Resources/Materials/Books:

Lockard, Craig A. *Societies, Networks, and Transitions*. Boston: Houghton Mifflin Company, 2008. Print.

Personal Library:

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Civilization*. Eight ed.
Boston: Houghton Mifflin Company, 2006. Print. Vol. 2 of *A History of Western Society: From Absolutism to the Present*. 2 vols.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10th AP

Name and Number of Unit: Unit 6: Global Systems

Approximate Timeline: 3 weeks

Description/Big Idea: This unit examines how the world exists today and the recent developments that shape us.

Essential Question:

Why is the world like it is now?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

Students will be able to differentiate between the issues of the regions of the world today.

Students will be able to list the current conflicts and their origins of the current world.

Students will be able to evaluate the impact of the Cold War on modern Europe.

Prerequisites:

Knowledge:

Skills:

Lessons/Summary of Unit:

Key Vocabulary:

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Chapter 25 Homework from Textbook
Chapter 26 Homework from Textbook
Chapter 27 Homework from Textbook
Chapter 28 Homework from Textbook
Cold War Chart
Chapter 29 Homework from Textbook
Chapter 30 Homework from Textbook
Chapter 31 Homework from Textbook

Following completion of the information, there will be practice tests and essays prior to the AP exam.

Summative assessments may include:

Chinese Communism DBQ, AP Exam
Decolonization Change and Continuity Essay, 2007 AP Exam
Green Revolution DBQ, AP Exam

Professional Resources/Materials/Books:

Houlton High School Social Studies Curriculum Map		
Global Studies	Name and Number of Unit: Asia: Korea, China, Taiwan, Japan, Vietnam	Approximate Timeline: 6-8 blocks
Grade Level: 9		
Description/Big Idea: Main area of focus is East Asia. This has been and will continue to be a area of great concern. Also a reminder of nuclear conflict.		
Essential Question: The complex issues are interconnected and not easily solved. So you think you would like to be President? What are some of the main threats to our way of life-military threats and economic threats.		
Mentor Text: Genre:		
CCSS/MLR "I Can...." /Marzano Level Course Standards: A - Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history. C - Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes. D - Researching and Developing Positions on Current Social Studies Issues: Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using research, discussion, and ethical reasoning. E - Oral, Visual, and written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.		
Prerequisites:		

Knowledge:

post Cold War issues with Russia, friend or enemy?

Skills:

continued mapping skills, label 15 countries in Asia.

Lessons/Summary of Unit:

Lesson 1: How we became involved in the Korean conflict, our objectives, and the uneasy peace that goes on even today. Compare and Contrast the two countries using a graphic organizer. Chinese, Soviet, US interests.

Lesson 2: China overview-economic superpower challenging America-reasons.

Lesson 3: Chinese religion-Buddhism- 4 Noble Truths-visual creation after research. Tiananmen Square massacre=communism

Lesson 4: Taiwan in the middle, dangers of alliances

Lesson 5: Japan and Chinese relations-two economic powers with a sketchy past, impacting relations today. Nanjing massacre.

Lesson 6: Atomic weapons used to end WW2. Research decision, impact and consequences.

Lesson 7: Vietnam How did we get involved? What mistakes were made and did we learn from them?

Key Vocabulary:

Appeasement, repatriation, DMZ, Communism, Buddhism

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Map assessments
Written assessments
PowerPoint presentations
Debates
Projects

Summative assessments may include:

Map assessments
Written assessments
PowerPoint presentations
Projects

Professional Resources/Materials/Books:

CIA World Factbook
textbook
Basics of Buddhism
PBS.org, History.com and BBC.com

Houlton High School Social Studies Curriculum Global Studies		
Grade Level: 9	Name and Number of Unit: 3 Central America/Cuba/Mexico	Approximate Timeline: 2-3 weeks, 5-6 blocks
Description/Big Idea: Relevance of our closest neighbors to the South		
Essential Question: How do we impact our Southern neighbors and why do they want to come here? Was Fidel Castro a hero or villain and why did so many love him while many hated him?		
Mentor Text: Genre:		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit) C. Analyze current economic problems using Mexico/U.S relations as our point of reference. D4-Research and develop positions, analyze and critique important historical figures - Castro, and the implications for the present and future.		
Prerequisites: Knowledge: Manufacturing jobs headed out of the US, understanding why. Basics of foreign policy and countries working for their own best interests. Knowledge of different types of jobs available, growth of service jobs. Skills: ability to analyze very different interpretations of an historical figure.		

Lessons/Summary of Unit: Mexico, general information and better understanding of America's impact and importance of location. Introduction to controversy of wall building, to be continued quarter 3.
Cuba-Communist country demonized-fair or not? Research Castro and decide. Cuban missile crisis.

Key Vocabulary: Maquiladora, tariff, Free trade, NAFTA, revolution, Communist, Cold War, foreign policy

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: Mapping Mexico, Cuba, Central America.

Research reasons manufacturing jobs headed to other countries. Economics, free trade and NAFTA.

Research Fidel Castro. Who loved and why? Who hated and why?

How has America dealt with Castro and how has it impacted the people of Cuba?

Summative assessments may include: Test, teacher made assessment.

Essay-Castro

Classroom Activities:

Professional resources/Materials/Books:

Houlton High School Curriculum Template Global Studies		
Grade Level: 9	Name and Number of Unit: Unit 2 climate change in North America	Approximate Timeline: 2 weeks(4-5 blocks)
Description/Big Idea: Impact of man on his environment and the impact of environment on man. The battle between economic benefits and preserving the environment is a constant debate that divides us, and will for some time.		
Essential Question: How do we impact the environment (climate change) and how does the environment impact us? Who pays the greatest price for climate change? (those who least deserve it-the poor). Can we find a balance? Mentor Text: Genre:		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit) C analyze the impact of environmental problems. Problem solve. D research and develop positions on current issues D4 analyze turning points, events and their consequences and implications for the future. E visual communication, present a well defended position.		
Prerequisites: Knowledge: Basic understanding of energy sources. Natural resources. Skills: Ability to interpret scientific evidence.		

Lessons/Summary of Unit:

Key Vocabulary: Climate and weather, global warming and greenhouse effect, “canary in the coal mine,” “lungs of the planet,” “fossil fuels, renewable and nonrenewable resources, nuclear energy.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: Research Shishmaref Alaska, Tuvalu, Greenland, Yucca Mountain, current pipeline debate. May include a mini poster illustrating the impact of climate change

Summative assessments may include: Essay, topics of choice all dealing with climate change issues that have been researched and discussed. Example, How has climate change impacted the people in Tuvalu and Shishmaref. Predict the impact of climate change on the people of Maine.

Professional Resources/Materials/Books:

Text
laptop

Houlton High School
Social Studies Curriculum Map
 Global Studies

Grade Level: 9

Name and Number of Unit: Unit 5 Europe
 lesson 1. 5 colonial powers.

Approximate Timeline: 3-4 blocks

Description/Big Idea: Introduction to Europe, impact and economic advantage of location, positive impact of colonialism on 5 European countries.

Essential Question: While South America lost, how did Europe gain from Colonialism?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use 18 font to highlight the most important stands for this unit)

A2-Understand major enduring themes, location of European countries advantages.

B5-Recognize the connections between Europe and South America, economics and social issues from the past still current. Impact of colonialism on both continents.

B5-Recognize and understand connections. Turning points and events in history.

Connections between conditions for world wars and assessing current conditions in the US.

Prerequisites: Knowledge of colonialism in South America.

Lessons/Summary of Unit: As always-pre assess what students already know about Europe with a group share. Many countries in a small area with few resources but a good climate and ports. Battle for resources has resulted in much conflict. Spain, Portugal, UK, France, the Netherlands-commonalities, location, historical overview. Expense of War. Shift of wealth-Seville, Spain monopoly studied in greater detail, importance of rivers, rise and decline of each country, The Netherlands in depth study of a battle against the ocean-lessons to be learned as the US faces future environmental battles. Compare the life expectancy of the 5 colonial powers with those South American countries they dominated, also GDP PC. WW1 and WW2, alliances and dangers along with nationalism vs patriotism

the part about wealth in blue above: is the topic the shift of the wealth in Seville, Spain? To where? OR does the shift of wealth have to deal with monopolies?

I'm assuming from the Netherlands and dikes, the issue for the U.S. would be environmental?

Please use words at least once with abbreviations such as GDP.

Key Vocabulary:"Peninsula of Peninsulas", technology of polders, social caste system continues from South America unit. Constitutional monarchy, alliance, nationalism vs patriotism.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: mapping 5 countries of Europe (spatial relations) major rivers and why cities are located where they are.

graphic organizer of colonial power and their colonies, lasting legacy, life expectancy and gdp pp. Capitalized?

Understanding conflict, causes of world wars in Europe- can they be connected to modern America?

Summative assessments may include:Teacher made assessment

Professional Resources/Materials/Books:

Textbook [Please do a bibliography of the text here](#)
laptop for research.

**Houlton High School
Social Studies Curriculum Map
Global Studies**

Grade Level: 9

Name and Number of Unit: 5 Europe
NATO and the Ukraine lesson

Approximate Timeline: 2 blocks

Description/Big Idea: Situation in Ukraine and Russian intervention is current and relevant. Site of our next crises, perhaps.

Essential Question: Why should we care about the Ukraine and NATO? What role does NATO play and do we need it?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

A1 Understanding of major enduring themes, the study of government(NATO)

B1 Recognize and communicate cause and effect relationships of significant events.

(Reason Ukraine not in Nato, why a hot spot today)

C-Analyze and Problem Solve social studies related issues. (Chernobyl)

Prerequisites:

Knowledge:

foreign policy objectives of the United States.

Skills:

Lessons/Summary of Unit: Mapping of the Ukraine

writing a short essay paying close attention to our opening paragraph, grab the reader's attention. Improve written communication the goal. Where is the Ukraine, what is going on there that is important, what are Russian interests there, what are American interests, and why might there be a conflict? Chernobyl an environmental disaster-lessons learned?

Key Vocabulary: Chernobyl, NATO, buffer state

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: Mapping the Ukraine and Black Sea

Summative assessments may include: Written work, importance of the Ukraine and how it is sometimes complicated to help people in need.

Professional Resources/Materials/Books:

Text
laptop for research.

**Houlton High School
Social Studies Curriculum Map
Global Studies**

Grade Level: 9

Name and Number of Unit: 5 Europe
lesson 2 Northern Ireland

Approximate Timeline: 2 blocks

Description/Big Idea: Building walls does not solve problems. Evidence-Northern Ireland

Essential Question: Will keeping people apart solve problems? What is the solution? What role does education play?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient)

(Use 18 font to highlight the most important stands for this unit)

D4-Research and develop position on current social studies issue, Analyze The “Troubles” in Northern Ireland. Implications for the future. What are solutions?

Prerequisites: be familiar with current debate over building a wall with Mexico. Understanding how other walls have worked in the past may help students shape their position.

Knowledge:

Skills:

Lessons/Summary of Unit: Current events, building wall with Mexico. Use Northern Ireland as a case study of effectiveness of walls. Theme will continue with the Berlin Wall later in the year, then Israel/Palestine.

Walls do not solve problems-only education does.
graphic organizer, pros and cons of building a wall

Key Vocabulary: “The Troubles” The IRA, terrorist or freedom fighter, “Peace Walls”, Catholics and Protestants, integrated schools, the United Kingdom and the Republic of Ireland.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: graphic organizer, pros and cons of building walls for protection.

May begin by considering Pros and cons of building a dam (a wall).

Compare Catholic and Protestants, Contrast them and determine if the differences are great enough for conflict. What impact does economics play in the conflict.

Summative assessments may include: Essay to demonstrate understanding of a long time conflict: what is the conflict about, why has it lasted so long, what impact has segregation or walls had, what is the solution to the conflict.

Professional Resources/Materials/Books:

Video “Troubles in Northern Ireland”

Houlton High School
Social Studies Curriculum Map
 Global Studies

Grade Level: 9

Name and Number of Unit: unit 1 lesson
 3-Pre assess location

Approximate Timeline: 1 hour, spread over first 4 blocks.

Description/Big Idea: A central theme of global studies is location- The world in spatial terms. We must determine each student's level of knowledge early in the year to be able to assess growth-Mapping exercise on final exam.

Essential Question: How well do you answer the question "Where is it"?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use 18 font to highlight the most important stands for this unit)

Students should have an understanding of the location of places we study to better understand the impact of location on people, issues and events.

Prerequisites: a basic understanding of maps and their use.

Lessons/Summary of Unit: Students will be provided an outline map of the world and are asked to identify the countries, bodies of water, mountain ranges, deserts, and cities we will be discussing this year. They will list the places they were unsure of. A good indication of growth should be evident when they complete the same map on the final exam.

Key Vocabulary: Title, key, relative location, direction, distance

Habits of Mind/Guiding Principles

Assessments: No grade, of course. Simply an attempt to establish the degree of knowledge with regard to location by each individual in order to demonstrate growth at the end of the year.

Formative assessments may include:

Summative assessments may include: The same outline map of the world, same places asked to identify.

Professional Resources/Materials/Books:

Blank outline map of the world.

**Houlton High School
Social Studies Curriculum Map**

Global Studies Grade Level: 9	Name and Number of Unit: 6 Russia	Approximate Timeline: 4-5 blocks
Description/Big Idea: Post Cold War Russia-Friend or adversary, especially relevant currently as rumors persist about election interference by Russia. Important Russians and their impact, a large rich nation with vast resources, environmental damage and jobs issue, impact of communism.		
Essential Question: How does Russia impact us today? How are our interests different than Russia's and where do they conflict? What are the risks? Can we learn any lessons from their mistakes? Yet another example of a wall not enduring, isolation and wall building not working. Mentor Text: Genre:		
CCSS/MLR "I Can...." /Marzano Level Course Standards: A understand enduring themes, significant Russian individuals and their impact. C analyze, synthesize, and problem solve social studies topics-environmental problems in the Aral sea and Salton Sea California. A understand enduring themes, Russian geography impacting culture, economics, gov't. B Recognize and Understand connections, cause and effect relationships of significant events.		
Prerequisites: Cold War era basics		

Knowledge:

Understanding of Cold War relations between US and USSR. NATO and Ukraine, introduced to Russia.

Skills:

Lessons/Summary of Unit: Begin by introducing 5 important Russians and researching the impact they had on modern Russia. Important bodies of water-Aral, Caspian and Lake Baikal and environmental issues. Russian interests conflicting with our own.

Key Vocabulary: Exclave, gulag, purge, sanctions, tsar, USSR, Autarky, Soviet, Socialist

Habits of Mind/Guiding Principles**Assessments:**

Research and summary of 5 important Russians and how they impacted modern Russia- May model by choosing important Americans and illustrating how they had an impact on modern America.

Research the Aral Sea and the environmental disaster there.

Introduce the Salton Sea in California and have students compare and contrast the issues both face, then predict which has the better chance for survival.

Formative assessments may include:

Summative assessments may include: Teacher made test.

Professional Resources/Materials/Books:**Laptops used for research:**

- ciaworldfactbook site
- salton sea video

textbook for Aral Sea

handout 20 important people, places, and things in Russia

graphic organizer to compare Russia and USA.



Houlton High School
Social Studies Curriculum Map
 Global Studies

Grade Level: 9

Name and Number of Unit: 4 South America

Approximate Timeline: 4 week, 8-10 blocks

Description/Big Idea: The greatest problem in South America is income inequality, primarily caused by the impact of colonialism and imperialism. The main theme, the connection between money and life continues. Stress how lucky we are.

Essential Question: How have other powerful nations impacted the development of South America? What is income inequality and how has colonialism/imperialism impacted the continent? What is America's role today? Should we care about South America?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important stands for this unit)

A2-Understanding of major enduring themes, analyze and critique major enduring themes, events and consequences and implications for the future. (Colonialism)

A-Understand major themes-understand and identify significant places, events, and topics in South American countries.

B5-Recognize connections and relationships, identify analyze major turning points and events in the history of different cultures. (Columbus)

C.-Analyze current social studies issue and develop solutions to economic, environmental, and sociological problems. (income inequality, Amazon rainforest degradation)

Prerequisites: Understanding of poverty and impact. Wealth and resource distribution. Knowledge of climate change concerns.
<p>Lessons/Summary of Unit: Colonialism lesson, understanding the historical impact of Europe on South America, European advantages to conquer, impact on South America and Europe.</p> <p>Regional study of South America, according to what bodies of water they touch. Caribbean, Atlantic, Pacific, landlocked. Advantages of location and access to trade. What makes each country unique creating a graphic organizer as a group.</p> <p>Child labor in Brazil, poverty, only education can save them.</p> <p>Key Vocabulary: Colonialism, Income inequality, “Lungs of the Planet”, Conquistadors-Columbus, Seville Spain monopoly</p>
Habits of Mind/Guiding Principles
<p>Assessments:</p> <p>Formative assessments may include:Columbus Day?-should we continue to celebrate. Complete graphic organizer, unique features of countries of South America. Mapping countries and important natural features of South America</p> <p>Summative assessments may include:1 page essay-Describe the life of two poor children in South America, how do they compare with yours and what is the key to escaping poverty? Teacher made assessment</p>

Professional resources:

Laptop, textbook, Video-Child labor in South America

**Houlton High School
Social Studies Curriculum Map
Global Studies**

Grade Level: 9

Name and Number of Unit: 5 Europe
lesson 3 Berlin

Approximate Timeline: 5 - 6 Blocks

Description/Big Idea: Another historical wall that did not work to improve a conflict but damaged many lives. Is there a lesson to be learned?

Essential Question: Can a comparison be made about the success/failure of the Berlin and Mexican wall?
Is it more important to be safe or free?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

E. Visual Communication-Create and present a set of social studies related findings in the form of visual communication.

E. Written Communication-Create and present a set of social studies related findings in the form of written communication.

A. Students will Understand a major enduring theme and a turning point in history, The Berlin Wall, Cold War, End of the Cold War.

Prerequisites: Prior consideration of the reasons for building a Wall with Mexico.

Knowledge:

Cold war/ post WWII, Soviet satellites and Iron Curtain. Berlin a hot spot prior to the Cuban Missile Crises which students are familiar with.

Skills:

Lessons/Summary of Unit: Watch video over Berlin Wall, notes discussed.

- research the reason for the wall
- research ways people escaped East Berlin. Illustrate.
- research the reasons that made people desperate enough to risk death and escape. (primary sources)
- research end of the Cold War and the fall of the wall

Key Vocabulary: Cold war terms; balance of power, superpowers, nuclear arms, MAD.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: Use notes to answer questions over Berlin Wall video.
Create a mini poster demonstrating knowledge of the innovative ways people used to escape East Berlin.

Summative assessments may include: An essay demonstrating understanding of the reasons people were desperate to escape East Berlin and then being able to make the connection to why people in Latin America are similar. How were those that were successful in Germany viewed and how about those from Mexico.

Professional Resources/Materials/Books: laptop for research, video Berlin Wall, handout for note taking. Research first hand accounts of people who crossed the wall and discover their reasons.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 12

**Name and Number of Unit: Civil Rights
and Civil Liberties**

Approximate Timeline: 4 weeks

Description/Big Idea: To gain a better understanding of our civil rights and civil liberties

Essential Question: What are civil Rights and civil liberties and how did we come to acquire these rights?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient)

I can explain how civil rights and civil liberties are similar.

I can explain how civil rights and civil liberties are different.

I can cite examples of civil rights and civil liberties.

I understand and can explain what “natural rights” are.

I can identify and explain some civil rights struggles endured by hispanics, Asian American, African American, and Native Americans.

I understand and can explain what due process is and why it is important.

I can explain how the courts have ruled on poverty, age, and sexual orientation.

I can cite examples of voter suppression.

I understand and can explain some of the more significant events of the Civil Rights Era, including the Brown v Board of Education decision, the death of Emmett Till, the Little Rock Nine, the Montgomery Bus Boycotts, the Greensboro Sit-Ins, the influence of James Meredith, Medgar Evers, Eugene “Bull” Connor, Martin Luther King Jr., and Malcolm X.

I understand and can explain the significance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Prerequisite Skills:

Arrange events in chronological sequence

Examine relationships between and among historical events

Determine whether or not sources are valid and credible

Lessons/Summary of Unit: This unit will focus on the basic understanding of civil rights and civil liberties, as well as the changes America experienced from the years of *Plessy v. Ferguson* to the years following *Brown v. Board of Education*. The use of literature, diverse perspectives from the National, State, & Local levels, Supreme Court cases, historical facts, and primary documents will allow students to analyze this traumatic time period.

Key Vocabulary: 13th Amendment, 14th Amendment, 15th Amendment, affirmative action, black codes, Brown v Board of Education, civil disobedience, de facto segregation, de jure segregation, due process, expatriation, integration, naturalization, natural rights, Plessy v Ferguson, segregation, sit-ins, and voter suppression.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Civil Disobedience Research Assignment
Selma, AL
Civil Rights Era Research Presentation

Summative assessments may include:

3 x Daily Quizzes (chapter 15 & 16)
Unit Test

Professional Resources/Materials/Books:

Teacher-created presentation

http://www.washingtontimes.com/quiz/2015/feb/11/us-citizenship-test-could-you-pass/?utm_source=FB-ARB&utm_medium=cpc&utm_campaign=TWT_Chacka_QUIZZES_LP&utm_content=100303703&utm_term=100303703

http://www.pbs.org/newshour/extra/lessons_plans/the-50th-anniversary-of-the-march-on-washington-lesson-plan-a-time-for-change/

<http://www.smithsonianmag.com/arts-culture/emmett-tills-casket-goes-to-the-smithsonian-144696940/?no-ist>

<https://www.youtube.com/watch?v=TTGHLdr-iak>

[http://www.pbslearningmedia.org/resource/rttt12.soc.civil.people.emmettill/the-murder-of-emmett-till/Civil Rights Cases \(1883\)](http://www.pbslearningmedia.org/resource/rttt12.soc.civil.people.emmettill/the-murder-of-emmett-till/Civil-Rights-Cases-(1883))

The following are a part of the teacher presentation:

<https://www.youtube.com/watch?v=xERXusiEszs>

<https://www.youtube.com/watch?v=FE6Yvy--5aw>

<https://www.youtube.com/watch?v=Xbbcjn4d1cE>

<https://www.youtube.com/watch?v=msSo4qbbbmE>

<https://www.youtube.com/watch?v=7gMvhvs1gMI>

<https://www.youtube.com/watch?v=j9kT1yO4MGg>

<https://www.youtube.com/watch?v=qjL1E3R9dF4>

<https://www.youtube.com/watch?v=3vDWWy4CMhE>

**Houlton High School
Social Studies Curriculum Map
Government**

Grade Level: 12

Name and Number of Unit: Chapter 11:
The Congress

Approximate Timeline: 4 weeks

Description/Big Idea: The focus of this unit is the purpose and functionality of the Congress.

Essential Question: What powers are given to the United States Congress and what are the functions of the legislative body?

Mentor Text: Magleby, David, et al. Government By The People. Boston, MA: Pearson, 2014.

Genre:

CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient)

I can understand and explain some of the various differences between the US Congress and British Parliament.

I understand and explain the powers given to Congress under Article I, Section 8 of the Constitution.

I understand the process necessary for writing a bill/making a law.

I understand and can explain the function/purpose of committees.

I can explain the various differences between the House and Senate.

B1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.

B2. Compare the American political system and the role of citizens with examples of political systems from other parts of the world.

C1. Evaluate and analyze the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

D2. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information.

Prerequisites:

Knowledge: Students should already have a basic understanding of the US Constitution, Bill of Rights, and Articles of Confederation.

Skills: Compare and contrast the credibility of differing ideas, elements, or accounts
Draw inference from factual material
Interpret the social and political message of cartoons
Determine and analyze similarities and differences

Lessons/Summary of Unit: The powers and functions of America's deliberative bodies.

Key Vocabulary: Constituent, earmarks, filibuster, cloture, safe seat, reapportionment, redistricting, franking privilege, pork-barrell spending, pocket veto, public bill, private bill, president pro tempore, Speaker of the House, and gerrymandering.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: Chapter 11 Reading Guides (3)
Congressional Leadership Research Assignment
Vocabulary Matching Homework

Summative assessments may include: Powers of Congress Quiz
Mini-Research Project over demographics of Congress
Unit Test (essay exam)

Professional Resources/Materials/Books: Legislative Branch Key Terms
Magleby, David et al. Government By The People. Boston: Pearson, 2015
Apportionment Video: https://www.youtube.com/watch?v=RUCnb5_HZc0
Congressional Committees video: <https://www.youtube.com/watch?v=evLR90Dx79M>
60 Minutes Video: <https://www.youtube.com/watch?v=2tUzxQzCYWM>
ABC News, Pork Video: <https://www.youtube.com/watch?v=lvzNj0Vobss>
Gerrymandering Explained Video: <https://www.youtube.com/watch?v=Mky11Ujb9AY>
http://www.nytimes.com/learning/issues_in_depth/10SupremeCourtIdeas.html

**Houlton High School
Social Studies Curriculum Map**

Grade Level: College
Government, gr. 12

Name and Number of Unit: Chapter 6:
Political Parties

Approximate Timeline: 3 weeks

Description/Big Idea: In this chapter, we will look at historical and current political parties and their various impacts on American history.

Essential Question: How have political parties historically impacted American politics and policy?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level

Unit Objectives: I understand and can explain the function of political parties.

I understand and can explain how parties unify the electorate.

I understand what caucuses and primary elections are, and how they are similar and different.

I understand the differences between open primaries, closed primaries, and blanket primaries.

I understand what proportional representation is.

I understand and can explain how a winner-take-all system works like.

I understand and can explain what a realigning election is and when they tend to happen.

I understand what a party platform is.

I understand and can explain that hard money and soft money are, as well as what defines each of them.

A1: Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.

A6. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.

A8. Identify and critique issues that have united and divided people in the history of the United States and other nations and describe their effects.

B3. Evaluate and analyze the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

D2. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information.

Prerequisites:

Knowledge: A basic understanding of what political parties are and how they impact American politics.

Skills: Determine conflicting values or beliefs
Summarize an opposing position
Use internet based information networks

Lessons/Summary of Unit: In this chapter, we will look at historical and current political parties and their various impacts on American history.

Key Vocabulary: Blanket Primary, Caucus, Closed Primary, Dealignment, Direct Primary, Divided Government, Hard Money, Honeymoon, Minor Party, Open Primary, Party Convention, Patronage, Platform, Political Party, Soft Money, Winner-Take-All System,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: (2) Chapter 6 Reading Guides
Third Parties Homework Packet

Summative assessments may include: Third Parties Research Assignment/Presentation
(2) Daily Quizzes
Unit Test

Professional Resources/Materials/Books:

<http://www.isidewith.com/>
<http://www.people-press.org/quiz/political-typology/>
http://www.pbs.org/newshour/extra/lessons_plans/political-parties-two-is-company-threes-a-crowd-lesson-plan/
<http://www.pbselectioncentral.com/election-collection>

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Houlton High School Social Studies Curriculum Map

Grade Level: 12 College Government

Name and Number of Unit: Foundations of Constitutional Democracy

Approximate Timeline: 3 weeks

Description/Big Idea: The purpose of this unit is to introduce the students to the various forms of government, then begin looking at the principles of American democracy. We will also focus on the Constitution and how it compares to other governing documents.

Essential Question: What type of government does the United States have and how does it compare to others throughout the world?

Mentor Text: Magleby, David, et al. Government By The People. Boston, MA: Pearson, 2014.

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

I can identify the three branches of government and the functions.

I know what impeachment is and what the process is for impeachment.

I can identify the qualifications to be a Representative, Senator and/or President.

I know what powers are given to Congress.

I can explain what the elastic clause is and how it works.

I can explain what treason and extradition are.

I can explain the process for ratification.

I can identify and explain all 27 amendments to the Constitution.

I can explain what an initiative and a referendum is and how they work. I can cite examples of each.

I can identify and explain the 5 values the textbook says that Americans value above all others.

I know what judicial review is.

I understand and can explain the significance of Marbury vs Madison.

A1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.

A6. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.

B1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to

citizens in the United States and in other regions of the world.

B2. Compare the American political system and the role of citizens with examples of political systems from other parts of the world.

B3. Evaluate and analyze the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

C1. Evaluate and analyze the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

D2. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information.

Prerequisites:

Knowledge: The students should have a basic understanding of a democracy and civics.

Skills: Evaluate sources of information – print, visual, electronic, audio

Draw inference from factual material

Find and present information support each position

Compare and contrast the credibility of differing ideas, elements, or accounts

Lessons/Summary of Unit: The purpose of this unit is to lay the foundation of democracy. In order to do that, we study many of the various forms of government (monarchy, theocracy, communism, oligarchy, etc). We then focus on the unique principles of American democracy and the functions of the 3 branches.

Key Vocabulary: Treason, ratification, extradition, referendum, initiative, judicial review, Articles of Confederation, preamble, popular sovereignty, reapportionment, and impeachment.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: Forms of Government worksheet
Chapter Reading Guides (3)
de Tocqueville Analytical Quotes assignment
Constitution Outline
Venn Diagram of Shared, Enumerated and Delegated Powers

Summative assessments may include: Amendments Quiz
Shared, Enumerated, and Delegated Powers Quiz
Chapter Test

Professional Resources/Materials/Books: Alexis de Tocqueville's *Democracy In America*
Copy of the Federalist Papers
Copy of the Constitution
Magleby, David et al. Government By The People. Boston: Pearson, 2015
Wall Street Journal: Why Gridlock in Washington Is Good (Feb 21, 2010)

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 12

Name and Number of Unit: The
Executive Branch

Approximate Timeline: 4 weeks

Description/Big Idea: The focus of this unit is to study the roles and responsibilities of the executive branch of government.

Essential Question: What powers and responsibilities do the members of the Executive Branch (President, VP, Cabinet Members, Chief of Staff, etc) have when it comes to administration and implementation of policy?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

I can list all of the constitutional powers given to the executive branch.

I understand and can explain the purpose of the 12th amendment.

I can list the order of presidential succession.

I know all of the 15 cabinet positions and can explain the function of each of the 15 cabinet positions.

I can explain the various structures presidents use to organize their cabinets.

I understand all of the different types of vetoes and which ones can be used by president.

I understand and can explain all of the different ways presidents differ from prime ministers.

I can completely explain how the impeachment process works.

I understand the electoral process and can calculate a state's value when given population (and vice-versa).

I can list and explain some of the perks and benefits of being president.

I can completely explain which issues presidents tend to spend the majority of their time on.

A1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.

B1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.

B3. Evaluate and analyze the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

C1. Evaluate and analyze the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

Prerequisites:

Knowledge: The students should have prior knowledge of the functions of the Articles of Confederation (strengths and weaknesses) and the Constitution.

Skills: Identifying unfamiliar ideas, concepts or words to work with later
Summarizing and note-taking
Using questions, cues, and advance organizers

Lessons/Summary of Unit: The functions of the executive branch and all its members, including the president, vice-president, cabinet members, chief of staff, and others.

Key Vocabulary: Ambassador, Bureaucracy, Cabinet, Electoral College, Embargo, Foreign Policy, Impeachment, Mandate, National Security, Reprieve, Pardon, State of the Union Address, Treaty, Vesting Clause, Veto.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: Electoral College homework assignment
Cabinet Positions homework assignment
(3) Chapter 11 Reading Guides

Summative assessments may include: Daily Quizzes
Cabinet Positions Quiz
Electoral College Quiz
Unit Test

Professional Resources/Materials/Books: Magleby, David et al. <u>Government By The People</u> . Boston: Pearson, 2015 https://www.youtube.com/watch?v=xxSvi6JCCfk MPBN's <i>The Executive Branch: Georgia Stories</i> video clip https://www.whitehouse.gov/1600/executive-branch

**Houlton Southside School
Social Studies Curriculum Map**

Grade Level: 5

Social Studies Unit: Explorers

Approximate Timeline: 8 weeks

Description/Big Idea: Overcoming adversity helps us grow.

Guiding Questions: How did the arrival of the explorers change life in the Americas? Why do you think people set out centuries ago to explore far-off places?

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

D. 1 - Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the . . . world.

E. 1 - Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the . . . world.

RI5.3 I can explain relationships between events, ideas, or procedures from an informational text and use the text to support my explanation.

RI5.6 I can analyze two or more accounts of the same event while noting similarities and differences.

RI5.7 I can locate information from various sources to answer a question or solve a problem.

W5.7 I can conduct a short research project that uses several sources to build knowledge of a topic.

W5.8 I can find information, take and organize notes, summarize information and provide a list of sources used for a research project.

SL5.4 I can sequence I can sequence ideas logically, using appropriate facts and details, and speak clearly and understandably while reporting on a topic or discussion.

SL5.5 I can include multimedia projects or visual displays when they will be helpful in developing the main idea or theme of my presentation.

SL5.6 I can use formal English when appropriate to tasks and situations.

Prerequisites (Marzano Level 2 learning goals)

- Basic knowledge of Keynote app

Lessons:

Daily Oral Geography: 9, 10, 4, (and optional 35)

Scholastic Explorer Simulation

Explorers Unit (by Pam Olivier)

Chapters 3 & 4 (Unit 2 Our Nation, 2003 MacMillan McGraw-Hill)

Key Vocabulary: caravel, caravan, navigation, expedition, Northwest Passage, charter

Habits of Mind/Maine's Early Learning and Development Standards

Formative Assessments:

DOG sheets

Summative Assessments:

Explorer Keynote
2 Teacher-made tests;
DOG tests;
Journal entries (from simulation)

Professional Resources/Materials/Books:

Our Nation;
Scholastic Explorer Simulation;
Explorers Unit
Explorers of North America (Evan Moore)
Encounter by Jane Yolen
Explorer collection from the book room (Crabtree books) and Scott Foresman/Pearson leveled readers

**Houlton Southside School
ELA Curriculum Map**

Grade Level: 5

ELA Unit: Colonial America

Approximate Timeline: 8 weeks

Description/Big Idea: How did the U.S.A begin?

Essential Questions: What led to the colonies becoming successful both as a whole and as regions? How did the 13 colonies differ in terms of geography, politics, economics, religion and Indian relations? What factors or reasons drew people to the colonies? What was life like in the colonies compared to life today? What led to these differences?

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

W5.1a-d I can write an opinion piece on a text/topic that supports a point of view.

W5.7 I can conduct a short research project that uses several sources to build knowledge of a topic.

RI 5.5 I can compare/contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI 5.6 I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

S.L.2 Summarize a written text read aloud or information presented in diverse media, and formats, including visually, quantitatively, and orally.

Prerequisites (Marzano Level 2 learning goals)

Lessons:

- How did the period of colonization in North America set the stage for the American Revolution?
- How was life different for free men in comparison to indentured servants and slaves?
- What similarities and differences did each of the regions have?

Key Vocabulary: pioneer, Plymouth, English colony, colonial period, government, colonist, colony, immigrant, plantation, pilgrim, New England colonies, Middle colonies, Southern colonies, 13 colonies

Habits of Mind/Maine’s Early Learning and Development Standards

Formative Assessments:

Summative Assessments:

Colonial Poster Project

*See “Colonial Project Components” in SS Drive

Professional Resources/Materials/Books:

Colonial Book Set (in bookroom - Crabtree):

Historic Communities:

The Gristmill

Colonial Home

Colonial Life

The Kitchen

In The Barn

The General Store

Colonial Crafts

Our Nation textbook

**Houlton Southside School
ELA Curriculum Map**

Grade Level: 5	ELA Unit: American Revolution	Approximate Timeline: 8 weeks
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Description/Big Idea: How did overcoming adversity help us begin as a country?

Week 1 Essential Question: How does war affect families?

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

MLR E. History

E.1 Historical Knowledge, Concepts, Themes, and Patterns: Students understand various major eras in the history of the United States.

B. Identify Various major historical eras, major enduring themes, turning points, events, consequences, persons and time frames, in the history of the United States.

C. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments, and traditions, important in the United States.

R.I.2. I can determine the main idea and details of a text. I can summarize text.

R.I.3. I can explain how people, events, ideas or concepts are connected in a historical, scientific, or technical text.

R.I.6. I can identify and compare different accounts of the same event or topic.

R.I.7. I can quickly find evidence in the text to support my thinking when answering a question or solving a problem.

R.I.10. I can read and comprehend grade-level informational texts.

W.5.7. I can research different aspects of a topic using several sources.

W.5.9 I can use evidence from various texts to support my ideas and research.

SL.5.2 I can integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4. I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate.

SL.5.5 I can carefully plan use of digital media and visual displays of data to express information and enhance understanding of presentations.

Prerequisites (Marzano Level 2 learning goals)

Lessons: (designed to focus on these questions:)

What were the results of the French and Indian War and how did they impact the 13 colonies?

What led the colonies to break away from Britain?

What were the two major points of view that led to the American Revolution?

What were the first battles of the American Revolution?

What was the purpose of the Declaration of Independence?

How did the Continental army differ from the British army?

What was the turning point of the American Revolution?

What ended the Revolutionary War?

Key Vocabulary:

revolution, repeal, boycott, militia, minutemen, Continental Army, tax, liberty, Patriots, loyalists, traitor, declaration, independence, treaty, statehood

Habits of Mind/Maine's Early Learning and Development Standards**Formative Assessments:****Summative Assessments:**

Written test

Vocabulary quiz

Create a timeline of ten events that are researched and summarized.

Professional Resources/Materials/Books:

George vs. George, The American Revolution as seen from both sides by Rosalyn Schanzer

Storypath The Struggle For Independence in Colonial Boston, 2005 by Storypath, INC.

American Revolution, by Renay M. Scott, Ph.D., Simulation by Scholastic, Inc.

Our Nation social studies text, 2003, Unit 3 Lesson 3 p. 246-249, Unit 4, p. 256-338.

American Revolution text set (book room), which includes other teacher resources.

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 1: Living and Learning	Approximate Timeline: 6 weeks
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Description/Big Idea: Which skills help us make our way in the world?

Week 1 Essential Question: What can we learn by trying new things?

Knowledge Goals: Students will understand that new experiences can bring enjoyment, show new ways to have fun, and uncover new scientific truths.

Mentor Texts and Genres

Main Selection: *When Charlie McButton Lost Power* by Suzanne Collins-Narrative Poem

Paired Selection: *How a Kite Changed the World* by Amy Bolt–Narrative Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3.c I can decode multisyllabic words with short vowels pattern syllable VC/CV.

CC.3.R.F.3.d I can read 3rd grade-appropriate irregularly spelled words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding

CC.3.R.F.4.b I can read grade level prose and poetry orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions about a story and use evidence from the story in my answer.

CC.3.R.L.2 I can retell a story and use key details in the story to determine the central message or lesson in a story.

CC.3.R.L.3 I can describe characters in a story and explain how their actions contribute to the sequence of events.

CC.3.R.L.7 I can explain how aspects of the text’s illustrations contribute to what is conveyed by the words of a story.

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions about nonfiction text and use evidence from the text in my answer.

CC.3.R.I.2 I can use details from an informational text to determine the main idea.

Speaking and Listening Standards

CC.3.S.L.1 I can engage in collaborative discussions with different partners or with my whole class on 3rd grade topics.

CC.3S.L.1.b I can follow our classroom’s rules for discussions respectfully and responsibly.

Language Standards

CC.3.L.4 I can determine or clarify the meaning of unknown or multiple-meaning words based on 3rd grade content.

CC.3.L.5.b I can real-life connections between words and their use.

Writing Standards

CC.3.W.3 I can write narratives to develop real or imagined experiences or events using descriptive details, and a clear sequence of events..

Social Studies Standards

SS.3.PF I can describe situations in which personal choices are related to the use of money.

Prerequisites (Marzano Level 2 learning goals)**Key Lessons Overview**

Phonics/Spelling: short vowel sound in VC/CV pattern

Fluency: Reread for accuracy and fluency

Vocabulary Strategy: Homonyms

Comprehension Skill: Literary Elements-character, setting, and theme

Comprehension Strategy: Background Knowledge-Using what you know to help monitor your comprehension

Grammar/Conventions: A sentence tells a complete thought.

Writing: Narrative Writing: Prose and Poetry, *Better Answers* structure for constructed response

Key Vocabulary

Academic Words: character, setting, theme, background knowledge, simple sentence, homonyms, narrative poem, nonfiction

Amazing Words: cringed, reject, plentiful, reaction, physical, suitable, appetizing, grit

Selection Vocabulary: bat, battery, blew, fuel, plug, term, vision

Maine Learning Results Guiding Principles and Habits of Mind**Formative Assessments**

Spelling Test, Selection test

On Demand Narrative Writing Prompt

Summative Assessments**Professional Resources/Materials/Books:**

RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, *Better Answers*, *Writing Pathways*

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 1: Living and Learning	Approximate Timeline: 6 weeks
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Description/Big Idea: Which skills help us make our way in the world?

Week 2 Essential Question: What can we learn by trading with one another?

Knowledge Goals: Students will understand that trade helps both people, and is based on the items value.

Mentor Texts and Genres

Main Selection: *What About Me?* By Ed Young-a Fable

Paired Selection: *How the Desert Tortoise Got Its Shell* by Linda Kennett-a Pourquoi Tale

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3.a I can decode plural words with -s, -es, -ies.

CC.3.R.F.3.d I can read 3rd grade-appropriate irregularly spelled words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding

CC.3.R.F.4.b I can read grade level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct words for accuracy and meaning, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions about a story and use evidence from the story in my answer.

CC.3.R.L.2 I can retell a story and use key details in the story to determine the central message or lesson in a story.

CC.3.R.L.3 I can describe characters in a story and explain how their actions contribute to the sequence of events.

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions about nonfiction text and use evidence from the text in my answer.

CC.3.R.I.2 I can use details from an informational text to determine the main idea.

Speaking and Listening Standards

CC.3.S.L.1 I can engage in collaborative discussions with different partners or with my whole class on 3rd grade topics.

CC.3.S.L.1.b I can follow our classroom's rules for discussions respectfully and responsibly.

CC.3.S.L.6 I can speak in complete sentences when appropriate to task and situation in order to provide details or clarification.

Language Standards

CC.L.1.b I can form and use regular and irregular plural nouns.

CC.3.L.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.4 I can determine or clarify the meaning of unknown or multiple-meaning words based on 3rd grade content.

Writing Standards

CC.3.W.3 I can write narratives to develop real or imagined experiences or events using descriptive details, and a clear sequence of events.

CC.3.W.3.a I can establish a situation and introduce a narrator and/or characters and organize a sequence of events.

Social Studies Standards

SS.3.PF.E I can explain how scarcity leads to choices about what goods and services are produced.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Plurals -s, -es, -ies

Fluency: Reread for accuracy and fluency

Vocabulary Strategy: Compound Words

Comprehension Skill: Sequence the events in the plot in order

Comprehension Strategy: Summarize the story as you read

Grammar/Conventions: Subjects and Predicates

Writing: Narrative Writing Structure-*Writing Pathways*; Using words from the prompt in your response-*Better Answers*

Key Vocabulary

Academic Words: paraphrase, sequence, summarize, subject, predicate, fable, plural

Amazing Words: barter, peddler, expensive, worthless, permanent, obvious, wilt, lovely, mania

Selection Vocabulary: carpenter, carpetmaker, knowledge, marketplace, merchant, plenty, strying, thread

Maine Learning Results Guiding Principles and Habits of Mind

Formative Assessments: Spelling Test, Selection test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 1: Living and Learning	Approximate Timeline: 6 weeks
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Description/Big Idea: Which skills help us make our way in the world?

Week 3 Essential Question: How can we achieve goals?

Knowledge Goals: Students will understand that people achieve goals by working together, staying prepared, and having enough funds.

Mentor Texts and Genres

Main Selection: *Kumak's Fish* by Michael Bania-Tall Tale

Paired Selection: *How to Catch a Fish*- Newspaper Article

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3.a I can decode base words and endings -ed, -ing, -er, -est.

CC.3.R.F.3.c I can decode multisyllable words.

CC.3.R.F.3.d I can read 3rd grade-appropriate irregularly spelled words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding

CC.3.R.F.4.b I can read grade level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct words for accuracy and meaning, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions about a story and use evidence from the story in my answer.

CC.3.R.L.2 I can retell a story and use key details in the story to determine the central message or lesson in a story.

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions about nonfiction text and use evidence from the text in my answer.

CC.3.R.I.3 I can describe the relationship between a series of events or steps in a technical procedure in a text, using words to show time, sequence, and cause and effect.

Speaking and Listening Standards

CC.3.S.L.1.a I can come to discussions prepared, having read or studied required materials.

CC.3.S.L.1.c I can ask questions to check understanding of information, stay on topic, and link comments to the class discussion.

CC.3.S.L.4 I can tell a story or recount an experience with appropriate facts and relevant descriptive details.

CC.3.S.L.6 I can speak in complete sentences when appropriate to task and situation in order to provide details or clarification.

Language Standards

CC.3.L.1.e I can form and use simple verb tenses (walk, walks, walked, will walk)

CC.3.L.1.g I can form and use comparative and superlative adjectives.

CC.3.L.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.4 I can determine or clarify the meaning of unknown or multiple-meaning words based on 3rd grade content.

CC.3.L.4.d I can use a glossary or dictionary to determine or clarify the meaning of words and phrases.

CC.3.L.6 I can acquire and use grade appropriate words and phrase that signal spatial and temporal relationships.

Writing Standards

CC.3.W.3.c I can use temporal words and phrases to signal event order.

CC.3.W.5 I can develop and strengthen my writing, with support from peers and adults, by planning, revising, and editing my writing.

Social Studies Standards

SS.3.PF.G I can explain economic similarities and differences within the community, Maine and the US. I can how unity and diversity relate to the community, Maine and the world, including Maine Native American communities.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Base words and endings –ed, -ing, -er, -est.

Fluency: Reread for accuracy and fluency with expression

Vocabulary Strategy: You can use a dictionary or a glossary to find the meaning of an unknown word

Comprehension Skill: Sequence is the order that events happen in a story

Comprehension Strategy: Visualize-while you are reading use the text to form pictures in you mind

Grammar/Conventions: Declarative and Interrogative Sentences

Writing: Conferencing with “Tell Me More” questions

Key Vocabulary

Academic Words: visualize, declarative sentence, interrogative sentence, exaggeration, tall tale

<p>Amazing Words: brainstorm, design, collaborate, funds, amusement, announcement, rehearsal, admirably, adequate, enthusiasm</p> <p>Selection Vocabulary: gear, parka, splendid, twitch, willow, yanked</p>
<p>Maine Learning Results Guiding Principles and Habits of Mind</p>
<p>Formative Assessments: Spelling Test, Selection test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i>, <i>Writing Pathways</i></p>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 1: Living and Learning	Approximate Timeline: 6 weeks
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Description/Big Idea: Which skills help us make our way in the world?

Week 4 Essential Question: How can we get what we want and need?

Knowledge Goals: Students will understand that we grow or buy food, food can be shipped, and budgets guide spending.

Mentor Texts and Genres

Main Selection: *Supermarket* by Kathleen Krull-Expository Text

Paired Selection: *Money from Long Ago* by Darlene Ramos – Picture Encyclopedia

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.c I can decode multisyllable words.

CC.3.R.F.3.d I can read 3rd grade-appropriate irregularly spelled words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding

CC.3.R.F.4.b I can read grade level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct words for accuracy and meaning, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions about nonfiction text and use evidence from the text in my answer.

CC.3.R.I.8 I can describe the logical connection between particular sentences and paragraphs in a text (comparison).

Speaking and Listening Standards

CC.3.S.L.1 I can engage in collaborative discussions with different partners or with my whole class on 3rd grade topics.

CC.3.S.L.1.b I can follow our classroom’s rules for discussions respectfully and responsibly.

CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language Standards

<p>CC.3.L.1 I can demonstrate command of the conventions of standard English grammar and usage when speaking or writing.</p> <p>CC.3.L.1.f I can produce and expand complete sentences in shared language activities.</p> <p>CC.3.L.2.f I can use conventional spelling patterns and generalizations in writing words.</p> <p>CC.3.L.4 I can determine or clarify the meaning of unknown or multiple-meaning words based on 3rd grade content.</p> <p>CC.3.L.6 I can acquire and use grade appropriate words and phrase that signal spatial and temporal relationships.</p> <p>Writing Standards</p> <p>CC.3.W.3.b I can use dialogue and description of action, thoughts, and feelings, to develop experiences and events or show the responses of characters.</p> <p>CC.3.W.3.d I can provide a sense of closure</p>
Prerequisites (Marzano Level 2 learning goals)
<p>Key Lessons Overview</p> <p>Phonics/Spelling: Vowel Digraphs: ee, ea; ai, ay; oa, ow</p> <p>Fluency: Reread for accuracy and fluency</p> <p>Vocabulary Strategy: Multiple Meaning Words</p> <p>Comprehension Skill: Compare and Contrast</p> <p>Comprehension Strategy: Background Knowledge-use what you already know</p> <p>Grammar/Conventions: Imperative and Exclamatory Sentences</p> <p>Writing: Description, Conferencing with “Tell Me More” questions</p>
<p>Key Vocabulary</p> <p>Academic Words: compare and contrast, command, sensory details, expository text, encyclopedia, multiple-meaning word, definition, exclamatory</p> <p>Amazing Words: bargain, browse, budget, exchange, hastily, compromise, product, resource, export, import</p> <p>Selection Vocabulary: laundry, section, shelves, spoiled, store, thousands, traded, variety</p>
Maine Learning Results Guiding Principles and Habits of Mind
<p>Formative Assessments:</p> <p>Spelling Test, Selection test</p>
Summative Assessments
Professional Resources/Materials/Books:

RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, *Better Answers*, *Writing Pathways*

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 1: Living and Learning	Approximate Timeline: 6 weeks
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Description/Big Idea: Which skills help us make our way in the world?

Week 5 Essential Question: What do we need to know about saving and spending?

Knowledge Goals: Students will understand that we save from our income, can earn and save money, and spend on things we need.

Mentor Texts and Genres

Main Selection: *My Rows and Piles of Coins* by Tololwa M Mollel – Realistic Fiction

Paired Selection: Learning About Money by using web sites

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.c I can decode multisyllable words.

CC.3.R.F.3.d I can read 3rd grade-appropriate irregularly spelled words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding

CC.3.R.F.4.b I can read grade level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct words for accuracy and meaning, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions about a story and use evidence from the story in my answer.

CC.3.R.L.2 I can retell a story and use key details in the story to determine the central message or lesson in a story.

CC.3.R.L.5 I can refer to parts of stories when speaking about a text by using terms such as chapter, paragraph, scene, and describe how each part builds on earlier scenes.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.3.S.L.1 I can engage in collaborative discussions with different partners or with my whole class on 3rd grade topics.

<p>CC.3.S.L.1.a I can come to discussions prepared, having read or studied required materials.</p> <p>CC.3.S.L.1.b I can follow our classroom's rules for discussions respectfully and responsibly.</p> <p>CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Language Standards</p> <p>CC.3.L.1.i I can produce simple, compound, and complex sentences.</p> <p>CC.3.L.4.c I can use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>CC.3.L.6 I can acquire and use grade appropriate words and phrase that signal spatial and temporal relationships.</p> <p>Writing Standards</p> <p>CC.3.W.5 I can develop and strengthen my writing, with support from peers and adults, by planning, revising, and editing my writing.</p> <p>CC.3.W.8 I can recall information from experiences or gather information from print and digital source.</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview</p> <p>Phonics/Spelling: Vowel Diphthongs: /ou/ spelled ou, ow; /oi/spelled oi, oy</p> <p>Fluency: Reread for accuracy and fluency using appropriate punctuation cues</p> <p>Vocabulary Strategy: Prefixes and Suffixes</p> <p>Comprehension Skill: Author's Purpose</p> <p>Comprehension Strategy: Story Structure</p> <p>Grammar/Conventions: Compound Sentences</p> <p>Writing: Editing Checklist</p>
<p>Key Vocabulary</p> <p>Academic Words: author's purpose, story structure, simple sentence, compound sentence, simile, realistic fiction, keyboarding, narrative poem, repetition, imagery, rhyme, punctuation, run-on sentence</p> <p>Amazing Words: tempted, amount, resist, savings, consumer, retail, income, thrift shop, denomination, investor</p> <p>Selection Vocabulary: arranged, bundles, dangerously, errands, excitedly, steady, unwrapped, wobbled</p>
<p>Maine Learning Results Guiding Principles and Habits of Mind</p>
<p>Formative Assessments:</p>

Summative Assessments
Professional Resources/Materials/Books: RS teacher’s manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 1: Living and Learning	Approximate Timeline: 6 weeks
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Description/Big Idea: Which skills help us make our way in the world?

Week 6 Essential Question: Connect to the Big Question

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

- **Review of target standards from weeks 1-5**

Writing Standards:

CC.3.W.3 I can write narratives to develop real or imagined experiences or events using descriptive details, and a clear sequence of events.

CC.3.W.6 I can use technology to produce and publish writing.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

- **Review target skills and strategies based on results of weekly selection tests.**

Writing: using Google Docs

Key Vocabulary

Maine Learning Results Guiding Principles and Habits of Mind

Formative Assessments:

Summative Assessments

Unit 1 Benchmark test

Completed Narrative Writing Sample

Professional Resources/Materials/Books:

RS teacher’s manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, *Better Answers*, *Writing Pathways*

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 2: Smart Solutions	Approximate Timeline: 6 weeks
Description/Big Idea: What are smart ways that problems are solved?		
Week 1 Essential Question: How do the structures of plants and animals help them solve problems? Knowledge Goals: Students will understand that animals and plants adapt for protection, for food, and to protect their young. Mentor Texts and Genres Main Selection: <i>Penguin Chick</i> by Betty Tatham - Expository Text Paired Selection: <i>Plants: Fitting into Their World</i> by Susan E. Goodman – Photo Essay		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Syllables V/CV, VC/V Fluency: Reread for accuracy and fluency		

Vocabulary Strategy: Synonyms Comprehension Skill: Main Idea and Details (Review Compare and Contrast) Comprehension Strategy: Monitor and Clarify Grammar/Conventions: Common and Proper Nouns Writing:
Key Vocabulary: Academic Words: Synonyms, Author's Craft, monitor and clarify, main idea and details, common noun, proper noun, context clues, expository text, figurative language, speech Amazing Words: inhospitable, refuge, flourish, absorb, predatory, brace, reinforce, saliva, earthen, vibration Selection Vocabulary: cuddles, flippers, frozen, hatch, pecks, preen, snuggles
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 2: Smart Solutions	Approximate Timeline: 6 weeks
Description/Big Idea: What are smart ways that problems are solved?		
Week 2 Essential Question: How do you know if a solution is a good solution? Knowledge Goals: Students will understand that reaching a good solution involves cooperating, and compromising. Mentor Texts and Genres Main Selection: I Wanna Iguana by Karen Kaufman Orloff- Realistic Fiction Paired Selection: The Big Soccer Game – EMail		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Final Syllable <i>-le</i> Fluency: Reread for accuracy, fluency and expression		

Vocabulary Strategy: Unfamiliar Words Comprehension Skill: Compare and Contrast Comprehension Strategy: Visualize (review Plot) Grammar/Conventions: Singular and Plural Nouns Writing:
Key Vocabulary: Academic Words: humor, expression, regular plural noun, fairy tale, realistic fiction, unfamiliar word, singular Amazing Words: <i>obstinate, quarrel, stubborn, disagree, prevent, implement, supervise, unite, budge, rally</i> Selection Vocabulary: adorable, compassionate, exactly, iguana, mature, mention, trophies
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers, Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 2: Smart Solutions	Approximate Timeline: 6 weeks
Description/Big Idea: What are smart ways that problems are solved?		
Week 3 Essential Question: When is it time to find a solution? Knowledge Goals: Students will understand that solutions are for something unexpected, an obstacle, or a big problem. Mentor Texts and Genres Main Selection: <i>Prudy's Problem and How She Solved It</i> by Carey Armstrong-Ellis- Fantasy Paired Selection: <i>Meeting the Challenge of Collecting</i> - Interview		
CCSS/MLR "I can..." (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Compound Words Fluency: Read with appropriate rate		

Vocabulary Strategy: Compound Words; Word Structure Comprehension Skill: Draw Conclusions (Review Main Idea and Details) Comprehension Strategy: Questioning Grammar/Conventions: Irregular Plural Nouns Writing:
Key Vocabulary: Academic Words: Onomatopoeia, draw conclusions, questioning, plural nouns, irregular plural noun, persuasive text, fantasy, presentation, opinion Amazing Words: rubble, bulky, impress, exception, device, drastic, portable, inflatable, petrify, decade Selection Vocabulary: enormous, scattered, strain, shoelaces, collection, butterflies
Main Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 2: Smart Solutions	Approximate Timeline: 6 weeks
Description/Big Idea: What are smart ways that problems are solved?		
Week 4 Essential Question: What can we do to make sure solutions are fair? Knowledge Goals: Students will understand that fair solutions show respect for others, share equally, and are honest. Mentor Texts and Genres Main Selection: <i>Tops and Bottoms</i> by Janet Stevens– Animal Fantasy Paired Selection: <i>The Hare and the Tortoise</i> – Fable		
CCSS/MLR “I can…” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. I can apply grade level phonics and word analysis skills in decoding words. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Words with Consonant Blends spl, thr, squ, str, scr Fluency: Read with appropriate phrasing		

Vocabulary Strategy: Antonyms Comprehension Skill: Author's Purpose (Review Draw Conclusions) Comprehension Strategy: Predict and Set Purpose Grammar/Conventions: Singular Possessive Nouns Writing: Using linking words
Key Vocabulary: Academic Words: possessive nouns, singular possessive noun, cursive, friendly letter, animal fantasy, predict, set purpose, antonym, media Amazing Words: distribute, divvy, reasonable, satisfaction, convince, official, humiliate, claim, vain, jealous Selection Vocabulary: lazy, bottom, crops, clever, cheated, partners, wealth
Main Learning Results Guiding Principles and Habits of Mind
Formative Assessments Spelling test, selection test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 2: Smart Solutions	Approximate Timeline: 6 weeks
Description/Big Idea: What are smart ways that problems are solved?		
Week 5 Essential Question: How have plants and animals adapted to solve problems? Knowledge Goals: Students will understand that some animals develop protective traits, hibernate, or live in nests. Mentor Texts and Genres Main Selection: <i>Amazing Bird Nest</i> by Ron Fridell– Expository Text Paired Selection: Extra! Extra! Fairy-Tale News from Hidden Forest – Fairy Tales		
CCSS/MLR “I can…” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Words with Consonant Digraphs /sh/, /th/, /f/, /ch/, /ng/ Fluency: Reading with an appropriate rate		

Vocabulary Strategy: Unfamiliar Words Comprehension Skill: Main Idea and Details (review Draw Conclusions) Comprehension Strategy: Text Structure Grammar/Conventions: Plural Possessive Nouns Writing:
Key Vocabulary: Academic Words: text structure, nonfiction, plural possessive noun, directions, paragraph, expository text, organization, source, humorous poems, onomatopoeia, free verse poems, imagery, comparisons, apostrophe, supporting details Amazing Words: disguise, vital, burrow, dormant, extreme, spine, moisture, evaporate, concoction, nutrient Selection Vocabulary: material, hunters, bill, twigs, tons, platform, goo
Main Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 2: Smart Solutions	Approximate Timeline: 6 weeks
Description/Big Idea: What are smart ways that problems are solved?		
Week 6 Essential Question: Connect to the Big Question- What are smart ways that problems are solved?		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills Reading Standards for Literature Reading Standards for Informational Text Speaking and Listening Standards Language Standards Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Review Phonics/Spelling: Fluency: Reread for accuracy and fluency Vocabulary Strategy: Comprehension Skill: Comprehension Strategy: Grammar/Conventions: Writing:		
Key Vocabulary Review Academic Words: Amazing Words:		

Selection Vocabulary:
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments Benchmark Test for Unit 2
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 3: People and Nature	Approximate Timeline: 6 weeks
Description/Big Idea: How are people and nature connected?		
Week 1 Essential Question: How do people and nature interact? Knowledge Goals: Students will learn that people take care of things in nature, grow crops for food, and admire wildlife. Mentor Texts and Genres Main Selection: <i>How Do You Raise a Raisin?</i> by Pam Munoz Ryan – Expository Text Paired Selection: <i>Worms at Work</i> by Ann Weil – Procedural Text		
CCSS/MLR “I can…” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W. Social Studies Standards SS.3.G.1 SS.3.G.2		
Prerequisites (Marzano Level 2 learning goals)		

<p>Key Lessons Overview</p> <p>Phonics/Spelling: Contractions</p> <p>Fluency: Reread for accuracy and fluency</p> <p>Vocabulary Strategy: Homophones</p> <p>Comprehension Skill: Draw Conclusions</p> <p>Comprehension Strategy: When reading, look for <i>important ideas</i> that the author explains or wants you to know</p> <p>Grammar/Conventions: Action and Linking Verbs</p> <p>Writing:</p>
<p>Key Vocabulary</p> <p>Academic Words: expository text, brainstorm, action verbs, important ideas</p> <p>Amazing Words: nature, wildlife, teem, elevation, admire, jumble, tame, stumble, trek, backpack</p> <p>Selection Vocabulary: area, artificial, grapevine, preservative, proof, raise, raisin</p>
<p>Maine Learning Results Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books:</p> <p>RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i>, <i>Writing Pathways</i></p>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 3: People and Nature	Approximate Timeline: 6 weeks
Description/Big Idea: How are people and nature connected?		
Week 2 Essential Question: How do people explain things in nature? Knowledge Goals: Students will understand that people use myths to explain nature, use totem poles to tell stories, and hand down stories. Mentor Texts and Genres Main Selection: <i>Pushing Up the Sky</i> by Joseph Bruchac – Drama Paired Selection: <i>Catch it and Run</i> from <i>When the World Was Young</i> retold by Margaret Mayo- Myth		
CCSS/MLR “I can…” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W. Social Studies Standards SS.3.G.1 SS.3.G.2		
Prerequisites (Marzano Level 2 learning goals)		

Key Lessons Overview Phonics/Spelling: Prefixes un-, re-, mis-, dis-, non- Fluency: Reread for accuracy and fluency Vocabulary Strategy: Unknown Words; Dictionary/Glossary Comprehension Skill: Literary Elements-Character, Setting, Plot Comprehension Strategy: Inferring Grammar/Conventions: Main and Helping Verbs Writing:
Key Vocabulary Academic Words: plot, inferring, myth, summary, verb phrase, main verb, helping verb, glossary, drama, contraction, thesaurus, character setting Amazing Words: existence, scarce, elder, abundant, shrivel, scorch, irritable, pierce, torrent, fertile Selection Vocabulary: overhead, poked, imagined, narrator, antlers, languages
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 3: People and Nature	Approximate Timeline: 6 weeks
Description/Big Idea: How are people and nature connected?		
Week 3 Essential Question: What can we learn about nature by investigating? Knowledge Goals: Students will understand that nature affects animal behavior, and contains patterns. Mentor Texts and Genres Main Selection: <i>Seeing Stars</i> by Donna Latham – Expository Text Paired Selection: <i>Scien-Trickory: Riddles in Science</i> - Poetry		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Spellings of /j/, /s/, /k/ Fluency: Reread for accuracy and fluency		

<p>Vocabulary Strategy: Unknown Words-Dictionary/Glossary</p> <p>Comprehension Skill: Graphic Sources (nonfiction text features) help you understand information in the text</p> <p>Comprehension Strategy: Text Structure-Good readers look at the way text is organized to help them understand</p> <p>Grammar/Conventions: Subject-Verb Agreement</p> <p>Writing:</p>
<p>Key Vocabulary</p> <p>Academic Words: graphic sources, illustrations, subject, verb, greeting, investigate, simile, metaphor, expository text, almanac, internet, stanza</p> <p>Amazing Words: reflect, microscopic, dusk, twilight, active, intimate, detect, sensitive, species, downwind</p> <p>Selection Vocabulary: shine, gas, gigantic, dim, temperature, patterns, ladle</p>
<p>Maine Learning Results Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books:</p> <p>RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i>, <i>Writing Pathways</i></p>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 3: People and Nature	Approximate Timeline: 6 weeks
Description/Big Idea: How are people and nature connected?		
Week 4 Essential Question: How can people help animals in danger? Knowledge Goals: Students will understand that people feed animals, rescue animals, study animals, and teach about conservation. Mentor Texts and Genres Main Selection: <i>A Symphony of Whales</i> by Steve Schuch - Fiction Paired Selection: <i>He Listens to Whales</i> from <i>Ranger Rick</i> – Magazine Article		
CCSS/MLR “I can…” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Suffixes –ly, -ful, -ness, -less, -able, -ible		

<p>Fluency: Reread for accuracy and fluency at appropriate rate</p> <p>Vocabulary Strategy: Unfamiliar Words-Context Clues</p> <p>Comprehension Skill: Generalize</p> <p>Comprehension Strategy: Story Structure-beginning, middle, end</p> <p>Grammar/Conventions: Verb Tenses</p> <p>Writing:</p>
<p>Key Vocabulary</p> <p>Academic Words: generalization, rate, verb tense, present tense, future tense, news article, fiction</p> <p>Amazing Words: starvation, prohibit, conservation, biologist, catastrophe, inhumane, overpopulation, illegally, hover, salt marsh</p> <p>Selection Vocabulary: surrounded, channel, bay, blizzards, supplies, anxiously, chipped, melody, symphony</p>
<p>Maine Learning Results Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books:</p> <p>RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i>, <i>Writing Pathways</i></p>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 3: People and Nature	Approximate Timeline: 6 weeks
Description/Big Idea: How are people and nature connected?		
Week 5 Essential Question: What can we observe in different environments? Knowledge Goals: Students will understand that environments can sustain different kinds of life, and need to be protected. Mentor Texts and Genres Main Selection: <i>Around One Cactus</i> by Anthony D. Fredericks – Narrative Nonfiction Paired Selection: <i>The Water Cycle</i> –using a search engine to find web sites		
CCSS/MLR “I can…” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I. Speaking and Listening Standards CC.3.S.L. Language Standards CC.3.L.4 Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Phonics/Spelling: Consonant patterns wr, kn, gn, st, mb		

Fluency: Reread for accuracy and fluency, and with expression Vocabulary Strategy: Prefixes and Suffixes-Word Structure Comprehension Skill: Cause and Effect Comprehension Strategy: Predict and Set purpose Grammar/Conventions: Irregular Verbs Writing:
Key Vocabulary Academic Words: cause and effect, irregular verbs, narrative nonfiction, lyrical poem, free verse poem Amazing Words: origin, appreciate, relationship, birch, centipede, dew, behold, cedar, border, preserve Selection Vocabulary: lofty, incredible, noble, search, stinging, topic, unseen, survivors, waterless
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School		
ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 3: People and Nature	Approximate Timeline: 6 weeks
Description/Big Idea: How are people and nature connected?		
Week 6 Essential Question: Connect to Big Question- How are people and nature connected?		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills Reading Standards for Literature Reading Standards for Informational Text Speaking and Listening Standards Language Standards Writing Standards CC.3.W.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview - Review Writing:		
Key Vocabulary Review		
Maine Learning Results Guiding Principles and Habits of Mind		
Formative Assessments		

Summative Assessments

Professional Resources/Materials/Books:

RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, *Better Answers*, *Writing Pathways*

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 4: One of a Kind	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be unique?

Week 1 Essential Question: How do talents make someone unique?

Knowledge Goals: Students will understand that people have many kinds of talent, that people practice to develop their talents, and that everyone should be allowed to develop their talents.

Mentor Texts and Genres

Main Selection: *The Man Who Invented Basketball* by Edwin Brit Wycoff-Biography

Paired Selection: *My Turn at the Bat* by Ted Williams -Autobiography

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3.d I can read grade 3 appropriate irregularly spelled words.

CC.3.R.F.4.a I can read grade 3 level text with purpose and understanding.

CC.3.R.F.4.b I can read third grade level text with accuracy, appropriate rate, and expression on successive readings.

Reading Standards for Literature

CC.3.R.L. 6 I can distinguish my point of view from the point of view of the narrator or those of the characters.

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions to demonstrate understanding of a text and refer explicitly to the text when answering a question.

CC.3.R.I.2 I can determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.3.R.I.3 I can describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.

Speaking and Listening Standards

CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.

Language Standards

CC.3.L.1.a I can explain the function of pronouns in general and their functions in particular sentences.

CC.3.L.1.b I can form and use regular and irregular plural nouns.

CC.3.L.2.e I can use conventional spelling for high-frequency and other studied words and for adding suffixes to words.
CC.3.L.4 I can use context clues to help me understand the meaning of an unknown or multiple-meaning word.
CC.3.L.6 I can acquire and accurately use grade 3 appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standard

CC.3.W.2 I can write informative/explanatory text to examine a topic and convey ideas and information clearly.
CC.3.W.7 I can conduct a short research project.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Irregular Plurals

Fluency: Accuracy

Vocabulary Strategy: Context Clues

Comprehension Skill: Generalize

Comprehension Strategy: Summarize

Grammar/Conventions: Singular and Plural Nouns

Writing: Writing a biography

Key Vocabulary

Academic Words: presentation, singular pronoun, plural pronoun, point of view, biography, summarize

Amazing Words: mock, idle, potential, ecstatic, thrill, audition, necessary, result, succeed, rise, verge

Selection Vocabulary: disease, guard, freeze, terrible, study, popular, sports, basketball

Maine Learning Results Guiding Principles and Habits of Mind

Formative Assessments

Spelling test, Selection test

Summative Assessments

Professional Resources/Materials/Books:

RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, *Better Answers*, *Writing Pathways*

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 4: One of a Kind	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be unique?

Week 2 Essential Question: What makes nature's record holders unique?

Knowledge Goals: Students will understand that nature has unusual appearances, extreme weather, and extreme events.

Mentor Texts and Genres

Main Selection: *Hottest, Coldest, Highest, Deepest* by Steve Jenkins - Expository text

Paired Selection: *Paul Bunyon and the Great Lakes* by Don Abramson - Legend

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade 3 phonics and word analysis skills in decoding words.

CC.3.R.F.4.b I can read third grade level text with accuracy, appropriate rate, and expression on successive readings.

CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.2 I can recount stories, such as folktales and legends, determine the central message and explain how the message is conveyed through key details in the text.

Reading Standards for Informational Text

CC.3.R.I.2 I can determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.3.R.I.5 I can Use text features and search tools to efficiently locate information about a given topic.

CC.3.R.I.7 I can use information gained from illustrations (e.g., maps, and photographs) and the words in a text to demonstrate understanding of where, when, why, and how key events occur in the text.

Speaking and Listening Standards

CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,

descriptive details, speaking clearly and at an understandable pace.

Language Standards

CC.3.L.1.a I can explain the function of nouns and pronouns in general and their functions in particular sentences.

CC.3.L.1.f I can ensure subject-verb and pronoun-antecedent agreement.

CC.3.L.2.f I can use spelling patterns and generalizations in writing words.

CC.3.L.2.g I can consult reference materials including beginning dictionaries, as needed to check and correct spelling.

CC.3.L.4.d I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CC.3.L.6 I can acquire and accurately use grade 3 appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W.2.b I can develop the topic facts, definitions, and details.

CC.3.W.4 I can produce writing in which the development and organization are appropriate to the task and purpose.

Social Studies Standards

SS.3.H.2

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: r-controlled vowels

Fluency: Reread for accuracy and fluency

Vocabulary Strategy: Unknown Words; Dictionary/Glossary

Comprehension Skill: Graphic Sources

Comprehension Strategy: Important Ideas

Grammar/Conventions: Subject and Object Pronouns

Writing: Using a KWL chart, developing questions about what I want to know, using timelines to organize facts

Key Vocabulary

Academic Words: r-controlled vowel, graph, author's craft, expository text, punctuation

Amazing Words: evergreens, lumber, competitors, plunged, valuable, champ, sprinter, acrobat, weaken, ranger

Selection Vocabulary: outrun, tides, deserts, waterfalls, peak, average, depth, erupted

Maine Learning Results Guiding Principles and Habits of Mind

Formative Assessments Spelling test, Selection Test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 4: One of a Kind	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be unique?		
Week 3 Essential Question: Why is it valuable to have unique interests? Knowledge Goals: Students will understand that interests are valuable; can lead to learning and research, or a job; and help to preserve knowledge. Mentor Texts and Genres Main Selection: <i>Rocks in His Head</i> by Carol Otis Hurst - Biography Paired Selection: <i>Marvelous Marble Mania</i> by Robert Kausai – Persuasive Text		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F.3.a I can identify and explain the meaning of the most common prefixes and derivational suffixes. CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression. CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text CC.3.R.I.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. CC.3.R.I.3 I can describe the relationship between a series of historical events, scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.		

CC.3.R.I.6 I can distinguish my own point of view from that of the author of a text.

Speaking and Listening Standards

CC.3.S.L.1.b I can follow agreed upon rules for discussions.

CC.3.S.L.1.c I can ask questions to check understanding of information presented, stay on topic, and link my comments to the remarks of others.

Language Standards

CC.3.L.1.a I can explain the function of pronouns in general and their functions in particular sentences.

CC.3.L.1.i I can write simple, compound, and complex sentences.

CC.3.L.2.f I can use spelling patterns and generalizations in writing words.

CC.3.L.2.g I can consult reference materials including beginning dictionaries, as needed to check and correct spelling.

CC.3.L.4 I can determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a I can use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.6 I can acquire and accurately use grade 3 appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W.2.c I can use linking words to connect ideas.

CC.3.W.5 I can develop and strengthen my writing by planning, revising, and editing my writing with support from peers and adults.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Prefixes pre-, mid-, over-, out-, bi-, de-

Fluency: Reread for Expression

Vocabulary Strategy: Multiple-Meaning Words; Context Clues

Comprehension Skill: Fact and Opinion

Comprehension Strategy: Inferring

Grammar/Conventions: Possessive Pronouns

Writing: Writing a 1st draft, productive peer conferencing

Key Vocabulary

Academic Words: fact, opinion, biography, possessive pronoun, idiom, problem and solution

Amazing Words: hobby, project, leftover, murmur, ancestor, ornament, descendant, forge, compartment
Selection Vocabulary: stamps, spare, chores, attic, labeled, customers, board
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments Spelling Test, Selection Test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 4: One of a Kind	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be unique?		
Week 4 Essential Question: What unique traits does it take to be the first to do something? Knowledge Goals: Students will understand that being first takes bravery, imagination, determination, and a willingness to work hard. Mentor Texts and Genres Main Selection: <i>America's Champion Swimmer: Gertrud Ederle</i> by David A. Adler - Biography Paired Selection: Women Athletes – Online Directories		
CCSS/MLR "I can..." (Marzano Level 3 learning goals)		
Reading Standards: Foundational Skills CC.3.R.F.3.a I can identify and explain the meaning of the most common prefixes and derivational suffixes. CC.3.R.F.4.a I can read grade 3 level text with purpose and understanding. CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression. CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading Standards for Literature CC.3.R.L. Reading Standards for Informational Text		

CC.3.R.I.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

CC.3.R.I.3 I can describe the relationship between a series of historical events, scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.

CC.3.R.I.6 I can distinguish my own point of view from that of the author of a text.

Speaking and Listening Standards

CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.

Language Standards

CC.3.L.1.a I can choose words and phrases for effect.

CC.3.L.2.e I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

CC.3.L.4 I can determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a I can use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.6 I can acquire and accurately use grade 3 appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W.2.a I can use illustrations and other graphics when needed.

CC.3.W.5 I can develop and strengthen my writing by planning, revising, and editing my writing with support from peers and adults.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Suffixes –er, -or, -ess, -ist

Fluency: Reread for Appropriate Phrasing

Vocabulary Strategy: Multiple Meaning Words, Context Clues

Comprehension Skill: Fact and Opinion

Comprehension Strategy: Questioning

Grammar/Conventions: Contractions

Writing: Revising my writing using a “tell me more” conference with a peer or adult

Key Vocabulary
Academic Words: contraction, apostrophe, word choice, biography, subheading
Amazing Words: ordinary, imagination, assemble, magnificent, organize, erect, suspend, accompany, provision, spectacle
Selection Vocabulary: drowned, strokes, medals, current, continued, stirred, celebrate
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Spelling Test, Selection Test
Summative Assessments
Professional Resources/Materials/Books:
RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 4: One of a Kind	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be unique?		
Week 5 Essential Question: What behaviors are unique to different animals? Knowledge Goals: Students will understand that some animals have lures on their head, some blend in with their surroundings, and some change color. Mentor Texts and Genres Main Selection: <i>Fly, Eagle, Fly</i> retold by Christopher Gregorowski-Folktale Paired Selection: <i>Purple Coyote</i> by Cornette – Trickster Tale		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.3.R.F.3.c I can decode multisyllable words. CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression. Reading Standards for Literature CC.3.R.L.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the		

basis for the answer.

CC.3.R.L.2 I can recount stories, including folktales from diverse cultures, determine the central message, and explain how it is conveyed through key details in a text

CC.3.R.L.3 I can describe characters in a story and explain how their actions contribute to the sequence of events.

CC.3.R.L.4 I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Reading Standards for Informational Text

CC.3.R.I.8 I can describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence).

Speaking and Listening Standards

CC.3.S.L.1.a I can come to discussions prepared, having read or studied the required material.

Language Standards

CC.3.L.2.f I can use spelling patterns and generalizations in writing words.

CC.3.L.4 I can determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.d I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CC.3.L.6 I can acquire and accurately use grade 3 appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W.2.d I can write a concluding statement.

CC.3.W.5 I can develop and strengthen my writing by planning, revising, and editing my writing with support from peers and adults.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Syllables VCCCV

Fluency: Reread for accuracy and fluency

Vocabulary Strategy: Uncommon Words

Comprehension Skill: Cause and Effect

Comprehension Strategy: Monitor and Clarify

Grammar/Conventions: Prepositions

Writing: Editing me writing to make it better
Key Vocabulary: Academic Words: syllable, transition words, preposition, prepositional phrase, transitional word, folk tale, outline, limericks, free verse poems, imagery, rhyming poems Amazing Words: armor, agile, snout, protrude, extraordinary, scenery, pesky, unfurl, coil, intersection Selection Vocabulary: scrambled, gully, echoed, valley, reeds, clutched, thatch
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments Spelling Test, Selection Test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

Houlton Southside School ELA Curriculum Map		
Grade Level: Grade 3	Reading Street Unit 4: One of a Kind	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be unique?		
Week 6 Essential Question: Connect to the big question		
CCSS/MLR "I can..." (Marzano Level 3 learning goals) <ul style="list-style-type: none"> Review of target standards from weeks 1-5 		
Writing Standards CC.3.W.2 I can write informative/explanatory text to examine a topic and convey ideas and information clearly.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview <ul style="list-style-type: none"> Review target skills and strategies based on results of weekly selection tests. 		
Writing:		

<ul style="list-style-type: none"> • Publishing in Google docs , formatting titles and subtitle
Key Vocabulary:
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments
Summative Assessments
Unit 4 Benchmark test
Completed Biography Task
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 5: Cultures	Approximate Timeline: 6 weeks
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Description/Big Idea: What happens when two ways of life come together?

Week 1 Essential Question: How does culture influence the clothes we wear?

Knowledge Goals: Students will understand that people wear special clothes for holidays, wear traditional clothes, and react to clothing.

Mentor Texts and Genres

Main Selection: *Suki's Kimono* by Chieri Uegaki-Realistic Fiction

Paired Selection: *Clothes: Bringing Cultures Together* by Elizabeth Massie –Expository Text

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade 3 phonics and word analysis skills in decoding words.

CC.3.R.F.3.c I can decode multi-syllable words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding.

CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.L.3 I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CC.3.R.L.6 I can distinguish my own point of view from that of the narrator or those of the characters.

CC.3.R.L.7 I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character, or setting).

Reading Standards for Informational Text

CC.3.R.I.7 I can use information gained from illustrations and words in a text to demonstrate understanding of the text.

Speaking and Listening Standards

CC.3.S.L.1.a I can come to discussions prepared.

CC.3.S.L.1.b I can follow agreed upon rules for discussions.

Language Standards

CC.3.L.2.f I can use spelling patterns and generalizations in writing words.

CC.3.L.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

Writing Standards

CC.3.W.

Social Studies Standards

SS.3.CG.5 I can explain the meaning of the terms (sameness) unity and diversity (variety). I can describe various cultures in Maine and the United States.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Syllable Pattern CV/VC

Fluency: Reread for Rate

Vocabulary Strategy: Synonyms; Context clues

Comprehension Skill: Compare and Contrast

Comprehension Strategy: Visualize

Grammar/Conventions: Adjectives and Articles

Writing:

Key Vocabulary

Academic Words: compare and contrast, adjective, articles, letter to the editor, fiction, Internet, realistic fiction, newsletter, synonyms

Amazing Words: traditional, fret, scarves, fabric, acceptable, inspire, robe, drape, elegant, stylish

Selection Vocabulary: festival, snug, rhythm, paces, graceful, pale, cotton, handkerchief

Maine Learning Results Guiding Principles and Habits of Mind

Formative Assessments

Selection Test, spelling test

Summative Assessments

Professional Resources/Materials/Books:
RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 5: Cultures	Approximate Timeline: 6 weeks
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Description/Big Idea: What happens when two ways of life come together?

Week 2 Essential Question: How are cultures alike or different?

Knowledge Goals: Students will understand that cultures have similarities and differences, usually value family, and can be tied to countries.

Mentor Texts and Genres

Main Selection: *I Love Saturday's y domingos* by Alma Flor Ada – Realistic Fiction

Paired Selection: Communities Celebrate Cultures – Textbook

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade 3 phonics and word analysis skills in decoding words.

CC.3.R.F.3.c I can decode multi-syllable words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding.

CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.3 I can describe characters in a story and explain how their actions contribute to the sequence of events.

CC.3.R.L.4 I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.L.6 I can distinguish my own point of view from the point of view of the narrator or of the characters.

CC.3.R.L.7 I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

CC.3.R.I.2 I can determine the main idea of a text; recount key details and explain how they support the main idea.

CC.3.R.I.5 I can use text features and search tools (e.g., key words, sidebars, etc) to locate information relevant to a given

topic quickly and efficiently.

Speaking and Listening Standards

CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.

Language Standards

CC.3.L.1.g I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CC.3.L.2.f I can use spelling patterns and generalizations in writing words.

CC.3.L.4.a I can use sentence level context as a clue to the meaning of a word or phrase.

CC.3.L.6 I can acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W

Social Studies Standards

SS.3.CG.6 I can describe aspects of unity and diversity in the daily life of Native Americans by describing beliefs and activities.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Homophones

Fluency: Reread for accuracy

Vocabulary Strategy: Homophones; Context Clues

Comprehension Skill: Main Idea and Details

Comprehension Strategy: Inferring

Grammar/Conventions: Comparative and Superlative Adjectives

Writing:

Key Vocabulary

Academic Words: comparative adjective, superlative adjective, personal narrative, first person, third person, realistic fiction

Amazing Words: clan, dwelling, shield, headdress, concentrate, barbeque, belief, chant, procession, settler

Selection Vocabulary: circus, nibbling, bouquet, difficult, pier, swallow, soars
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments Selection test, spelling test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 5: Cultures	Approximate Timeline: 6 weeks
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Description/Big Idea: What happens when two ways of life come together?

Week 3 Essential Question: Why is it hard to adapt to a new culture?

Knowledge Goals: Students will understand that a new culture means a new home and neighborhood, a new language, and new traditions.

Mentor Texts and Genres

Main Selection: *Good-Bye, 382 Shin Dang Dong* by Frances Park and Ginger Park – Realistic Fiction

Paired Selection: *Sing a Song of People* by Lois Lenski - Poem

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade 3 phonics and word analysis skills in decoding words.

CC.3.R.F.3.c I can decode multi-syllable words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding.

CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.L.3 I can describe characters in a story and explain how their actions contribute to the sequence of events.

CC.3.R.L.7 I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standards for Informational Text

CC.3.R.I.

Speaking and Listening Standards

CC.3.S.L.1.b I can follow agreed upon rules for classroom discussions.

CC.3.S.L.1d I can explain my own ideas and understanding in light of the discussion.

CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.

Language Standards

CC.3.L.1.a I can explain the function of adverbs in general and their functions in particular sentences.

CC.3.L.2.f I can use spelling patterns and generalizations (e.g., word families, syllable patterns, etc.) in writing words.

CC.3.L.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

CC.3.L.6 I can acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W.

Social Studies Standards

SS.3.CG.3 I can describe rights, duties, responsibilities and roles of citizens in a democracy. I can explain these rights within a class, school, or community.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Vowel Patterns a, au, aw, al, augh, ough

Fluency: Expression and Punctuation Cues

Vocabulary Strategy: Compound Words, Word Structure

Comprehension Skill: Sequence

Comprehension Strategy: Monitor and Clarify

Grammar/Conventions: Adverbs

Writing:

Key Vocabulary

Academic Words: adverb, free verse, mood, rising action, atlas

Amazing Words: native, homeland, aspect, advantage, sponsor, habit, impolite, manner, conscious, insult

Selection Vocabulary: homesick, airport, raindrops, memories, farewell, curious, described, delicious, cellar
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments Selection test, spelling test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 5: Cultures	Approximate Timeline: 6 weeks
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Description/Big Idea: What happens when two ways of life come together?

Week 4 Essential Question: How can different cultures contribute to the foods we eat?

Knowledge Goals: Students will understand that food comes from different cultures, is shared, can be a mix from different cultures.

Mentor Texts and Genres

Main Selection: *Jalapeno Bagels* by Natasha Wing – Realistic Fiction

Paired Selection: *Foods of Mexico* –excerpt from *Viva Mexico! The Foods* by George Ancona –expository

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade 3 phonics and word analysis skills in decoding words.

CC.3.R.F.3.c I can decode multi-syllable words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding.

CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.L.3 I can describe characters in a story and explain how their actions contribute to the sequence of events.

CC.3.R.L.7 I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

CC.3.R.I.2 I can determine the main idea of a text; recount key details and explain how they support the main idea.

Speaking and Listening Standards

CC.3.S.L.1 I can engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and text, building on other's ideas and expressing my own.

Language Standards

CC.3.L.1.g I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CC.3.L.2.f I can use spelling patterns and generalizations (e.g., word families, syllable patterns, etc.) in writing words.

CC.3.L.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

CC.3.L.6 I can acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W.

Social Studies Standards

SS.3.H.1 I can explain that history is the study of the past. I can use social studies skills and research skills to explain decisions related to community organizations.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Vowel Patterns ei, eigh

Fluency: Reread for accuracy

Vocabulary Strategy: Unfamiliar Words, Context Clues

Comprehension Skill: Draw Conclusions

Comprehension Strategy: Summarize

Grammar/Conventions: Comparative and Superlative Adverbs

Writing:

Key Vocabulary

Academic Words: comparative adverbs, superlative adverbs, invitation, narration, realistic fiction, advertisement

Amazing Words: nutrition, calorie, flavor, spice, nutmeg, grumble, allergic, wholesome, grate, agent

Selection Vocabulary: bakery, ingredients, batch, mixture, dough, braided, boils

Maine Learning Results Guiding Principles and Habits of Mind

Formative Assessments Selection test, spelling test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 5: Cultures	Approximate Timeline: 6 weeks
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Description/Big Idea: What happens when two ways of life come together?

Week 5 Essential Question: How does city life compare to life in the country?

Knowledge Goals: Students will understand that city life is busy, cities have tall buildings, and the country has farms.

Mentor Texts and Genres

Main Selection: *Me and Uncle Romie* by Claire Hartfield –Historical Fiction

Paired Selection: *Country to City* – Online Reference

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.3.R.F.3 I can apply grade 3 phonics and word analysis skills in decoding words.

CC.3.R.F.3.c I can decode multi-syllable words.

CC.3.R.F.4.a I can read grade-level text with purpose and understanding.

CC.3.R.F.4.b I can read grade 3 prose and poetry orally with accuracy, appropriate rate, and expression.

CC.3.R.F.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature

CC.3.R.L.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.L.3 I can describe characters in a story and explain how their actions contribute to the sequence of events.

CC.3.R.L.4 I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.L.7 I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standards for Informational Text

CC.3.R.I.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

CC.3.R.I.6 I can distinguish my own point of view from that of the author.

Speaking and Listening Standards

CC.3.S.L.1 I can engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and text, building on other's ideas and expressing my own.

CC.3.S.L.4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.

Language Standards

CC.3.L.1.h I can Use coordinating and subordinating conjunctions.

CC.3.L.1.i I can produce simple, compound, and complex sentences.

CC.3.L.2 I can demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.2.e I can use conventional spelling for high-frequency and other studied words and for adding suffixes.

CC.3.L.4 I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

CC.3.L.4.a I can use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.4.b I can determine the meaning of a new word formed when a known affix is added to a known word.

CC.3.L.6 I can acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

Writing Standards

CC.3.W.

Social Studies Standards

SS.3.CG.4 I can provide examples of how people influence the government and work for the common good.

SS.3.H2 I can describe examples in the history of the United States of diverse and shared values and traditions.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Phonics/Spelling: Suffixes -y, -ish, -hood, -ment

Fluency: Appropriate Phrasing

Vocabulary Strategy: Homonyms, Context Clues

Comprehension Skill: Author's Purpose

Comprehension Strategy: Background Knowledge

Grammar/Conventions: Conjunctions

Writing:
Key Vocabulary Academic Words: conjunction, critique, historical fiction, free verse, alliteration, assonance, narrative poem, organization Amazing Words: skyscraper, taxicab, scamper, scurry, vendor, hurl, meager, gutter, bitter, ramble Selection Vocabulary: flights, stoops, ruined, fierce, treasure, feast, cardboard, pitcher
Maine Learning Results Guiding Principles and Habits of Mind
Formative Assessments Selection test, spelling test
Summative Assessments
Professional Resources/Materials/Books: RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Southside School
ELA Curriculum Map**

Grade Level: Grade 3	Reading Street Unit 5: Cultures	Approximate Timeline: 6 weeks
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Description/Big Idea: What happens when two ways of life come together?

Week 6 Essential Question:

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Unit 5 Review of target standards from weeks 1-5

Writing Standards

CC.3.W.

Social Studies Standards

SS.3.H.2 I can explain historical aspects of diversity and unity in the community, state, US and Maine Native American communities.

SS.3.CG.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Review target skills and strategies based on results of weekly selection tests.

Key Vocabulary

Maine Learning Results Guiding Principles and Habits of Mind

Formative Assessments

Summative Assessments

End of year assessments

Professional Resources/Materials/Books:

RS teacher's manual, student books, leveled readers, RS Digital Resources, trade books for read alouds and independent reading, *Better Answers*, *Writing Pathways*

**Houlton Middle School
Social Studies Curriculum Map
7th Gr. World Geography**

Grade Level: 7th Grade

Name and Number of Unit: Unit 3
Central Asia (the STANS), Ch. 19

Approximate Timeline:
1 week (5-7 days)

Description/Big Idea:

Central Asia, a dry rugged, landlocked region, has oil and other valuable mineral resources. The countries of Central Asia share similar histories and traditions, but particular ethnic groups give each country a unique culture. Central Asian countries are mostly poor, but they are working to create stable governments and sound economies.

Essential Question:

How have foreign invasion and influence affected the societies and cultures of Central Asia?
How does landscape/ geography affect people?
What similar issues do these countries face?
What is the plight of the Afghan people today after Soviet and Taliban influence?

Mentor (companion) Text:

Excerpts from the Breadwinner Trilogy. Ellis, Deborah. Groundwood Books, 2009.

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) Bold

(Use **18** font to highlight the most important standards for this unit)

Standards:

- B. Civics and Government: Students understand the ideals, foundations, principles, and structures of constitutional government in the American political system, as well as other forms of government and political systems in the world, applying this knowledge to the role of citizens locally and globally.
- D. Geography: Students analyze the physical, environmental and cultural geography of Maine, the US and various regions of the world to evaluate the effect of

geographic influences on decisions on the past, present and the future.

- E. History: Students understand major eras, major enduring themes and historic influences to develop historical perspective and understand issues of continuity and change in Maine, the US and world.

Performance Indicators:

- B.4: Compare the structures and processes of the United States government with examples of other forms of government.
- D.1: Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations.
- D.2: Using geographical concepts, skills and tools, describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
- D.4: Explain how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.
- D.5: Identify and explain how the forces of cooperation and conflict, as well as the movement and interactions of various people groups, including Native Americans in Maine, have influenced the division and control of the Earth's surface historically and in the present.
- D.1: Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
- D.2: Analyze interpretations of historical events that are based on different perspectives and evidence.
- D.3: Trace and explain the history of democratic ideals and constitutional principles and their importance

in the history of the United States and the world.

- D.4: Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently.

I can identify Central Asia on a world map (especially Kazakhstan and Afghanistan).

I can describe the physical features, climate, and natural resources of this landlocked region.

I can discuss the challenges of the Afghan people since war with the Soviets and invasion of the Taliban.

I can describe the environmental disasters in Central Asia (Aral Sea and regions of nuclear testing).

Prerequisites:

Knowledge:

General knowledge of Asia (Middle East)

Awareness of Current Events in Afghanistan

Islam

Ancient Empires

Per Capita GDP

Soviet Union (regions conquered and its collapse)

Silk Road

Skills:

Analyzation of Primary and Secondary Sources

Compare and Contrast

Cause and Effect

Identification of Problems and Solutions

Predictions of Consequence

Lessons/Summary of Unit: This unit begins with learning the general location of Central Asia. There are discussions about environmental issues such as those surrounding the Aral Sea and nuclear testing sites. The emphasis is on Afghanistan and its past history and place in current events. For the sake of time, we read together sections 1 and 2, stopping to show videos. The emphasis from Section 3 is on Afghanistan and other bold terms found in the text. Section Reviews, guided Readings, and Chapter Review from the textbook were used to review. The main emphasis is on class discussions and exposure to conflicts in Afghanistan. A large quiz was given as an open-book assessment for the sake of time.

Key Vocabulary: Central Asia, the “Stans,” landlocked, nomads, yurt, Taliban, Kabul, dryland farming, arable, Aral Sea

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: (assignments)

Guided Reading worksheets on each section

Chapter Review

The ABC's of Afghanistan (fun page)

Summative assessments may include:

Large Quiz (allowed as open-book quiz -2017)

Professional Resources/Materials/Books:

Salter, Christopher, L. World Geography, Ch. 19, Houghton, Mifflin, Harcourt, 2012. (textbook)

Jr. Scholastic articles - Current Events

Kite Fighting videos

<https://www.nytimes.com/video/world/1194817103850/the-kite-fliers-of-kabul.html>

http://www.teachertube.com/video/kite-fighting-58924?utm_source=video-google

Taliban youtube for students - <http://www.teachertube.com/video/life-under-the-taliban-a-brief-video-413222>

Al-Qaeda vs. Taliban

[Al-Qaeda vs Taliban - Difference and Comparison | Diffen](http://www.diffen.com/difference/Al-Qaeda_vs_Taliban)

www.diffen.com/difference/Al-Qaeda_vs_Taliban

Aerial images of the shrinking Aral Sea (in textbook and online)

Lizardpoint - Asia - Middle East Countries, central Asia <http://lizardpoint.com/geography/mideast-quiz.php>

**Houlton Middle School
Social Studies Curriculum Map
7th Gr. World Geography**

Grade Level: 7th

Name and Number of Unit:
China, Mongolia, Taiwan - Ch. 26

Approximate Timeline:
3-4 weeks

Description/Big Idea:

Essential Question:

How has the rise of communism shaped life in China and in the surrounding nations?

Mentor (companion) Text: Wild Swans: Three Daughters of China by Jung Chang

Genre:

Biography and Autobiography

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) Bold

(Use **18** font to highlight the most important standards for this unit)

I can describe and compare the physical features, climate, and resources across China, Mongolia, and Taiwan.

I can explain how China was ruled by dynasties in its early history and how China is a Communist country with an enormous population and ancient traditions.

I can understand that although China's economy and cities are rapidly growing, the Chinese have little political freedom and many environmental problems.

I can research and compare Mongolia, with its rugged land and nomadic way of life and growing cities, with Taiwan's industrialized and densely settled island culture.

- A.2. Determine the central ideas or information and key steps in a process from a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- B.5. Compare the structures and processes of the United States government with examples of other forms of government.
- C.1. Explain how the concept of scarcity requires choices about what, how, for whom and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand and personal finance.
- D.1. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations.
- D.2. Using geographical concepts, skills and tools, describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
- D.4. Explain how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.
- D.5. Identify and explain how the forces of cooperation and conflict, as well as the movement and interactions of various people groups, including Native Americans in Maine, have influenced the division and control of the Earth's surface historically and in the present.

E.1. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

E.2. Analyze interpretations of historical events that are based on different perspectives and evidence.

E.4. Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently.

Prerequisites:

Knowledge:

Asia continent

Systems of government - democracy / communism

Supply and demand

Pollution

Silk Road

Rural / Urban

Ethnic groups

Skills:

Compare and Contrast

Cause and Effect

Sequencing

Identification of Problems and Solutions

Prediction of Consequences

Lessons/Summary of Unit:

Key Vocabulary: Gobi, Himalayas, loess, North China Plain, typhoons, Plateau of Tibet, dynasty, dialect, Daoism, Confucianism, Buddhism, pagodas, economy, command economy, market economy, terraces, Tibet, human rights, Hong Kong, Macao, Three Gorges Dam, nomads, gers, Great Wall of China, Tiananmen Square

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: (assignments)

Section outlines

Summative assessments may include:

China region map

Section quizzes (4)

Mandarin name project (Creative art project)

Chapter Test

Essay - Effects of Communism

Professional Resources/Materials/Books:

CHINA Country Study: by Thematic Worksheets (Supplemental Materials purchased from TpT)

<https://www.youtube.com/watch?v=tPfYrmcfvYE>

The Forbidden City - Youtube

<http://www.nbcnews.com/video/nightly-news/23634993#23634993>

Protests Turn Deadly in Tibet- NBC Nightly News

<https://www.youtube.com/watch?v=NdhVe2MmPbE>

What Happened in Tiananmen Square?

<https://www.theguardian.com/world/video/2014/jun/04/tiananmen-square-25-years-protest-massacre-china-video-report>

Tiananmen Square: 25 years since protesters massacred by Chinese troops - Video Report

<https://www.youtube.com/watch?v=9dlyk65vR-g>

The History of the Great Wall of China for Kids: Free School

<http://www.history.com/topics/great-wall-of-china/videos/seven-wonders-the-great-wall>

Builders of China's Great Wall

<http://www.discovery.com/tv-shows/other-shows/videos/discovery-atlas-china-revealed-three-gorges-dam/>

China Revealed: Three Gorges Dam

<https://www.youtube.com/watch?v=r01HRTAXquw>

20 facts about Mongolia: History of Mongolia

<https://www.youtube.com/watch?v=seXUusKgSJ4>

History of Taiwan

<https://www.youtube.com/watch?v=1X6ejraWoqE>

Why China and Taiwan Hate Each Other?

**Houlton Middle School
Social Studies Curriculum Map
7th Gr. World Geography**

Grade Level:
7th

Name and Number of Unit: Unit 2
Local History Unit

Approximate Timeline:
8 Weeks in the Fall (After Map Skills Unit) Oct/Nov

Description/Big Idea/Values: Students will learn that our town and county have a very rich, early history based on its natural resources, agriculture, strong leadership, and relationship with local Native Americans.

Essential Questions:

- Why was your region settled?
- Does your region have any ethnic or Native American influence?
- How did your community relate to their environment and is it changing?
- Who were the early or current leaders of your community and how can you be a leader?
- What factors have changed the economic strength in your community?
- What role does your local community have in the state / country?

Mentor (companion) Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) Bold

(Use **18** font to highlight the most important standards for this unit)

I can examine how specific individuals and their values hold an impact on history.

I can understand the role of individuals (including women and minorities) and groups within a society as promoters of change.

I can analyze local and state economic conditions that forced change and unity.

I can explain how the physical environment and geography affects life in that region.

I can analyze the role of technology, industry, and natural resources and their impact on society.

I can compare the interpretation and significance of movement between Europeans and Native Americans.

I can analyze historical patterns, periods of time, and the relationship between these elements.

I can develop pride in local community.

Prerequisites:

Knowledge:

Basic local / state government organization and history

Skills:

Mapping skills

Writing skills

Basic research skills

Lessons/Summary of Unit:

This unit focuses on understanding the early establishment of Aroostook County and local towns. It asks students to research the early development of their town, early leaders, natural resources and Native American influences. It allows students to use their mapping skills to create a map of the region. Students examine the geography and landscape of the area and how that affected early settlement and movement. Students will learn about and create a timeline of their town. Students consider how technology has changed our local society. Students visit local museums, landmarks (scavenger hunt), and view a historical video of the town. Students compare

and contrast viewpoints of Native Americans with European settlers. Overall, students develop a knowledge and pride of their local area.

Key Vocabulary:

Aroostook, Aroostook War, Webster-Ashburton Treaty, Meduxnekeag, heritage, Acadians, Maliseet, vocation, Allagash Wilderness Waterway, North Maine Woods

Habits of Mind/Guiding Principles

Self-directed Learner
Responsible Citizen

Assessments:

Formative assessments may include: (assignments)

RSU #29 Booklet

- map - Aroostook County
- essay - Aroostook County
- essay - Early Settlement of Houlton (or other local community)
- timeline
- character essay
- essay of industry / historical event
- local scavenger hunt

Test - historical leaders

Summative assessments may include:

Professional Resources/Materials/Books:

Stockwell, Mary. "A Journey Through Maine." (Ch. 7, Growth and Reform, p. 127-130) Salt Lake City: Gibbs Smith Publisher, 2006.
(Textbook)

"Pines, Potatoes, and Yankee Determination," by Carolee Brandt.

"Native Impact on Southern Aroostook," by Brian Reynolds.

Aroostook County Historical and Art Museum (guided tour).

Aroostook County Visitor Guide (visit aroostook.com)

www.mainememory.com

Sleeper, Frank H. "Around Houlton: Images of America." Charleston: Arcadia Publishing, 1994.

Bicentennial Edition of Houlton Pioneer Times, Aug. 1, 2007.

Bicentennial Edition of Houlton Pioneer Times, Feb. 14, 2007.

Historical Guide Vol. 2, Spring Edition, Houlton Pioneer Times, March 26, 1997.

Aroostook County: Then and Now: A Look at the Past and Present in Pictures and Words, Bangor Daily News, March 15, 2017.

Marsh, Carole. "The Marvelous Maine Coloring Book" Gallopade International, 2001.

<http://houltontop100.blogspot.com/> 100 Influential People in Houlton's History.

"The Story of Houlton: 1807-2007 - DVD.

"The Story of Houlton, by Cora Putnam.

"Maine: Invites You." Maine's Official Travel Planner. visitmaine.com.

KAHOOT IT - review games

<https://create.kahoot.it/#quiz/ccd87afd-7508-4370-ac0a-19c50cff54e2> - Houlton Leaders - Community Project

<https://create.kahoot.it/#quiz/db1b807d-0945-4bb5-8dd2-685bd2668796> - History of Houlton

**Houlton Middle School
Social Studies Curriculum Map
7th Gr. World Geography**

Grade Level: 7th Grade

Name and Number of Unit: Unit 1
Mapping Skills

Approximate Timeline:
3 weeks at the beginning of the school year

Description/Big Idea: This unit focuses on reinforcing basic map reading skills. It teaches map essentials, various projections, geography terms, and the Earth's major physical features. .

Essential Question:

How does Geography help us understand our world?

How do we read a map and use other geography tools (ex. globe)?

Mentor (companion) Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) Bold

(Use **18** font to highlight the most important standards for this unit)

Standards:

- D. Geography: Students analyze the physical, environmental and cultural geography of Maine, the US and various regions of the world to evaluate the effect of geographic influences on decisions on the past, present and the future.
- E. History: Students understand major eras, major enduring themes and historic influences to develop historical perspective and understand issues of continuity and change in Maine, the US and world.

Performance Indicators:

- **D.1. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of**

using different geographic representations.

- D.2. Using geographical concepts, skills and tools, describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
- E.1. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

Prerequisites:

Knowledge:

basic map knowledge -continents, oceans, landforms, directions (N, E, S, W)

general knowledge of people groups and their cultures

Skills:

Compare and contrast

Cause and effect

sequencing

Identification of problems and solutions

Apply the use of geographical tools

Lessons/Summary of Unit: This introductory unit features the reinforcement of basic map skills. It begins after a few days of introduction and early procedures at the beginning of the year. It introduces globe lines, basic map essentials, and landforms. This knowledge will be strengthened throughout the year with daily “fun” quizzes and information throughout the year. The students will become proficient at determining the specific longitude and latitude of a location.

Key Vocabulary:

longitude / latitude, physical map, political map, meridians, equator, parallels, Tropic of Capricorn, Tropic of Cancer, Arctic Circle, Antarctic Circle, International Date Line, continents, oceans, geographic terms (valley, canyon, etc. H-10-11 in textbook), 5 map essentials

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: (assignments)

Daily GIQ quiz log
map scavenger hunt
Latitude / Longitude Worksheets
HANDS-ON-GEOGRAPHY: Asia -laminated maps and markers activity
Pinpointing Major Cities (exercise in longitude/ latitude)
Lizardpoint games -<http://lizardpoint.com/geography/world-quiz.php>
Quizlet Geography, landforms, terms: <https://quizlet.com/152731546/geography-landforms-terms-flash-cards/>

Summative assessments may include:

Physical World map
Quiz over continents, oceans, grid lines on globe, hemispheres, etc.
Map Studies Test

Professional Resources/Materials/Books:

Salter, Christopher, L. World Geography, Ch. 19, Houghton, Mifflin, Harcourt, 2012. (H1-H13) (textbook)
Boehm, Richard, Bybee, Larry, and Peterson, James. Building Skills in Geography, New York: Glencoe, McGraw-Hill, 1996.
Hands-On-Geography: Asia, Teacher's Guide and Activity Sheets, Nystrom, Herff Jones, 1984
(Large laminated Asia maps and markers) (very old- still has Soviet Union)
Student World Atlas. Holt, Rinehart and Winston, 2005.
Online world masters
Online games of the world's geography - <http://lizardpoint.com/geography/world-quiz.php>
Quizlet Geography landforms, terms -<https://quizlet.com/152731546/geography-landforms-terms-flash-cards/>

**Houlton Middle School
Social Studies Curriculum Map
7th Gr. World Geography**

Grade Level:
7th Grade

Name and Number of Unit:
The Arabian Peninsula, Iraq, and Iran
(Ch. 18)

Approximate Timeline:
2-3 weeks (in winter, after covering the Middle East
more in-depth)(cut short by Feb. break-2017)

Description/Big Idea:

This region is mostly desert with valuable oil resources.

Most of these countries share 3 main features: Islamic religion and culture, monarchy as their government, and valuable oil resources.

Iraq has a rich culture and valuable resources, but is facing years of rebuilding after years of conflict.

Iran is a large country where Islam has a huge influence on government and daily living.

Essential Question:

What are the common cultural and geographic characteristics of the countries on the Arabian Peninsula, Iraq, and Iran?

Mentor (companion) Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) Bold

(Use 18 font to highlight the most important standards for this unit)

Standards:

- B. Civics and Government: Students understand the ideals, foundations, principles, and structures of constitutional government in the American political system, as well as other forms of government and political systems in the world, applying this knowledge to the role of citizens locally and globally.
- D: Geography: Students analyze the physical, environmental and cultural geography of Maine, the US and various regions of the world to evaluate the effect of

geographic influences on decisions on the past, present and the future.

- E. History: Students understand major eras, major enduring themes and historic influences to develop historical perspective and understand issues of continuity and change in Maine, the US and world.

Performance Indicators:

- B.4. Compare the structures and processes of the United States government with examples of other forms of government.
- D.1. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations.
- D.2. Using geographical concepts, skills and tools, describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
- D.3. Analyze the ways physical and human processes define and change people's perceptions of places and regions.
- D.4. Explain how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places.
- D.5. Identify and explain how the forces of **cooperation and conflict**, as well as the movement and interactions of various people groups, including Native Americans in Maine, **have influenced the division and control of the Earth's surface historically and in the present.**
- E.1. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.
- E.2. Analyze interpretations of historical events that are based on different perspectives and evidence.

- E.3. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
- E.4. Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently.

I can

Historical Knowledge:

I can identify the major features of the Arabian Peninsula (physical geography, climate, resources).

I can explain how Islamic culture, government based on a monarch, and an oil economy influence life in Saudi Arabia and most other countries.

I can understand that Iraq has been ruled by many conquerors and cultures and continues to suffer under war conditions.

I can explain how Iraq has a rich culture and natural resources, yet faces the challenge of rebuilding from years of conflict.

I can identify Iran and explain its great empires and how Islam has a huge influence on its government and daily life.

Prerequisites:

Knowledge:

Culture and geography of Eastern Mediterranean (ex. Israel, Jordan, Syria)

General location of Asia

Introduction to Islam

Early Civilizations (Ottomans, Greek, Roman, etc.)

Mesopotamia

Creating an outline (notetaking from the textbook)

government systems (democracy / monarchy)

Skills:

Mapping skills

Compare and Contrast

Cause and Effect

Sequencing

Identification of Problems and Solutions

Prediction of Consequences

Lessons/Summary of Unit: This unit focuses on the Arabian Peninsula (Saudi Arabia and the six smaller countries), Iraq, and Iran. It begins with the physical geography of these countries and the surrounding area and how that influences their daily lives. It discusses the importance of oil (OPEC) as a valuable resource. One of the goals is to expose them to and gain an elementary knowledge of these countries and how they appear in current events. An emphasis is made on Iraq and its struggles through invasions and conflict. There is an introduction to the Persian Gulf War. Iran is introduced, along with the idea of a theocracy, with a comparison of democracy and theocracy.

Key Vocabulary:

Persian Gulf War, oasis, wadis, fossil water, Empty Quarter, Shia, Sunni, OPEC, desalination, procedure, Persia, embargo, ethnic groups, theocracy, monarchy, democracy, revolution, shah

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: (assignments)

Quizlet quizzes: <https://quizlet.com/67072030/geography-ch-18-countries-capitals-flash-cards/>

Section (1-3) Guided Reading Worksheets

Vocabulary Builders

Iraq Section Outline (teacher created)

Iraq timeline (teacher created)

Summative assessments may include:

Country / Capital quiz

student-created map

section quizzes (combined 1+2)

Ch. 18 test (didn't use 2017 because of time restraints with Feb. break)

Essay on the struggles of Iraqi citizens

Professional Resources/Materials/Books:

World Outline Maps: Transparency 23 and MAP and Activity. Holt, Rinehart and Winston.

Bingo review game (teacher created)

Kahoot game (Southwest Asia Ch. 18 review) (teacher created)

<https://create.kahoot.it/#quiz/605bdbba-eb75-4e71-b02c-edf401b32f45>

<https://quizlet.com/67072030/geography-ch-18-countries-capitals-flash-cards/>

<https://quizlet.com/69334723/ch-18-sect-4-iran-flash-cards/>

Jr. Scholastic - Current Events on the region

"The Mini Page." Debnam, Betty. Bangor Daily News, 9/25/1990 "The Mini Page Visits the Kingdom of Saudi Arabia."

**Houlton Middle School
Social Studies Curriculum Map
7th Gr. World Geography**

Grade Level: 7th Grade

Name and Number of Unit:
Eastern Mediterranean, Ch. 17

Approximate Timeline:
6 weeks - First Asia Unit after Local Unit - (Falls during Thanksgiving and Christmas breaks)

Description/Big Idea:

The Eastern Med., a region with a dry climate and valuable resources, sits in the middle of three continents. Although Turkey has been historically more Asian than European, its leaders are seeking to develop closer economic ties to Europe. Israel and the Palestinian Territories are home to Jews and Arabs who continue to struggle over the region's land. Syria, Lebanon, and Jordan are Arab nations coping with religious diversity.

Essential Question: How has religion shaped the development of the nations of the Eastern Mediterranean?

Mentor (companion) Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) Bold

(Use **18** font to highlight the most important standards for this unit)

Standards:

- A. Applications of Social Studies processes, knowledge, and skills: Students will research, present and defend positions on social studies issues by developing and modifying research questions, and analyzing, evaluating and synthesizing information from multiple and varied resources.
- B. Civics and Government: Students understand the ideals, foundations, principles, and structures of constitutional government in the American political system, as well as **other forms of government and political systems in the world, applying this knowledge to the role of citizens locally and globally.**

- C. Economics: Students understand the principles and processes of personal economics, the role of markets, the economic system of Maine, the US, other economic systems in the world and how economics serves to inform decisions in the past, present and future.
- D. Geography: **Students analyze the physical, environmental and cultural geography of** Maine, the US and **various regions of the world to evaluate the effect of geographic influences on decisions on the past, present and the future.**
- E. History: Students understand major eras, major enduring themes and historic influences to develop historical perspective and understand issues of continuity and change in Maine, the US and world.

Performance Indicators:

C.1. Explain how the concept of scarcity requires choices about what, how, for whom and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand and personal finance.

D.1: Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations.

Prerequisites:

Knowledge:

World Religions
Ethnic groups
Ancient Empires

Skills:

Mapping Skills
Analyzation of Primary and Secondary Sources
Compare and Contrast
Cause and Effect
Sequencing
Identification of Problems and Solutions
Prediction of Consequences
Identifying the Main Idea

Communication

Lessons/Summary of Unit: The main focus of this unit is to learn about this portion of the Mediterranean / Middle East and how ancient times and geography still create conflict today. They will learn of the uniqueness of Turkey (Istanbul) and its location between continents. Students will discover the idea of scarcity and how it brings value to an item (ex. water). They will study the modernization and secularization of Turkey. The students are taught the formation of the modern State of Israel and the conflict that remains today with the Palestinians. There will be discussions about the city of Jerusalem and its sacred place in three different religions. We will cover the democratic ways of Israel and why they maintain a strong military. The students will learn about the Kosher traditions of the Jewish people. We will take a look at the “Seeds of Peace” camp which celebrates diversity here in Maine through video. Students will then study Syria, Lebanon, and Jordan and the political conflicts that exist there, even since the textbook was written. Current Events will be an important portion of discussions, especially involving Syria. A very large body of information is covered to begin the overall study of Asia.

Key Vocabulary:

crossroads, Anatolia, strait, subsistence farming, Istanbul, culture, Islam, Muslim, western methods, Kurds, secular, Holy Land, Diaspora, Zionism, Dead Sea Scrolls, Knesset, Palestinian, Jewish, Kosher, kibbutz, Gaza, West Bank, socialist, Bedouins, Petra

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: (assignments)

Guided Reading Worksheets on each section

Iraq Section Outline

“Wonder of Israel” worksheet from video

Summative assessments may include:

Eastern Med. / Middle East map

Quiz - Section 1 - Physical Geography

Quiz - Section 2 - Turkey

Quiz - Section 3 - Israel

Quiz - Section 4 - Syria, Lebanon, and Jordan

Chapter 17 Test

Professional Resources/Materials/Books:

Salter, Christopher, L. World Geography, Ch. 19, Houghton, Mifflin, Harcourt, 2012. (textbook)

World Outline Maps: The Eastern Mediterranean: Physical-Political

<https://quizlet.com/92110098/ch-17-sect-3-israel-flash-cards/>

"The Wonder of Israel" video -by Spark Media <https://www.youtube.com/watch?v=G4hFIGq11es> (becoming outdated)

The Wonder of Israel, A Video & Poster/Study Guide from KIDSNET. <https://eric.ed.gov/?id=ED390798>

"The Middle East: Land of Contrasts." (DVD) Assignment Discovery Lesson Plan. DiscoverySchool.com (new)

Israel Concept Map - teacher created

"Seeds of Peace." <https://www.youtube.com/user/SeedsofPeaceIntl/videos>

Hands-On-Geography: Asia 27 "The Rise of the Ottoman Empire." NYSTROM Division of Herff Jones, 1984.

Jeopardy Game-Test Review (Teacher Created)

<https://create.kahoot.it/details/turkey/a0101982-2738-45c4-8bc4-047513a79151>

**Houlton Middle School
Social Studies Curriculum Map**

Grade Level: 6

Name and Number of Unit: Current
Events (#1)

Approximate Timeline: 3-4 Weeks
Beginning of the year

Description/Big Idea/Values: Students apply critical thinking and a research process while reading from various sources. Students present a summary of the current event.

Essential Question: What current social studies issues are taking place in Maine, the United States, or the world?
How does media bias affect us? (Level 4)

Mentor Text: n/a

Genre: n/a

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit)

Key (MLR) Standards:

A1--Students research, select, and present a position on a current social studies issue by proposing and revising research questions and locating and selecting information from multiple and varied sources.

Prerequisites:

Knowledge:

Not all sources are reliable/trustworthy

Skills:

Use computer programs such as Google Docs and Google Slides

Basic note-taking skills

Lessons/Summary of Unit:

- Begin the unit by introducing the current events project and review sources of news. Discuss reliable sources/credible sources. Allow students to choose a current event (from the past 7 days) that has at least two articles.
- Students read articles and take notes using a graphic organizer. They must have notes from both articles even if the information is nearly the same. Teacher models good note-taking skills using an older topic. Point of view: Model how to find the point of view of an article and how the articles may have different points of view. Students need to find the point of view of their articles and complete a graphic organizer with evidence. They also determine if any bias is shown in the article.
- Students present their current social studies issue to the class.

Key Vocabulary:

bias, source, point of view, reliable,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

- Daily Geography
- Note taking/Graphic Organizers ([Question Mark](#)) ([Point of View](#))
- Vocabulary Review

Summative assessments may include:

- [Current Events Presentation](#)
- Vocabulary Quizzes

Professional Resources/Materials/Books:

**Houlton Middle School
Social Studies Curriculum Map**

Grade Level: 6

Name and Number of Unit: U.S.
Government and Changemakers(#2)

Approximate Timeline: 5-6 Weeks
End of Quarter 1 into Quarter 2

Description/Big Idea: Understand the responsibilities of the three branches of the United States government

Essential Question: How do the three branches of government interact with each other to create a balance of power and responsibility?

Mentor Text: n/a

Genre: n/a

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit)

Key (MLR) Standards:

B1--Understand the basic ideals, purposes, principles, structures, and processes of constitutional government

B2--Understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy

Prerequisites:

Knowledge: Know that the president is the head of the U.S. government
Know that there are three branches of government

Skills:

Basic computer skills and a basic understanding of programs such as Google Slides

Lessons/Summary of Unit:

- Constitution: Preamble, Articles, Bill of Rights, Amendments; Read from a variety of sources (including a Constitution Day packet) about the parts of the U.S. Constitution. Students take notes to outline the various sections of the constitution and their purposes. Articles 1, 2, and 3 are the only ones we discuss to prepare for the three branches lessons.

- Bill of Rights/Three Branches of Government: If available, video conference with the Distance Learning Program (National Archives) to learn more about either how the three branches of government interact or how the Bill of Rights applies to students. Both topics have been programs offered for middle school students in the past.
- Branches of Government: Students read from teacher provided articles to take notes on the three branches of government. Once an introduction to each branch has been done, students work in groups of three to research a selected branch of government. They summarize their research in a keynote presentation to the class. Students take notes or answer questions (see Three Branches Worksheet) during the presentations of other branches.
- Checks and Balances: Thoroughly review the checks and balances process with students.
- Changemakers: A brief overview of the following topics is provided to students using short videos, articles, stories, etc. Students take a few notes on each topic and bring this knowledge to ELA. There they continue the research and write an evidence-supported non-fiction argumentative. Topics include:
 - Slavery in the US/Civil War
 - Civil Rights Movement
 - Women's Rights Movement (right to vote)
 - Education
 - Child Labor

Key Vocabulary:

citizen, amendment, Bill of Rights, Preamble, Constitution, Legislative branch, Judicial Branch, Executive Branch, Supreme Court, justices, Congress, House of Representatives, Senate, President, Cabinet, Representative Democracy, civil rights, human rights,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

- [Three Branches Worksheet](#)
- Vocabulary Practice
- Daily Geography
- [Checks and Balances](#)

Summative assessments may include:

- [Bill of Rights presentation](#)
- Vocabulary Quizzes ([Study Guide](#), [Study Guide Option 2](#))
- [Branch of Government presentation](#) ([Rubric](#))

- [U.S. Government Assessment \(Study Guide\)](#)

Professional Resources/Materials/Books:

[Constitution Day Packet](#)

[Distance Learning Programs](#)

Various U.S. Government Leveled Readers

Government books on EPIC

[Human Rights Videos](#)

**Houlton Middle School
Social Studies Curriculum Map**

Grade Level: 6

Name and Number of Unit: Prehistory
and Hunter-gatherers (#3)

Approximate Timeline: ~2 weeks

Description/Big Idea: Understand how and why nomadic hunter-gatherer groups settled into farming communities and how that change created the basis for the first civilizations.

Essential Question:

What changes were made in order for early people move from being nomadic tribes to establishing the first civilizations?
How did the availability of food (surplus or scarcity) affect the lives of ancient people?

Mentor Text: n/a

Genre: n/a

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit)

Key (MLR) Standards:

C1--Understand the principles and processes of economics (scarcity or surplus)

E1--Understand enduring themes and historic influences in the world

Prerequisites:

Knowledge:

Understand that food is a basic necessity for survival

Skills:

Basic note-taking skills

Lessons/Summary of Unit:

- This short unit introduces students to prehistory and early humans. Students read sections from My World History chapters 1 and 2 for background knowledge. Students take notes on the key vocabulary words and main ideas.
- Students also watch a short video about the Stone Age. Students take notes during the video and have a short class discussion after viewing.
- The ideas from the unit are tied together in an activity from Ancient History Activators. “Hunting and Gathering versus Farming” is an interactive lesson that simulates the difficulty of hunting and gathering versus the ease (and increased production) in farming.
- Students are also assigned a writing piece as an assessment. They use notes (done as a class) to write a paragraph to contrast the lifestyles of hunter-gatherers and farmers.

Key Vocabulary:

prehistory, archaeologists, nomads, surplus, scarcity, resources, hunter-gatherer, specialize, technology, domesticate, social classes, revolution

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

- Note taking
- Vocabulary Review

Summative assessments may include:

- Vocabulary Quizzes
- [Hunter-gatherers and Farmers Writing](#) with a rubric

Professional Resources/Materials/Books:

My World History: Chapters 1 and 2

Ancient History Activators

**Houlton Middle School
Social Studies Curriculum Map**

Grade Level: 6

Name and Number of Unit: Ancient
Mesopotamia (#4)

Approximate Timeline: 6-7 Weeks
End of Quarter 2 into Quarter 3

Description/Big Idea: Learn the five key elements of civilization (Centralized government, Organized religion, Job specialization and social classes, Arts, architecture and public works, and Writing) and how they first developed in Ancient Mesopotamia

Essential Question: How did the geography of the Fertile Crescent lead to the development of the first civilizations?
What caused conflicts among the first civilizations?

Mentor Text: n/a

Genre: n/a

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit)

Key (MLR) Standards:

D1--Understand geography of the world and geographic influences on life (Fertile Crescent)

E1--Understand enduring themes and historic influences in the world

E2--Understand unity and diversity of historic world cultures

Prerequisites:

Knowledge: An understanding of how hunter-gatherer groups settled into farming communities
Know how the availability of food (surplus or scarcity) affected the lives of ancient people

Skills: Map reading skills (use of compass rose, legend, scale, map grid)
Use computer programs such as Google Slides, Classroom, and Docs
Compare and contrast two or more ideas
Basic note taking skills

Lessons/Summary of Unit:

- This unit follows the general outline proposed in the Empires simulation. Students are divided into four or five groups (tribes) to work with for the duration of this unit. They work together to try to make their small civilization grow into a mighty empire. A classroom map represents the fertile crescent and colored push pins represent the armies/civilizations that have been established. Students work on challenges to earn moves for their armies. Armies must move to collect coins and resources needed for a civilization to grow. A variety of tables help students keep moves and wealth organized.
- Students also work on tasks that correspond with a key element of civilization. They complete notes using various sources and choose one of the listed projects to turn in. They are required to complete a tribe task and a village task. Tasks at other levels are optional and only earn civilization points for the group (no grade).
- The Empires guide can be modified as needed. Students do not complete every day what is listed in the guide calendar. The number of days and challenges varies year-to-year. Fates that are listed are optional and to be used as seen relevant. Two tasks, two quizzes, and two trade days are adequate for students to understand the main topics and vocabulary before calculating the winning group and completing the two-part summative assessment.

Key Vocabulary:

nomads, Tigris and Euphrates Rivers, surplus, scarcity, resources, irrigation systems, Sumer, city walls, scribe, cuneiform, Ziggurat, polytheistic, monotheistic, hereditary leadership

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

- Map and Questions
- Note taking
- Vocabulary Review

Summative assessments may include:

- Vocabulary Quizzes
- Tribe Task
- Village Task
- [Vocabulary/Short Answer Unit Test](#), ([Test with Modifications](#))
- [Written Assessment](#) with rubric

Professional Resources/Materials/Books:

Empires: A simulation exploring the first civilizations of the ancient world

My World History: Chapter 3

The Tigris and Euphrates Rivers: Rivers of the Fertile Crescent by Gary Miller

Life in Ancient Mesopotamia by Shilpa Mehta-Jones

**Houlton Middle School
Social Studies Curriculum Map**

Grade Level: 6

Name and Number of Unit: Ancient
Greece (#7)

Approximate Timeline: 3-4 Weeks
~After April vacation

Description/Big Idea: Understand the five key elements of civilization (Centralized government, Organized religion, Job specialization and social classes, Arts, architecture and public works, and Writing) and how they relate to Ancient Greece.

Essential Question: How did the government in Greece evolve to be an early form of democracy?

How are the rights and social expectations different among the city-states in Greece?

How has ancient Greek culture influenced our present-day civilization?

Mentor Text: n/a

Genre: n/a

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit)

Key (MLR) Standards:

B1--Understand other forms of government in the world (oligarchy, tyranny, democracy)

D1--Understand geography of the world and geographic influences on life (Greece)

E1--Understand enduring themes and historic influences in the world

E2--Understand unity and diversity of historic world cultures (Social Classes)

Prerequisites:

Knowledge: An understanding of present-day government in the United States

An understanding of social classes and social hierarchies

Skills: Map reading skills (use of compass rose, legend, labels, scale)

Use computer programs such as Keynote and Pages

Compare and contrast two or more ideas

Basic note-taking skills

Understanding how to write the parts of an argument essay

Lessons/Summary of Unit:

- Greece Geography: Use Daily Geography week 35 and pages 300-301 in My World History
- Government: Students read from My World History 304-305 to learn that several of the Greek city-states differed in governments and/or social practices. Pre-teach the needed vocabulary words such as aristocracy, democracy, oligarchy, tyranny, direct democracy, and representative democracy. Use youtube videos and chapter 10 section 3 as additional resources. Students then will complete a government matrix to compare and contrast oligarchies, democracy in Athens, and democracy in the US today.
- Social Classes: Read and take notes on Greek Society from pages 307-308 in My World History. Students will then write two points of view journal entries. They must write these entries in first person point of view from the perspective of a person who lived in ancient Greece.
- Summative: As a class, we will discuss many other achievements or ideas that we have today that come from Ancient Greece. After creating a list of topics, students will research and write an argument essay on a topic they have chosen. The argument will have to answer: "How has Ancient Greek culture influenced our present-day civilization?"
- Alternate Summative: Throughout the unit, students have a topic that relates to ancient Greece to be the focus of their Genius Hour project. Students will spend approximately one class period a week researching the topic then creating a presentation for the class to share what they have learned. Presentations can be digital slides/movies, cartoons, models, posters, etc.

Key Vocabulary:

aristocracy, democracy, oligarchy, tyranny, peninsula, direct democracy, representative democracy, politics, citizen,

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

- Note taking ([Notes for argument research](#))
- Vocabulary Review
- [Government Matrix](#)
- [Point of View Journals](#)

Summative assessments may include:

- Vocabulary Quizzes
- [Argument essay \(Rubric\)](#)
- Genius Hour [information](#)

Professional Resources/Materials/Books:

My World History: Chapters 10 and 11

Life in Ancient Greece by Lynn Peppas

Understanding Greek Myths by Natalie Hyde

[Ancient Greece, Modern Culture](#)

**Houlton Middle School
Social Studies Curriculum Map**

Grade Level: 6

Name and Number of Unit: Economics
(#8)

Approximate Timeline: Last 3-4 weeks of school

Description/Big Idea: Understand the basic ideas and concepts of economics including supply and demand

Essential Question: How are supply and demand related? How does scarcity affect our choices? What factors contribute to our personal saving or spending?

Mentor Text: n/a

Genre: n/a

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit)

Key (MLR) Standards:

C1--Understand the processes of personal economics, and the influence of economics on personal life and business

Prerequisites:

Knowledge: An understanding of trading goods

A basic understanding of scarcity and surplus

Skills: Use computer programs such as Keynote and Pages

Compare and contrast two or more ideas

Basic note-taking skills

Making shapes with Play-Doh

Lessons/Summary of Unit:

- Preteach some key vocabulary. Students take notes on definitions and several examples.
- Students use Play-Doh to create goods as outlined in Lesson 2 of Play-Doh Economics (PDE). Then students create a table to show the input and output process of creating their good or service.

- Review the concepts of scarcity and define opportunity costs. Create a list of examples and non-examples before using Lesson 4 in PDE. Students also complete a classwork or homework assignment about opportunity costs using old book orders.
- Lesson 5 from PDE to discuss the opportunity costs of producers.
- Combine lessons 6 and 7 from PDE to discuss trade and money. Use youtube videos and monopoly money to discuss “what is money?” and “what makes money valuable?” If time allows, also discuss types of currency and ancient forms of money.
- Supply and Demand and Market Price. Use lessons 11 and 12 as fit.

Key Vocabulary:

economics, goods, services, surplus, scarcity, trade, supply, demand, opportunity costs, money, capital, consumers, producers, direct trade, indirect exchange, barter

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

- Note taking
- Worksheets
- Vocabulary Review

Summative assessments may include:

- Vocabulary Quizzes or Tests
- Keynote/Google Slides on important terms

Professional Resources/Materials/Books:

Play-Doh Economics Lessons: <http://files.eric.ed.gov/fulltext/ED315359.pdf>

Play-Doh

SOCIAL STUDIES - HOULTON MIDDLE SCHOOL - Grades 6-8

UNIT NAME	Grade 6 - Citizenship and Ancient History	Grade 7 -World Geography / Maine Studies	Grade 8 - US History
<div>Quarter 1</div> <div>Quarter 2</div> <div>Quarter 3</div> <div>Quarter 4</div> <div>Ongoing</div>	U.S. Government -government	Mapping Skills	Beginning of North America -econ, geography
	Current Events and Changemakers -current events	Local History - Native Americans/ Houlton / Aroostook Co.	Forming a New Nation -gov't, history
	Prehistory and Hunter-gatherers -economics, history	Eastern Mediterranean / Middle East Ch. 17	The US Governmental System -gov't
	Ancient Mesopotamia -history, geography	Arabian Peninsula (Iraq / Iran) (overview) Ch. 18	The Nation Expands/Changes -econ, geo
	Origins of Judaism (mini-unit) -history	Central Asia (overview Afghanistan) Ch. 19	The Civil War and Reconstruction -history,application
	Ancient Egypt -geography, government, history	China - Ch. 26 (more in-depth)	The Civil Rights Era -history
	Ancient Greece -geography, government, history	Japan - Koreas - Philippines (overview) Ch. 27/28	Research Paper -applications
	Economics -economics	Maine Studies - Native American (more in-depth)	Current Events -applications
		Current Events/ Jr. Scholastic Elections	

Depth of Units

Grade 6

Our Prehistory and Judaism units are the shortest and they are used as introductory and/or connecting units to transition into other topics. The Ancient Egypt and Ancient Greece are the longer units with research and writing components.

Grade 7

Mapping Unit is done quickly just to get their mindset into the subject and build upon what they've learned in previous years. The Local History Unit is more experiential / hands-on with trips to the museum and a downtown field trip. Afghanistan and Iraq sections are done to familiarize students with these regions of the world. The Middle East and Far-East China sections are more extensive.

Grade 8

Much more depth in units covering the founding of the US/Constitution, as well as the Civil War/Reconstruction. Just an overview when covering prehistoric North America. All other units fall somewhere in between.

Writing involved

Grade 6:

- Changemakers unit is an introductory piece to an ELA writing assignment.
- Prehistory / Hunter-gatherers unit has a written summative assessment.
- Egypt unit includes extended research and note taking. The summative written piece comes in ELA when they write a feature article.
- Ancient Greece has an argument essay as a summative assessment.

Grade 7:

- Local History / Early Settlement, Compare and contrast European arrival viewpoints from Native Americans and Europeans themselves, Person essay (Character Study)
- China Compare and contrast essay (China / Japan)
- Maine Studies - Character study,

Grade 8:

- 3-4 DBQs (Goal is one per quarter, including final exam)
- Current Event Reports
- Research Paper
- Short answer formative and summative assessments

Major objective of course is to promote growth of students' analytical thinking/reasoning, and to be able to communicate that reasoning clearly on paper.

General themes / topics covered in elementary grades

4th Grade

Native Americans
Maine Studies
Regions of the US
Geography
Government

5th grade

Explorers
Colonial America
American Revolution
Citizenship
Geography

**Houlton Middle School
Social Studies**

Grade Level: 8

Name and Number of Unit: Unit 1:
Beginning of North American History

Approximate Timeline: Beginning of 1st quarter.
Approx. 6 weeks.

Description/Big Idea: The U.S. is a culturally diverse nation. As citizens, we share a distinctly American culture that has strong roots in the past and has been enriched over time by the cultural backgrounds of all Americans. Learning about the beginnings of American history gives us a common past and experience. This unit focuses on early civilizations and cultures of the Americas, while also describing the early European colonies in North America and their European heritage that formed the basis of life and government in American society today.

Essential Question: How did the colonists, with strong roots in the past, develop their own way of life?

Mentor Text: NA

Genre: NA

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit) Does not apply

1. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, common good, and the rights, duties and responsibilities of citizens.
2. Identify and explain how the forces of cooperation and conflict, as well as the movement and interactions of various people groups, including Native Americans in Maine, have influenced the division and control of the Earth's surface historically and in the present.
3. Analyze interpretations of historical events that are based on different perspectives and evidence.
4. Develop and present informative/explanatory pieces as well as arguments, on social studies topics both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented.

Prerequisites:NA

Knowledge:NA

Skills: NA

Lessons/Summary of Unit:

What is history? How, and why do we study it?

The Earliest Americans

1. Understand how people may have first reached the Americas.
2. Explore the civilizations of the Mayas, Aztecs, and Incas

Cultures of North America

1. Understand what different groups of Native Americans had in common
2. Explore the impact of geography on Native American Cultures.

Age of exploration

1. Explain what happened to the Vikings who explored Newfoundland.
2. Describe the voyages of Christopher Columbus.
3. Describe the expeditions of such Spanish explorers as Vasco Nunez de Balboa and Ferdinand Magellan
4. Explain the importance of the Columbian Exchange

The first settlements

1. Explain why England wanted to establish colonies in North America
2. Describe the experience of the settlers who founded the first permanent English colony in Jamestown.
3. Explain how the pilgrims managed to survive their first years in the Plymouth colony.

Colonial Regions

1. Describe the geography and climate of the New England, Middle, and Southern colonies.
2. Describe the Puritan settlement in Massachusetts
3. Explain why and how Pennsylvania and Delaware were founded.
4. Describe the early history of Virginia
5. Explain why and how Maryland, Carolinas, and Georgia were founded.

The spread of new ideas**Key Vocabulary:**

Culture, Surplus, Agricultural Revolution, Conquistador, Plantation, Mercantilism, Northwest Passage, Columbian Exchange, Middle Passage, Alliance, Charter, The House of Burgesses, Representative Government, Holy Experiment, John Winthrop, Theocracy, Roger Williams, Toleration, Buffer Zone, Proprietary Colony, Royal Colony, William Penn

Habits of Mind/Guiding Principles**Assessments:**

Formative assessments may include:

1. Primary Source/Secondary Source Identification
2. Types of Sources Mini Quiz
3. Early North American Civilization Notes
4. Identify main ideas from Non-fiction text.
5. Native American Economics Handout
6. Jamestown Essay Student Example
7. Identify 13 English Colonies mini-quiz
8. Mary Dyer Questions
9. "Passage to America 1750" Reading questions
10. 13 colonies Vocab mini quiz

Summative assessments may include:

1. Jamestown: Why Did so Many Colonists Die? DBQ
2. What Caused the Salem Witch Trial Hysteria? DBQ
3. Unit 1 Multiple choice/Matching/Short Answer Test

Professional Resources/Materials/Books:

Davidson, James West. America: History of Our Nation: Beginnings Through 1877. Boston, MA: Pearson, 2014.

Primary vs. Secondary Source web review/game (<https://www.quia.com/rr/107632.html>)

Document Based Questions Packet - Jamestown: Why Did so Many Colonists Die?

Document Based Questions Packet - What Caused the Salem Witch Trial Hysteria?

13 English Colonies Learning Packet

Reading Packet, "The Silencing of Mary Dyer"

<http://www.eyewitnesstohistory.com/passage.htm>

Houlton Middle School Social Studies		
Grade Level: 8	Name and Number of Unit: #7 Current Events	Approximate Timeline:
Description/Big Idea: Studying current events can be an important part of helping students learn about the world around them. It can also be a way to give students extra, real-life reading practice along.		
Essential Question: N/A Mentor Text: N/A Genre: N/A		
CCSS/MLR "I Can..." /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit)		
<ol style="list-style-type: none"> 1. Determine the central ideas or information and key steps in a process from a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 2. Distinguish among fact, opinion and reasoned judgment in a text and cite specific textual evidence to support analysis. 3. Develop and present informative/explanatory pieces as well as arguments, on social studies topics both orally and in writing. 		
Prerequisites: Knowledge: N/A Skills: N/A		
Lessons/Summary of Unit: Current Event Reports: Being aware of current issues and events in today's world is an important part of any social studies class and 8th grade SS is no exception. The topics that we cover during these assignments will vary from time to time. Sometimes the instructor will predetermine them. Other times students will be 100% optional but will need authorization. Each written or typed report must include the following parts: <ol style="list-style-type: none"> 1. Summarization of the article's main points. Remember that plagiarism is cheating. Summaries will be written in your own words. This will give your audience a clear understanding of the <i>who, what, why, when, where, and how questions</i>. Remember that it is very likely that there are multiple answers to these questions for every article that we will be reading. In other words, a simple list of the above questions will not meet the learning standard. 		

1. A connection/comment section that relates the article to our daily lives. This part could answer some of the following questions.

1. *What you like or disliked in the article?*
2. *What questions come to mind based on the key points?*
3. *What predictions could you make about the article?*

At times students will be given the opportunity to share their articles and opinions about each topic with the class.

Requirements: Reports are to be at least a page in length double-spaced. This is a low minimum. You are all capable of going above and beyond. Reports that are typed or need to be double spaced 12 point font. Hand written reports are to be single-spaced.

Key Vocabulary:

Written Connection

Habits of Mind/Guiding Principles

N/A

Assessments:

Formative assessments may include:

Current Event graphic organizer

Summative assessments may include:

Student written reports

Professional Resources/Materials/Books:

CNN Student News: <http://www.cnn.com/cnn10>

Upfront Magazines

Various News sources from print or the internet.

**Houlton Middle School
Social Studies**

Grade Level: 8

Name and Number of Unit: #2 Forming a
New Nation

Approximate Timeline: Approx 4-6 weeks

Description/Big Idea: This unit will focus on the American Revolution and the establishment of the United States government. It includes a description of the major causes of the Revolution, including an overview of the French and Indian War and the economic effect that it had on the English colonies.

Essential Question: How and why did the colonists break away from Britain and create a republican form of government?

Mentor Text: NA

Genre:NA

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important standards for this unit)

1. Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently.
2. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

Prerequisites:NA

Knowledge:NA

Skills: NA

Lessons/Summary of Unit:

Trouble on the Frontier

1. Identify the reason why fighting broke out between France and Britain in North America
2. Explain how the British gained victory, and explain the results of the French and Indian War.

The Colonists Resist Tighter British Control

1. Explain the conflict between Native Americans and British settlers in 1763
2. Describe how colonists responded to British tax laws
3. Describe what happened during the Boston Massacre

From Protest to Rebellion

1. Identify the causes of the Boston Tea Party
2. Explain how the colonists protested the Intolerable Acts.
3. Describe the events of April 19, 1775 at Lexington and Concord

The Revolution Begins

1. What did problems/issues faced the 2nd Continental Congress
2. Describe the differences between Patriots and Loyalists
3. Why did the Olive Branch fail?

A Nation Declares Independence

1. Understand the meaning and structure of the Declaration of Independence.
2. Learn how and why the Congress finally agreed to separate from England.

A Critical Time

1. Describe and compare fighting in the Middle colonies during the Revolution
2. Understand why the Battle of Saratoga was turning point in the war.
3. Learn how foreign nations and volunteers helped the Americans

The War Widens

1. What role did African Americans play in the Revolution
2. How did the war affect women and other civilians.
3. What was different about fighting the war in the western frontier and at sea.

Winning Independence

1. How did the Americans win the final battle of the Revolution?
2. What were the final terms of the peace treaty with England.
3. Examine and describe the major effects of the American Revolution.

Key Vocabulary:

Militia, boycott, petition, writ of assistance, monopoly, repeal, minutemen, blockade, mercenary, resolution, preamble, grievance, unalienable, despotism, quartering, privateer, guerrilla

Habits of Mind/Guiding Principles

N/A

Assessments:

Formative assessments may include:

1. French and Indian War essential Questions warm up
2. French and Indian War before and after map
3. Mission US character chart
4. Rebels Pt2 Fill in the blank
5. Patriot or Loyalist?

6. The War Begins notes
7. Declaration of Independence Document analysis
8. Rebels Pt3 Fill in the blank
9. DBQ essay outline
10. Revolutionary War Map activity

Summative assessments may include:

1. DBQ Essay, Valley Forge: Would you have quit?
2. Mission US: For Crown or colony written prompt
3. Revolutionary War Written Test

Professional Resources/Materials/Books:

Davidson, James West. America: History of Our Nation: Beginnings Through 1877. Boston, MA: Pearson, 2014.

White, Deborah Gray. American Anthem: Modern American History. Houghton Mifflin School, 2003

<http://www.pbs.org/ktca/liberty/>

<http://www.mission-us.org/>

<https://www.youtube.com/watch?v=KyA0FrWNakA>

Valley Forge: Would you have quit? Mini-DBQ packet

Houlton Middle School Social Studies		
Grade Level: 8	Name and Number of Unit: #8 Research Papers	Approximate Timeline: 6-8 weeks
Description/Big Idea: To investigate/research a topic relating to the social studies curriculum from 7 th or 8 th grade. To study this topic in-depth and to draw a conclusion from it. Also, to learn the process and format of writing a research paper in MLA format.		
Essential Question: <ul style="list-style-type: none"> • How can I find reputable resources? • How do I use the MLA style to write a research paper? • How do I store and organize information? • How can I write a thesis statement? Mentor Text: N/A Genre: N/A		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit) <ol style="list-style-type: none"> 1. Research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources, using appropriate social studies tools and methods. 		
Prerequisites: Knowledge:N/A Skills: N/A		
Lessons/Summary of Unit: <ol style="list-style-type: none"> 1. Research must come from a reputable source 2. Information must be stored and organized in an orderly fashion 3. A thesis statement should give a specific summary of the paper 4. The MLA style of writing is used to cite sources and create the works cited page Key Vocabulary: Thesis Bibliography Baby Thesis		

Habits of Mind/Guiding Principles

N/A

Assessments:

Formative assessments may include:

1. 'Thesis Writing' Activity
2. 'Topic Selection
3. Reputable Sources
4. Writing "Showing" Sentences' Activity
5. Outline
6. Bibliography

Summative assessments may include:

Written Report

Professional Resources/Materials/Books:

N/A

Houlton Middle School Social Studies		
Grade Level: 8	Name and Number of Unit:#6 The Civil Rights Era	Approximate Timeline:3 weeks
Description/Big Idea: This unit focuses on the people, groups, and events behind the Civil Rights Movement. Learn about means of non-violent protest, opposition to the movement, and identify how it took all three branches of the federal government to effect change.		
Essential Question: How did the United States strive to strengthen democracy at home? Mentor Text: N/A Genre: N/A		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit) <ol style="list-style-type: none"> 1. Distinguish among fact, opinion and reasoned judgment in a text and cite specific textual evidence to support analysis. 2. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, common good, and the rights, duties and responsibilities of citizens 3. Develop and present informative/explanatory pieces as well as arguments, on social studies topics both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented 		
Prerequisites: Knowledge: N/A Skills: N/A		
Lessons/Summary of Unit: Beginnings of the Civil Rights Movement <ol style="list-style-type: none"> 1. Describe how the campaign for civil rights picked up pace after World War II. 2. Identify how the Supreme Court outlawed segregation in the nation's schools. 3. Find out why African Americans boycotted the buses in Montgomery, Alabama. The Movement Continues <ol style="list-style-type: none"> 1. Explore Martin Luther's King's use of nonviolent protest to gain equal rights. 2. Find out how new federal legislation helped protect civil rights. 		

3. Understand why the civil rights movement broke up into several groups.
4. Analyze the achievements and failures of the civil rights movement.

Other Americans Seek Rights

1. Identify the gains made by the women's movement.
2. Find out how Mexican Americans struggled to win equal treatment.
3. Explore how Native Americans, older Americans, and the disabled seek fair treatment.

Key Vocabulary:

Thurgood Marshall Integration Jackie Robinson Rosa Parks Civil Disobedience	Boycott MLK jr. The Warren Court Welfare Sit-in	James Meredith Malcolm X Stokely Carmichael Ghetto Affirmative Action Cesar Chavez
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Assessments:

Formative assessments may include:

1. The Road to Civil Rights Sequencing Chart
2. Civic Action and Change Notes from Icivics.org
3. The Ghosts of Ole Miss Fact Question and Response Chart
4. Malcolm X or MLK: Who had the best ideas Background essay questions
5. Malcolm X or MLK: Who had the best ideas Outline

Summative assessments may include:

1. Malcolm X and Martin Luther King DBQ
2. Civil Rights Trading Card Project

Professional Resources/Materials/Books:

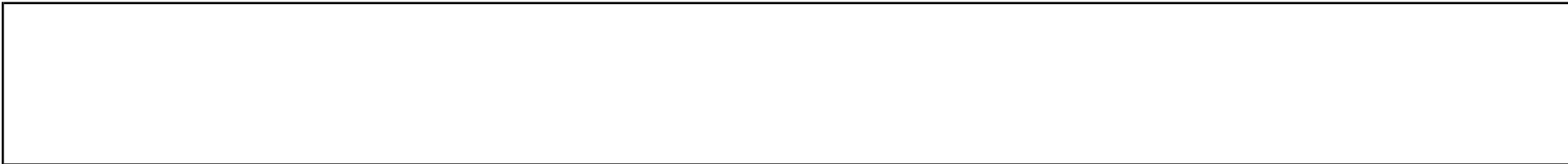
Davidson, James West. *America: History of Our Nation: Beginnings Through 1877*. Boston, MA: Pearson, 2014.

White, Deborah Gray. *American Anthem: Modern American History*. Houghton Mifflin School, 2003

ESPN 30 for 30 film: *The Ghosts of Ole Miss*.

Various documents from Icivics.org

DBQ packet: Martin Luther King and Malcolm X



Houlton Middle School Social Studies		
Grade Level: 8	Name and Number of Unit: #5 The Civil War and Reconstruction	Approximate Timeline: 6-7 weeks
Description/Big Idea: As compromises regarding slavery failed, violence consumed the nation. The Civil War tore the nation into two and its legacy remains with us today.		
Essential Question: How was the Civil War a political, economic, and social turning point?		
Mentor Text: N/A Genre: N/A		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit) <ol style="list-style-type: none"> 1. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. 2. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. 3. Analyze the ways physical and human processes define and change people's perceptions of places and regions. 4. Describe the protection of individual and minority rights as described in the United States Constitution and bill of Rights and analyze examples of the protection of rights in court cases or from current events. Using examples of historical or current issues, describe the governmental structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in Maine and the United States, and various cultures in the world 		
Prerequisites Knowledge: N/A Skills: N/A		
Lessons/Summary of Unit: Growing tensions over slavery: <ol style="list-style-type: none"> 1. Explain why conflict arose over the issue of slavery in the territories after the Mexican-American War 2. Identify the goal of the Free-Soil Party 3. Describe the compromise Henry Clay proposed to settle the issues that divided the North and South. Compromises Fail		

1. Summarize the main points of the compromise of 1850.
2. Describe the impact of the novel *Uncle Tom's Cabin*.
3. Explain how the Kansas-Nebraska Act reopened the issue of slavery in the territories.
4. Describe the effect of the Kansas-Nebraska Act.

The Crisis Deepens

1. Explain why the Republican Party came into being in the 1850s.
2. Summarize the issues involved in the Dred Scott decision.
3. Identify Abraham Lincoln's and Stephen Douglas's views on slavery.
4. Describe the differing reactions in the North and the South to John Brown's raid.

The coming of the Civil War

1. Describe the results of the election of 1860
2. Explain why the southern states seceded from the Union.
3. Summarize the events that led to the outbreak of the Civil War

The call to arms

1. Identify the States that supported the Union, the states that seceded, and the states whose loyalties were divided.
2. Describe the advantages each side had in the war
3. Compare the different strategies used by the North and the South
4. Summarize the results of the First Battle of Bull Run.
5. Describe the conditions soldiers in camp faced.

Early Years of the War

1. Explain how new weapons made fighting the war more dangerous.
2. Describe the course of the war in the East in 1862.
3. Describe the early days of the war in the West and at sea.

The Emancipation Proclamation

1. Explain why Lincoln issued the Emancipation Proclamation.
2. Identify the effects of the Proclamation
3. Describe the contributions of African Americans to the Union.

The Civil War and American Life

1. Explain how opposition to the war caused problems for both sides.
2. Identify the reasons that both sides passed draft laws.
3. Describe the economic hardships the war caused in the North and the South.
4. Describe the contributions of women to the war effort.

Decisive Battles

1. Describe the significance of the battles at Vicksburg and Gettysburg
2. Explain how the Union generals used a new type of war to defeat the Confederacy.

3. Explain how the war ended.

Rebuilding the Nation

1. Describe the postwar challenges that faced the nation.
2. Compare and contrast President Lincoln's plan for Reconstruction with the plan proposed by Congress.
3. Identify the goals of the Freedmen's Bureau.
4. Describe the immediate impact of Lincoln's assassination.

The Battle over Reconstruction

1. Explain why conflicts developed over plans for Reconstruction.
2. Describe the changes in the South brought about by Radical Reconstruction.
3. Explain how Congress tried to remove President Johnson from office.
4. Describe how the Ku Klux Klan and others tried to prevent African Americans from exercising their rights.

The End of Reconstruction

1. Explain why Conflicts developed over plan for Reconstruction.
2. Identify how politics played a role in ending Radical reconstruction.

Key Vocabulary:

Popular Sovereignty Stephen Douglas Compromise of 1850 Fugitive Slave Act Harriet Beecher Stowe Kansas-Nebraska Act Bleeding Kansas Lincoln-Douglas debates John Brown Attack on Harpers Ferry Dred Scott Decision Republican Party	Election of 1860 Confederate States of America Secession Fort Sumter Strengths and Weaknesses of the Union and Confederacy Robert E. Lee Ulysses S. Grant William T. Sherman Border States Anaconda Plan	Stonewall Jackson George B. McClellan Battle of Bull Run Antietam Gettysburg Appomattox Courthouse Vicksburg Emancipation Proclamation Total war Freedmen's Bureau Radical Republican KKK Poll Tax Literacy Test Grandfather Clause Segregation Sharecropper.
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Habits of Mind/Guiding Principles

N/A

Assessments:

Formative assessments may include:

1. Harriet Tubman Background Essay questions
2. John Brown Questions
3. Tubman Document based questions
4. Tubman Outline
5. Civil War Bios chart
6. Secession Map
7. Ch15 section #1 Notes
8. Civil War CrossWord Puzzle
9. Ch15 section 4 Notes
10. Civil War CCQ chart
11. Gettysburg Fact Question Response Chart
12. Ch15 section #5 notes
13. Revenal Diary Questions
14. Reconstruction Plans Notes
15. The End of Reconstruction
16. Jim Crow Packet

Summative assessments may include:

1. DBQ-What was Harriet Tubman's Greatest Achievement?
2. DBQ-What Started the Civil War?
3. The Civil War Begins Test
4. The End of the Civil War/Reconstruction Written Test

Professional Resources/Materials/Books:

Davidson, James West. *America: History of Our Nation: Beginnings Through 1877*. Boston, MA: Pearson, 2014.

White, Deborah Gray. *American Anthem: Modern American History*. Houghton Mifflin School, 2003

Upfront Magazine *The Civil War: 10 Things you Should Probably Know (but Probably Don't)*

<http://www.scholastic.com/browse/article.jsp?id=3756015>

History Channel Video The Battle of Gettysburg : <https://www.youtube.com/watch?v=MIZrIW23dwA>

The Gettysburg Address Document Analysis

Various Primary Sources: <http://www.eyewitnesstohistory.com/cwfrm.htm>

Icivic.org Reconstruction Reading/Activities: <https://www.icivics.org/teachers/lesson-plans/civil-war-reconstruction>

DBQ Packets: Tubman's Achievements/Start of Civil War

Houlton Middle School Social Studies		
Grade Level: 8	Name and Number of Unit: #4 The Nation Expands and Changes	Approximate Timeline: 4 weeks
Description/Big Idea: Essential Question(s): How did westward expansion change the geography of the nation and demonstrate the determination of the its people? What forces unite and divide a nation? Mentor Text: N/A Genre: N/A		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit) <ol style="list-style-type: none"> 1. Identify and explain how the forces of cooperation and conflict, as well as the movement and interactions of various people groups, including Native Americans in Maine, have influenced the division and control of the Earth's surface historically and in the present. 2. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. 3. Explain how the concept of scarcity requires choices about what, how, for whom and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand and personal finance. 		
Prerequisites: Knowledge: Skills: N/A		
Lessons/Summary of Unit: Building a National Identity <ol style="list-style-type: none"> 1. The Corps of Discovery 2. Describe the feeling of national unity that followed the War of 1812 3. Explain why the Monroe Doctrine was issued The Age of Jackson <ol style="list-style-type: none"> 1. Explain the election of 1828 2. Describe the culture of Native Americans in the Southeast 3. Discuss the forced removal of Native Americans 		

The Industrial Revolution

1. Explain the changes the the Industrial REv. brought to American life.
2. Discuss Samuel Slater's cotton mill.
3. Describe the rapid growth of industry in the US after 1812
4. Identify the problems that factory life produced.

The North Transforms

1. Explain why American cities grew in the 1800s
2. Describe the improvements in transportation during the early 1800s

The Plantation South

1. Explain the significance of cotton and the cotton gin to the South.
2. Describe what life was like for free and enslaved African Americans in the South.

Challenges of Growth

1. Discuss the debate over slavery and the Missouri Compromise

The West

1. Explain the meaning of Manifest Destiny
2. Identify how and why various territory was added to the US
3. Describe the hardships faced as pioneers traveled various migration routes westward.

Key Vocabulary: Nationalism, Impressment, Monroe Doctrine, Sectionalism, Industrialization, Urbanization, Productivity, Manifest Destiny,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

1. The Corps of Discovery Web Handout
2. War of 1812
3. Blankets for the Dead Reading/Questions
4. US Expansion Maps
5. Google Doc Group Notes
6. Oregon Trail Pack your Wagon

Summative assessments may include:

1. Early Growth/Expansion Written Test

2. Was War with Mexico Justified? Mini-Dbq essay

Professional Resources/Materials/Books:

Davidson, James West. America: History of Our Nation: Beginnings Through 1877. Boston, MA: Pearson, 2014.

White, Deborah Gray. American Anthem: Modern American History. Houghton Mifflin School, 2003

Blankets for the Dead Reading Packet

Missouri Compromise interactive Map: <http://teachingamericanhistory.org/static/neh/interactives/sectionalism/lesson1/>

Oregon Trail/The Donner Party Video: https://www.youtube.com/watch?v=pDn_p5e-KBQ

Was War with Mexico Justified Mini-DBQ PDF

Houlton Middle School Social Studies		
Grade Level: 8	Name and Number of Unit: #3 The US Governmental System	Approximate Timeline:4-6 weeks
Description/Big Idea: The fight for independence from Britain established the US as the first modern country founded on democratic principles. This curriculum will explain the roots and eventual establishment of those principles. Unit #3 also explores the constitutional framework and organization of our federal government.		
Essential Question: How did the US Constitution overcome the weaknesses of the Articles of Confederation and provide for the organization of the new government? Mentor Text: Genre:		
CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient) (Use 18 font to highlight the most important standards for this unit) <ol style="list-style-type: none"> 1. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments and law making of the United States and Maine as framed by the United States Constitution, and other primary sources. 2. Describe the protection of individual and minority rights as described in the United States Constitution and bill of Rights and analyze examples of the protection of rights in court cases or from current events. Using examples of historical or current issues, describe the governmental structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in Maine and the United States, and various cultures in the world. 		
Prerequisites: Knowledge: Skills: N/A		
Lessons/Summary of Unit: Governing a New Nation <ol style="list-style-type: none"> 1. Describe the accomplishments and weaknesses of the Articles of Confederation. 2. Identify the problems created by a weak central government. 		

The Constitutional Convention

1. Describe the proceedings of the Constitutional Convention
2. Identify the specifics of the Virginia Plan
3. Explain how the Great Compromise satisfied both large and small states.
4. Describe the disputes over slavery and the compromises that were reached.
5. Identify the various responsibilities and powers given to the branches of our federal government through the constitution.

Debating the Constitution

1. Compare the positions of the Federalists and the Antifederalists
2. Discuss the debate over ratification
3. Describe the Bill of Rights and how it protects people.

Key Vocabulary: executive, Shay's Rebellion, Judicial, compromise, Ratify, federalism, checks and balances, republic, representative democracy, individual liberties, limited government, delegated power, separation of power, federalists, antifederalists.

Habits of Mind/Guiding Principles

N/A

Assessments:

Formative assessments may include:

Gallery Walk Constitution questions

Ranking Amendments

Constitutional Convention Notes

Constitution Handout

Why a Bill of Rights scenarios

Bill of Rights mini quiz

Publius vs. Brutus Reading questions

Summative assessments may include:

Current Event Report (Bill of Rights Today)

Constitution Written Test

Amendments Poster Project

Professional Resources/Materials/Books:

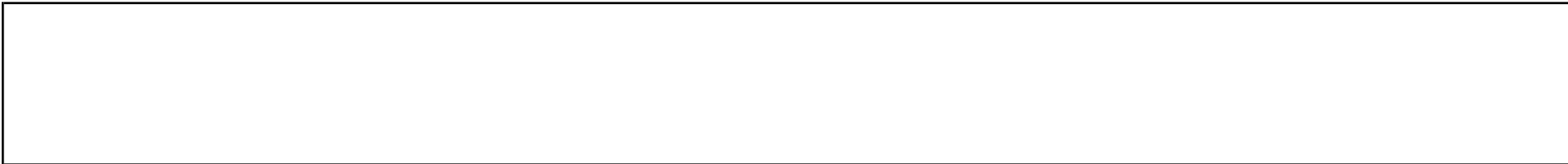
Davidson, James West. America: History of Our Nation: Beginnings Through 1877. Boston, MA: Pearson, 2014.

White, Deborah Gray. American Anthem: Modern American History. Houghton Mifflin School, 2003

<https://www.icivics.org/products/lesson-plans>

<https://www.archives.gov/founding-docs>

www.billofrightsinstitute.org



Southside Social Studies Curriculum Map		
Grade Level: 4	Social Studies Unit --Maine Geography, Climate and Weather and Economics	Approximate Timeline:
Description/Big Idea Students will define geography and use a map to identify Maine’s geography. They will study the features that have shaped Maine’s geography, such as wind, glaciers and rivers. Students will learn about geographic features of the shoreline. They will identify characteristics of Maine’s three geographical regions. They will also learn about the unique features of Maine’s eight tourist regions they will identify economic activities and destinations of each region.		
Essential Questions <ul style="list-style-type: none"> • How does geography affect human life? • How does climate and weather affect communities and regions? 		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) SSD1a: I can explain that geography includes the study of Earth’s physical features including climate and the distribution of plant, animal, and human life. SSD1d: I can explain examples of changes in the Earth’s physical features and their impact on communities and regions. SSD2a: I can identify examples of how geographic features unify communities and and regions as well as support diversity. SSD2b: I can describe and compare impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world. SSC2a: Describe economic similarities and differences within the community, Maine, and the United States. b. SSC2b Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.		
Prerequisites (Marzano Level 2 learning goals) Students can explain that geography is the study of the Earth’s surface and peoples. Students can create visual representations of the immediate neighborhood and community. Students can use basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.		

Students can identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.
Students can identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by economic factors.
Students can describe the work and contribution of various groups to the economics of the local community in the past and present.

Key Lessons

Students must understand map skills. It is essential to understand how to use maps and globes to identify local and distant places and locations, directions including a compass rose, and basic physical, environmental and cultural features.

Key Vocabulary geographic grid, geographic tools, economic processes, economic systems

Maine Guiding Principles/HOM

Formative Assessments

Daily Geography

Maine Flag

Maine Map

Famous Mainers

Maine economy

Summative Assessments

Professional Resources/Materials/Books:

(More resources to be added)

Explore the State of Maine

“From Sea to Shining Sea; MAINE” Christine Webster

Daily Geography

World Almanac: Library of the States: Maine

**Southside
Social Studies Curriculum Map**

Grade Level: 4	Social Studies Unit: Citizenship	Approximate Timeline: 2-3 weeks
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Description/Big Idea: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

- **Essential Questions :** What rules and laws do we need?
- How do citizens of the state and nation work together to solve problems?
- How can citizens make a difference? What are the rights and responsibilities of citizens in Maine?
- What challenges does Maine face as a state?
- How does government respond to the needs and wants of the people of Maine?

MLR “I can...” (Marzano Level 3 learning goals)

SSB1a. I can explain that the study of government includes how governments are organized and how citizens participate.

SSB1b. I can explain and provide examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.

SSB1c. I can explain and give examples of governmental structures including the legislative, executive, and judicial branches and the local, State, and national levels of government.

SSB1d. I can explain how leaders are elected and how laws are made and implemented.

SSB2a. I can identify the rights, duties, and responsibilities of citizens within the class, school, or community.

SSB2b. I can identify and describe the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.

SSB2c. I can provide examples of how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.

Prerequisites (Marzano Level 2 learning goals)

Students can describe and provide examples of democratic ideals.

Students can recognize symbols, monuments, celebrations, and leaders of local, state, and national government.

Students can identify community workers and volunteers and the roles they play in promoting the common good.

Students can describe classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.

Students can explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.

Key Lessons : Plan on using the word of the year for RSU 29 to guide instruction. This unit can incorporate parts of SEL, classroom expectations, routines, school and bus expectations.

Key Vocabulary : civic action, democratic ideals

Maine Guiding Principles/HOM

Formative Assessments

Summative Assessments

**Professional Materials, Resources, Books:
Maine Studies weekly Week 26, and Week 27**

**Southside
Social Studies Curriculum Map**

Grade Level: 4

**Social Studies Unit: Maine
History**

Approximate Timeline: 6-8 weeks

Description/Big Idea: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States and world.

Essential Questions :

- **What can history teach us about the world today?**
- **What are key events in Maine state history?**
- **Who were the first people of Maine and how did they use their environment to meet their basic needs?**
- **Who were the cultural groups who inhabited Maine and immigrated to Maine prior to 1820 and why did they come and where did they settle?**
- **What were the causes of conflict in Maine's early history?**
- **How have the different cultural groups in early Maine influenced our state?**

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

SSE1a: I can explain that history includes the study of past human experience based on available evidence from a variety of sources.

SSE1b: I can identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.

SSE1c: I can trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States.

Prerequisites (Marzano Level 2 learning goals)

Students can describe history as "stories" of the past.

Students can identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically based traditions.

Students can identify past, present, and future in stories, pictures, poems, songs, or videos.

Students can apply terms such as "before" and "after" in sequencing events.

Students can create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.

Key Lessons

Look at Maine studies weekly Week 7: Early Explorers, Week 8 Early Colonization, Week 9 Annexation, Week

110 Colonial Life and Early Education, Week 11 Slave trade in the Colonies, Week 12 French and Indian Wars, Week 13 Colonial Unrest, Week 14 Road to Revolution, Week 15 War of 1812, Week 16 Separating from Massachusetts, Week 17 Maine as a New State, Week 18 Slavery and Abolition in Maine, Week 19 Important People and Events in Ending Slavery

Key Vocabulary

Maine Guiding Principles/HOM

**Formative Assessments
within Maine studies weekly**

**Summative Assessments
within Maine Studies Weekly**

Professional Resources, Materials, Books:
<http://www.mpbn.net/homestom/index.html>
“From Sea to Shining Sea: Maine” Christine Webster
Maine Studies Weekly

**Southside
Social Studies Curriculum Map**

Grade Level: 4	Social Studies Unit Native American tribes in North America	Approximate Timeline: 2-3 weeks
Description/Big Idea Geographical and Historical background of Native American Tribes in North America. This will support students in 5th grade as they begin with the concept of encounters between cultures (from Columbus's voyages to North America to continued European exploration and settlements and how this changed the lives and worldview of Native Americans and Europeans.)		
Essential Questions <ul style="list-style-type: none"> • What resources did Native Americans need to meet their needs? • How did their geography impact their way of life? • How did Native Americans peacefully organize themselves for survival? (roles, government) • How did Native American traditions reflect their way of life, and how do they compare to traditions of today? 		
MLR "I can..." (Marzano Level 3 learning goals) SSB3a Students will identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good. SSB3b Students will describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the World SSE2b Students will describe various cultural traditions and contributions of Maine Native Americans in the community, Maine, and the United States. SSC2b Students will identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world. SSD2b Students will describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.		
Prerequisites (Marzano Level 2 learning goals) Students can identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions Students can compare traditions that are similar across the nation and traditions that differ in various cultural groups.		

Students can identify examples of how individuals, families and communities, including Maine Native Americans are influenced by economic factors.
Key Vocabulary acquired, aggrieved, alliance, boundary, appoint, archaeologist, archaeology, assimilate, artifact, homeland, human remains, words we use to define Native American communities: Tribes, Nations, Band, defining tradition, defining culture: language, interdependence, worldview, regions, plains, woodlands, coastal
Maine Guiding Principles/HOM patience perseverance
Formative Assessments Notebook pages
Summative Assessments
Professional Resources/Materials/Books: (More resources to be added) Thanks to the Animals, Knots on a Counting Rope, The Desert is Theirs, Hawk, Everyone Needs a Rock

**Southside
Social Studies Curriculum Map**

Grade Level: 4	Social Studies Unit: US Regions	Approximate Timeline: 7 weeks
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Description/Big Idea: How do the regions of the U. S. states compare to one in which you live, and how do they compare with each other?

Essential Questions :

- What are the key events in the history of the region(s)?
- Who were the first people of the region and how did they use the environment to meet their needs?
- What cultural groups influenced the region?
- What is the physical geography of the region and what resources direct the economy of that region?
- What artists reflected something about the regions of our country?

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

SSA1a. Students will identify research questions related to social studies - seeking multiple perspectives from varied sources.

SSA1b. Students will identify key words and concepts related to research questions, making adjustments when necessary.

SSA1c. Students will locate and access information by using text features.

SSA1d. Students will collect, evaluate, and organize for a specific purpose.

SSA1e. Students will communicate findings from a variety of print and non-print sources. **f.** Describe plagiarism and demonstrate appropriate citation. **g.** Distinguish between facts and opinions/interpretations in sources.

SSc2a. Students will describe economic similarities and differences within the community, Maine, and the United States. **b.** Identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

SSC2b. Students will identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.

SSD2a. Students will identify examples of how geographic features unify communities and regions as well as support diversity.

SSD2b. Students will describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.

SSE1a. Students will explain that history includes the study of past human experience based on available evidence from a variety of sources.

SSE1b. Students will identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.

SSE1c. Students will trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States.

SSE2a. Students will describe examples in the history of the United States of diverse and shared values and traditions. b. Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community, Maine, and the United States.

Prerequisites (Marzano Level 2 learning goals)

Identify the impacts of geographic features on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.

. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

Describe history as “stories” of the past. b. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically based traditions. c. Identify past, present, and future in stories, pictures, poems, songs, or videos. d. Apply terms such as “before” and “after” in sequencing events.

Key Lessons

Students will study each U.S. region guided particularly through the Northeast and then the remaining four regions through group projects and some choice of how the information will be presented. There will be some culminating activity for all five regions for individual accountability. Some ideas for projects are: lapbooks, travel brochures, reports (videotaped with green screen),

Key Vocabulary

Maine Guiding Principles/HOM

- 1. Students will learn about the history of each region, including early inhabitants and events which continue to impact the area.**
- 2. Students will learn about the geography, resources, and resulting economy of each region.**
- 3. Students will learn about the people and places that are key to each region today.**

4. Students will learn about at least one artist that is connected in some way to each U. S. region.

Formative Assessments TBD

Summative Assessments TBD

Professional Resources/ Materials/ Books

Using the basic textbook, applicable weekly lessons from *Daily Geography Practice, Grade 4*, and selected ideas from *Social Studies Plus! A Hands-On Approach*, guide and lead students through the Northeast Region. Then, depending upon teacher choice and time remaining in the year, groups could each focus on a region, selecting a method to share the necessary information with each other. Build in a way for students to take notes, use a study sheet, etc., for a test about each region.

Regions Near and Far, Social Studies for a Changing World, basic text by Macmillan-McGraw-Hill School Publishing Company, 1995.

Social Studies Plus! A Hands-On Approach, Pearson, Scott-Foresman (www.sfsocialstudies.com)

Daily Geography Practice, Grade 4, Evan-Moor

Artist and other possible connections: (see resources in book room).

Examples: Northeast-Forests of the world

Artist: Winslow Homer
Mary Cassatt
Alexander Calder
Andy Warhol
Norman Rockwell

Southeast-Rivers of the world

Artist: John James Audubon
Jacob Lawrence
Faith Ringgold

Midwest-Plains of the world

Artist: Grandma Moses
Grant Wood

Southwest-Desert of the world

<p>Artist: Georgia O'Keeffe</p> <p>West-Mountains of the world</p> <p>Artist: Frederick Remington</p> <p> Ansel Adams</p>

**Southside
Social Studies Curriculum Map**

Grade Level: 4	Social Studies Unit --Maine The MicMac and Wabanaki Nations and Native Americans in Maine today	Approximate Timeline: 2-3 Weeks
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Description/Big Idea
 Students will study the cultures of Maine’s earliest people, the MicMac and Wabanaki tribes. They will learn that these tribes were part of the Algonquian speaking American Indians. Students will identify various characteristics of these cultures
 Students will study the effect of the arrival of the Europeans on the cultures of the American Indians.

Essential Questions : What is the Wabanaki worldview? How did the geography and climate impact Wabanaki way of life? What was the effect of the arrival of the Europeans on the Wabanaki Culture?

MLR “I can...” (Marzano Level 3 learning goals)
 SSB3a Students will identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.
 SSB3b Students will describe civic beliefs and activities in the daily live of diverse cultures, including Maine Native Americans and various cultures in the United States and the World
 SSE2b Students will describe various cultural traditions and contributions of Maine Native Americans in the community, Maine, and the United States.
 SSC2b Students will identify economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.
 SSD2b Students will describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.

Prerequisites (Marzano Level 2 learning goals)
 Students can identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions
 Students can compare traditions that are similar across the nation and traditions that differ in various cultural groups.
 Students can identify examples of how individuals, families and communities, including Maine Native Americans are influenced by economic factors.

Key Lessons (From Abbe Museum book)

1. Everyone has a culture, everyone is different.
2. Culture as a circle, culture as an iceberg
3. Promoting understanding activity
4. Mapping the Wabanaki tribes of Maine
5. Core elements of Wabanaki culture and cultural continuity
6. Exploring the online timeline of Wabanaki history

Key Vocabulary

acquired, aggrieved, alliance, boundary, appoint, archaeologist, archaeology, assimilate, artifact, homeland, human remains, words we use to define Native American communities: Tribes, Nations, Band, defining tradition, defining culture: language, interdependence, worldview, regions, plains, woodlands, coastal

Maine Guiding Principles/HOM**Formative Assessments**

Map of the Wabanaki tribes of Maine

Online timeline entry worksheet (part A)

Lapbook pages in student journals

Summative Assessments

Explain the Wabanaki worldview. Give examples from the readings you have completed for class.
keynote presentation(?) or short essay(?)

Professional Resources/Materials/Books:

(More resources to be added)

Day of the Dawn PBS series on Wabanaki

“From Sea to Shining Sea; MAINE” Christine Webster

Houlton Elementary School		
ELA Curriculum Map		
Grade Level: 1st Grade	Reading Street Unit 1: Animals, Tame and Wild	Approximate Timeline: 6 weeks
Description/Big Idea: How are people and animals important to one another?		
Week 1 Essential Question: How do people take care of pets? Mentor Text: <i>Sam, Come Back!</i> By Susan Stevens Crummel Genre: Fiction		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.1.R.F.2.c I can break apart a word and put it back together. CC.1.R.F.3 I can decode words. Reading Standards for Literature CC.1.R.L.3 I can identify characters, settings, and major events in a story, using key details. CC.1.R.L.1 I can answer questions other people ask me about what I read. I can ask others questions about what I read. Reading Standards for Informational Text Speaking and Listening Standards CC.1.SL.1.a I can follow rules when discussing topics with others. Language Standards CC.2.L.5.a I can provide real-world examples of words. I can sort words into categories. CC.1.L.1.c I can write or talk about the past, present, and future by using verb tenses. Writing Standards Social Studies Standards SS.1.CG.1 I can recognize symbols, monuments, celebrations and leaders of our democracy. SS.1.CG.2 I can describe rights, duties and responsibilities of being part of a classroom and school. I can talk about laws and why they are important.		

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Texts: <i>Sam</i> (Realistic Fiction), Big Book-A Kid's Best Friend Phonemic Awareness: Isolate Initial, Medial, and Final Phonemes; Blend and Segment Phonemes Phonics: Words with Short a and Final ck Spelling: Words with Short a Comprehension Skill: Identify Characters in a Story Comprehension Strategy: Monitor and Fix Up High-Frequency Words: on, way, in Grammar: Nouns: People, Animals, and Things
Key Vocabulary Amazing Words: needs, shelter, responsibility, cuddle, tickle, faithful, fetch, heel
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: words with short a Monitor Progress: SI: Read the Words ; OL: Read the Words and Read the Sentences; A: Advanced Selection
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 1: Animals, Tame and Wild	Approximate Timeline: 6 weeks
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Description/Big Idea: How are people and animals important to one another?

Week 2 Essential Question: How can people help animals?

Mentor Text: *Pig in a Wig* by Susan Stevens Crummel

Genre: Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b I can blend sounds to make words including consonant blends.

CC.1.R.F.2.c I can break apart a word and put it back together.

CC.1.R.F.3 I can decode words.

Reading Standards for Literature

CC.1.R.L.3 I can identify characters, settings, and major events in a story, using key details.

CC.1.R.L.7 I can find an illustration in a story and describe it.

I can explain why an illustration is part of the page it is on.

I can explain what part of the story the illustration is about.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.1.a I can follow rules when discussing topics with others.

Language Standards

CC.2.L.5.a I can provide real-world examples of words.

I can sort words into categories.

CC.1.L.1.c I can write or talk about the past, present, and future by using verb tenses.

Writing Standards

Social Studies Standards

SS.1.CG.1 I can recognize symbols, monuments, celebrations and leaders of our democracy.

SS.1.CG.2 I can describe rights, duties and responsibilities of being part of a classroom and school. I can talk about laws and why they are important.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Pig in a Wig</i> Phonemic Awareness: Match Initial and Final Phonemes; Blend and Segment Phonemes Phonics: Words with Short i and Final x Spelling: Words with Short i Comprehension Skill: Realism and Fantasy Comprehension Strategy: Summarize High-Frequency Words: and, take, up Grammar: Naming Parts of Sentences
Key Vocabulary Descriptive Words Amazing Words: career, service, tool, scrub, sloppy, exercises, comfort, search
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: words with short i Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 1: Animals, Tame and Wild	Approximate Timeline: 6 weeks
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Description/Big Idea: How are people and animals important to one another?

Week 3 Essential Question: How can animals help people?

Mentor Text: *The Big Blue Ox* by Susan Stevens Crummel

Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.c I can break apart a word and put it back together.

CC.1.R.F.3.d I can identify the number of syllables in a printed word.

CC.1.R.F.2.b I can blend sounds to make words including consonant blends.

CC.1.R.F.3.b I can decode regularly spelled one-syllable words.

Reading Standards for Literature

CC.1.R.L.3 I can picture characters, settings, and major events in a story, using key details.

CC.1.R.L.7 I can find an illustration in a story and describe it.

I can explain why an illustration is part of the page it is on.

I can explain what part of the story the illustration is about.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.2 I can ask and answer questions about a text read aloud to me.

I can ask and answer questions about information presented visually, such as a photograph or video.

I can ask and answer questions about information presented orally, such as a speech or conversation.

Language Standards

CC.2.L.5.a I can provide real-world examples of words.

I can sort words into categories.

CC.1.L.1.e I can write or talk about the past, present, and future by using verb tenses.

Writing Standards

<p>Social Studies Standards</p> <p>SS.1.CG.1 I can recognize symbols, monuments, celebrations and leaders of our democracy.</p> <p>SS.1.CG.2 I can describe rights, duties and responsibilities of being part of a classroom and school. I can talk about laws and why they are important.</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview</p> <p>Mentor Text: <i>The Big Blue Ox</i></p> <p>Phonemic Awareness: Isolate Initial, Medial, and Final Phonemes; Blend and Segment Phonemes</p> <p>Phonics: Short o, -s Plurals</p> <p>Spelling: Words with Short o</p> <p>Comprehension Skill: Character and Setting</p> <p>Comprehension Strategy: Visualize</p> <p>High-Frequency Words: get, help, use</p> <p>Grammar: Sort Nouns and Verbs; Action Parts of Sentences</p>
<p>Key Vocabulary</p> <p>Synonyms</p> <p>Amazing Words: past, present, produce, transportation, danger, serve, snuggle, enormous, powerful</p>
<p>MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Formative Assessments</p> <p>Spelling Test: words with short o</p> <p>Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection</p>
<p>Professional Resources/Materials/Books</p> <p>Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 1: Animals, Tame and Wild	Approximate Timeline: 6 weeks
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Description/Big Idea: How are people and animals important to one another?

Week 4 Essential Question: What can we do with our neighborhood friends?

Mentor Text: *A Fox and a Kit* by Leya Roberts

Genre: Narrative Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.c I can break apart a word and put it back together.

CC.1.R.F.3 I can decode words.

C.1.R.F.2.b I can blend sounds to make words including consonant blends.

Reading Standards for Literature

CC.1.R.L.5 I can tell the difference between fiction and nonfiction stories.

CC.1.R.L.1 I can answer questions other people ask me about what I read.

I can ask others questions about what I read.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.1 I can participate in discussions about grade-level appropriate topics and texts with peers and adults in small and larger groups.

CC.1.SL.1.a I can follow rules when discussing topics with others.

CC.1.SL.2 I can ask and answer questions about a text read aloud to me.

I can ask and answer questions about information presented visually, such as a photograph or video.

I can ask and answer questions about information presented orally, such as a speech or conversation.

Language Standards

CC.1.L.1.j I can write simple and compound sentences.

CC.1.L.2.b I can end sentences I write with punctuation.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Texts: <i>A Fox and a Kit</i> and <i>Big Book-Babies on the Go</i> Phonemic Awareness: Blend and Segment Syllables Phonics and Spelling: Adding Inflected Ending -s Comprehension Skill: Main Idea Comprehension Strategy: Ask Questions High-Frequency Words: eat, her, this, too Grammar: Simple Sentences Word Order
Key Vocabulary Amazing Words: observe, parent, wild, solo, dangle, nape, medicine, poisonous
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: words with ending -s Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 1: Animals, Tame and Wild	Approximate Timeline: 6 weeks
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Description/Big Idea: How are people and animals important to one another?

Week 5 Essential Question: What is around us at school?
Mentor Text: *Get the Egg* by Alyssa Satin Capucilli
Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2 I can say my letter sounds.
 CC.1.R.F.2.b I can blend sounds to make words including consonant blends.
 CC.1.R.F.2.c I can break apart a word and put it back together.
 CC.1.R.F.3.e I can decode two-syllable words.
 CC.1.R.F.3 I can decode words.
 CC.1.R.F.3.b I can decode regularly spelled one-syllable words.

Reading Standards for Literature

CC.1.R.L.3 I can describe characters, settings, and major events in a story, and tell if they could happen in real life.
 CC.1.R.L.2 I can tell my teacher and other students stories I know, remembering the important details and the main idea of each story.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.1c I can participate in conversations by asking questions.
 CC.1.SL.2 I can ask and answer questions about a text read aloud to me.
 I can ask and answer questions about information presented visually, such as a photograph or video.
 I can ask and answer questions about information presented orally, such as a speech or conversation.

Language Standards

CC.2.L.5.a I can provide real-world examples of words.

<p>I can sort words into categories.</p> <p>CC.1.L.1.f I can use common adjective and adverbs.</p> <p>Writing Standards</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview</p> <p>Mentor Texts: <i>Get the Egg</i>; Big Book- <i>Babies on the Go</i></p> <p>Phonemic Awareness: Match Initial, Medial, and Final Phonemes with short e; Make Words with Initial Blends; Blend and Segment Syllables</p> <p>Phonics and Spelling: Words with Short e</p> <p>Comprehension Skill: How to Distinguish Between Realism and Fantasy</p> <p>Comprehension Strategy: Story Structure</p> <p>High-Frequency Words: saw small, tree, your</p> <p>Grammar: Telling Sentences</p>
<p>Key Vocabulary</p> <p>Selection Words: bird, nest</p> <p>Amazing Words: habitat, hatch, survive, gentle, nudge, perch, private, moist</p> <p>Science Concepts: Animal needs and habitats</p>
<p>MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Formative Assessments</p> <p>Spelling Test: Words with Short e</p> <p>Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection</p>
<p>Professional Resources/Materials/Books</p> <p>Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 1: Animals, Tame and Wild	Approximate Timeline: 6 weeks
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Description/Big Idea: How are people and animals important to one another?

Week 6 Essential Question: How can we help animals around the world?

Mentor Text: *Animal Park* by Judy Nayar

Genre: Photo Essay

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b I can blend sounds to make words including consonant blends.

CC.1.R.F.2.c I can break apart a word and put it back together.

CC.1.R.F.3 I can decode words.

CC.1.R.F.4.a I can read with purpose and understanding.

Reading Standards for Literature

Reading Standards for Informational Text

CC.1.R.I.6 I can distinguish between information provided by the photos and the information provided by the words in the text.

CC.1.R.I.7 I can use illustrations and details in a text to describe its key ideas.

Speaking and Listening Standards

CC.1.SL.1c I can participate in conversations by asking questions.

CC.1.SL.2 I can ask and answer questions about a text read aloud to me.

I can ask and answer questions about information presented visually, such as a photograph or video.

I can ask and answer questions about information presented orally, such as a speech or conversation.

Language Standards

CC.1.L.1.j I ask and write questions.

CC.1.L.2.b I can end sentences I write with punctuation.

CC.1.L.2 I can use Standard English when using capitalization, punctuation, and spelling in writing.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Animal Park</i> Phonemic Awareness: Match Initial, Medial, and Final Phonemes, Identify Syllables, Segment and Blend Phonemes Phonics and Spelling: Words with Short u Comprehension Skill: Cause and Effect Comprehension Strategy: Monitor and Fix Up High-Frequency Words: home, into, many, them Grammar: Questions Writing: Let's Talk About Wild Animals K-W-L chart
Key Vocabulary Antonyms Amazing Words: desert, forest, world, surf, beneath, snug, native, reserve
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: Words with short u and final blends Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 2: Communities	Approximate Timeline: 6 weeks
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Description/Big Idea: What is a community?

Week 1 Essential Question: What does a family do together?
Mentor Text: *A Big Fish for Max* by Rosemary Wells
Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b I can blend sounds to make words including consonant blends.
CC.1.R.F.3.a I can read and spell words with common consonant digraphs
CC.1.R.F.4 I can read accurately and fluently, which helps me comprehend what I read.

Reading Standards for Literature

CC.1.R.L.3 I can identify characters, settings, and major events in a story, using key details.
CC.1.R.L.1 I can answer questions other people ask me about what I read.
I can ask others questions about what I read.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.4 I can describe characters by providing details about them and how I feel about them.
I can describe places by providing details about them and how I feel about them.
I can describe events by providing details about them and how I feel about them.

Language Standards

CC.1.L.2.d I can spell some common irregular words.
CC.1.L.1.c I can write or talk about the past, present, and future by using verb tenses.
CC.1.L.5.a I can sort words into categories to better understand what they mean.
CC.1.L.5.c I can identify real-life connections between words and their use.

Writing Standards

CC.1.W.2: I can write a topic sentence with supporting details.

Social Studies Standards

SS.K.CG.1 I can recognize symbols, monuments, celebrations and leaders of our democracy.
SS.K.CG.2 I can describe rights, duties and responsibilities of being part of a classroom and school. I can talk about laws and why they are important.
SS.K.CG.3 I can explain traditions and customs of Maine Native Americans.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Mentor Text: *A Big Fish for Max*

Phonemic Awareness: Blend and Segment Phonemes and Words with consonant digraphs sh, th;
Blend words with vowel sound of **a** followed by *l* or *ll* as in **b**all and **t**alk

Phonics and Spelling: Words with sh, th

Comprehension Skill: Main Idea

Comprehension Strategy: Predict and Set Purpose

High-Frequency Words: catch, good, no, put, want

Vocabulary: Categorizing Words

Grammar: using nouns in our writing

Vocabulary

Amazing Words: chore, cooperation, household, rule, commute, subway, downtown, display

MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards

Assessments

Spelling Test: Words with sh, th

Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection

Professional Resources/Materials/Books

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 2: Communities	Approximate Timeline: 6 weeks
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Description/Big Idea: What is a community?

Week 2 Essential Question: How do we learn together at school?
Mentor Text: *The Farmer in the Hat* by Pat Cummings
Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.a.I can read short and long vowel words.
 CC.1.R.F.2.b I can blend sounds to make words including consonant blends.
 CC.1.R.F.3.b I can decode regularly spelled one-syllable words.
 CC.1.R.F.3.c I can identify silent –e at the end of a word.
 CC.1.R.F.4.b I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.2 I can tell stories I know, remembering the important details and the main idea of each story.
 CC.1.R.L.1 I can answer questions other people ask me about what I read.
 I can ask others questions about what I read.

Reading Standards for Informational Text *Walk Around a City* Big Book

CC.1.R.I.8: I can read a text and identify the authors’ key points.
 I can identify the reasons an author gives to support points in a text.

Speaking and Listening Standards

CC.1.SL.4 I can describe characters by providing details about them and how I feel about them.
 I can describe places by providing details about them and how I feel about them.
 I can describe events by providing details about them and how I feel about them.

Language Standards

CC.1.L.2.d I can spell some common irregular words.
 CC.1.L.1.j I can write simple and compound sentences.
 CC.1.L.1 I can use Standard English when writing or speaking.

CC.1.L.2.aI can capitalize dates and names of people.

Writing Standards

CC.1.W.2 I can write a topic sentence with supporting details.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Mentor Text: *The Farmer in the Hat*

Phonemic Awareness: Distinguish Long and Short Vowel sounds; Segment and Blend Phonemes Long a: a-e

Phonics and Spelling: Words with Long a; Consonants c/s/, g/j/

Comprehension Skill: Cause and Effect

Comprehension Strategy: Monitor and Clarify

High-Frequency Words: be, could, horse, old, paper

Vocabulary: Directional Words

Grammar: Proper Nouns

Key Vocabulary

Selection Words: farmer, gerbil, squeak, MacDonald

Amazing Words: group, respect, share, aquarium, borrow, lines, rehearsal, soothe

MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards

Formative Assessments

Spelling Test: Words with Long a

Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection

Summative Assessments

Professional Resources/Materials/Books

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 2: Communities	Approximate Timeline: 6 weeks
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Description/Big Idea: What is a community?

Week 3 Essential Question: Who makes our neighborhood a nice place to live?
 Mentor Text: *Who Works Here* by Melissa Blackwell Burke
 Genre: Expository Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.a. I can read short and long vowel words.
 CC.1.R.F.2.b I can blend sounds to make words including consonant blends.
 CC.1.R.F.2.c I can segment a word and put it back together.
 CC.1.R.F.3.a I can read and spell words with common consonant digraphs
 CC.1.R.F.3.b I can decode regularly spelled one-syllable words.
 CC.1.R.F.3.c I can identify silent –e at the end of a word.
 CC.1.R.F.4.b I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.1.R.I.8 I can read a text and identify the authors’ key points.
 I can look for reasons an author gives to say why his or her ideas make sense.
 I can identify the reasons an author gives to support points in a text.
 CC.1.R.I.2 I can identify and understand the main topic of what I read.
 I can retell the main topic of a text. I can retell key details of a text.

Speaking and Listening Standards

CC.1.SL.1 I can follow rules when discussing topics with others.

Language Standards

CC.1.L.1 I can use Standard English when writing or speaking.
 CC.1.L.2.a I can capitalize dates and names of people.

<p>Writing Standards CC.1.W.2 I can write a topic sentence with supporting details.</p> <p>Social Studies Standards SS.1.CG.1 I can recognize symbols, monuments, celebrations and leaders of our democracy. SS.1.CG.2 I can describe rights, duties and responsibilities of being part of a classroom and school. I can talk about laws and why they are important. SS.1.CG.3 I can describe Maine Native American traditions and customs.</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview Mentor Text: <i>Who Works Here?</i> Phonemic Awareness: Distinguish Long and Short Vowels; Segment and Blend Long i Phonics: Consonant Digraphs wh, ch, tch, ph Spelling: Words with Long i, i_e Comprehension Skill: Author's Purpose Comprehension Strategy: Ask Questions High-Frequency Words: people, live, work, who, out Vocabulary: Directional Words Fluency: Appropriate Phrasing Grammar: Special Titles</p>
<p>Vocabulary Selection Words: busy, mail, neighborhood Amazing Words: citizen, community, law, leader, branches, headquarters, patrol, earn</p>
<p>MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Formative Assessments Spelling Test: Words with Long i Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection</p>
<p>Summative Assessments</p>

Professional Resources/Materials/Books

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 2: Communities	Approximate Timeline: 6 weeks
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Description/Big Idea: What is a community?

Week 4 Essential Question: How do animals work together to survive?
Mentor Text: *The Big Circle* by Eric Kimmel
Genre: Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.a I can read short and long vowel words.
 CC.1.R.F.2.b I can blend sounds to make words including consonant blends.
 CC.1.R.F.2.d I can segment spoken single-syllable words into their complete sequence of individual sounds.
 CC.1.R.F.3 I can decode words.
 CC.1.R.F.4.b I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.3 I can identify characters, settings, and sequence major events in a story, using key details.
 CC.1.R.L.1 I can ask and answer questions about what I read.
 CC.1.R.L.5 I can tell the difference between fiction and nonfiction stories.

Reading Standards for Informational Text

CC.1.R.I.3 I can talk about how two events are connected in a text.
 I can talk about how two ideas are connected in a text.
 I can talk about how two pieces of information are connected in a text.

Speaking and Listening Standards

CC.1.SL.1.a I can follow rules when discussing topics with others.

Language Standards

CC.1.L.2.d I can spell some common irregular words.
 CC.1.L.5.a I can provide real-world examples of words.
 CC.1.L.1 I can use Standard English when writing or speaking.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>The Big Circle</i> Phonemic Awareness: Distinguish Long and Short Vowels Phonics: Segment and Blend Long o: o_e; Sort Words with Contractions Spelling: Words with Long o Comprehension Skill: Sequence Comprehension Strategy: Monitor and Fix-up High-Frequency Words: there, down, inside, now, together Fluency: Accuracy and Rate Grammar: Proper Nouns-Days, Months, Holidays
Key Vocabulary Selection Words: baby, herd, triceratops, circle, meat Amazing Words: enemy, extinct, protect, crater, holler, swamp, bluff, boisterous
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: Words with Long o Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 2: Communities	Approximate Timeline: 6 weeks
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Description/Big Idea: What is a community?

Week 5 Essential Question: How are plant and animal communities important to each other?

Mentor Text: *Life in the Forest* by Claire Daniel

Genre: Expository Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.a I can read short and long vowel words.

CC.1.R.F.3 I can decode words.

CC.1.R.F.4.b I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.1.R.I.8 I can read a text and identify the authors’ key points.

I can look for reasons an author gives to say why his or her ideas make sense.

I can identify the reasons an author gives to support points in a text.

CC.1.R.I.7 I can study the pictures in a text to learn more about a topic.

I can explain how pictures in a text are helpful in learning about a topic.

Speaking and Listening Standards

CC.1.SL.1.a I can follow rules when discussing topics with others.

Language Standards

CC.1.L.2.d I can spell some common irregular words.

CC.1.L.1.c I can write or talk about the past, present, and future by using verb tenses.

Writing Standards

CC.1.W.5 I can answer questions, add details, and explain my writing to others.

CC.1.W.2 I can write a topic sentence with supporting details.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Life in the Forest</i> Phonemic Awareness: Distinguish Long and Short Vowel sounds Phonics: Segment and Blend Long u: u-e; Inflected Ending -ed Spelling: Words with Long u Comprehension Skill: Author's Purpose Comprehension Strategy: Preview High-Frequency Words: grow, food, around, find, water, under Vocabulary: Multiple-Meaning Words Fluency: Attending to Punctuation Grammar: Singular and Plural Nouns
Key Vocabulary Selection Words: bear, forest, hummingbirds, leaves, squirrels, woodpecker Amazing Words: environment, require, thrive, inhale, slimy, sludge, capture, creature
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: Words with Long u Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 2: Communities	Approximate Timeline: 6 weeks
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Description/Big Idea: What is a community?

Week 6 Essential Question: How is a community of insects like a community of people?
Mentor Text: *Honey Bees* by Jesús Cervantes
Genre: Expository Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

- CC.1.R.F.2.a I can read short and long vowel words.
- CC.1.R.F.2.b I can blend sounds to make words including consonant blends.
- CC.1.R.F.2.c I can segment a word and put it back together.
- CC.1.R.F.3 I can decode words.
- CC.1.R.F.3.c I can identify the silent –e at the end of a word.
- CC.1.R.F.3.d I can identify the number of syllables in a printed word.
- CC.1.R.F.4 I can read accurately and fluently, which helps me comprehend what I read.

Reading Standards for Literature

Reading Standards for Informational Text

- CC.1.R.I.3 I can talk about how two characters are connected in a text.
 - I can talk about how tow events are connected in a text.
 - I can talk about how two ideas are connected in a text.
 - I can talk about how two pieces of information are connected in a text.
- CC.1.R.I.4 I can ask questions about words or phrases I don’t understand in a text.

Speaking and Listening Standards

- CC.1.SL.2 I can ask and answer questions about a text read aloud to me.
 - I can ask and answer questions about information presented visually, such as a photograph or a video.
 - I can ask and answer questions about information presented orally, such as a speech or conversation.

Language Standards

- CC.1.L.2.d I can spell some common irregular words.

<p>CC.1.L.1.c I can write or talk about the past, present, and future by using verb tenses.</p> <p>Writing Standards</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview Mentor Text: <i>Honey Bees</i> Phonemic Awareness: Distinguish Long and Short Vowel sounds Phonics: Segment and Blend Syllables VC/CV Spelling: Words with Long e: e, ee Comprehension Skill: Compare and Contrast Comprehension Strategy: Preview High-Frequency Words: family, other, also, their, some, new Vocabulary: Antonyms Fluency: Accuracy and Appropriate Rate Grammar: Nouns in Sentences</p>
<p>Key Vocabulary Selection Words: cold, honey, worker, flowers, nectar Amazing Words: individual, industrious, special, creep, slither, romp, eagerly, wander</p>
<p>MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Formative Assessments Spelling Test: Words with Long e Monitor Progress: SI: Read the Words, OL: Read the Sentences, A: Advanced Selection</p>
<p>Summative Assessments Unit 2 Test Writing Prompt: Letter</p>
<p>Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i></p>

Houlton Elementary School		
ELA Curriculum Map		
Grade Level: 1st Grade	Reading Street Unit 3: Changes	Approximate Timeline: 6 weeks
Description/Big Idea: What is changing in our world?		
Week 1 Essential Question: How do we change as we grow? Mentor Text: <i>An Egg is an Egg</i> by Nicki Weiss Genre: Realistic Fiction		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.1.R.F.2.b: I can blend sounds to make words including consonant blends. CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds. CC.1.R.F.3: I can decode words. CC.1.R.F.3.d: I can identify the number of syllables in a printed word. CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression. Reading Standards for Literature CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details. CC.1.R.L.1: I can ask and answer questions about what I read. Reading Standards for Informational Text CC.1.R.I.3: I can talk about how two characters are connected in a text. I can talk about how two events are connected in a text. I can talk about how two ideas are connected in a text. I can talk about how two pieces of information are connected in a text. Speaking and Listening Standards CC.1.SL.5: I can add drawings or other visuals to add to my ideas, thoughts, or feelings. Language Standards CC.1.L.2.e: I can try to spell a word by sounding it out. CC.1.L.1.e: I can write or talk about the past, present, and future by using verb tenses. Writing Standards CC.1.W.3: I can write a sentence to introduce a topic.		

I can write about the events of a story.

I can tell the order of events in a story.

Social Studies Standards

SS.K.G1 I can use maps, charts, photographs, and graphs to talk about my community.

SS.K.GC 2 I can talk about how geography influences my community.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Mentor Text: *An Egg is an Egg*

Phonemic Awareness: Segment and Blend Phonemes: Vowel Sounds of y; Syllable Pattern Long Vowels CV

Phonics and Spelling: Vowel Sounds of y-long e and long i

Comprehension Skill: Compare and Contrast

Comprehension Strategy: Predict

High-Frequency Words: things, always, day, become, nothing, stays, everything

Vocabulary: Antonyms

Fluency: Accuracy and Rate

Grammar: Action Verbs

Key Vocabulary

Selection Words: boy, grew, night, sunset, tower

Amazing Words: adult, healthy, measurement, shuffle, teeters, crooked, bounce, handsome

MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards

Assessments

Spelling Test: Vowel Sounds of y

Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection

Professional Resources/Materials/Books

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 3: Changes	Approximate Timeline: 6 weeks
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Description/Big Idea: : What is changing in our world?

Week 2 Essential Question: What do we learn as we grow and change?

Mentor Text: *Ruby in Her Own Time* by Jonathan Emmett

Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.

CC.1.R.F.3.b: I can decode regularly spelled one-syllable words.

CC.1.R.F.3.e: I can decode two syllable words.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.1: I can ask and answer questions about what I read.

CC.1.R.L.4: I can find words in a text that describe a character’s or narrator’s feelings.

I can find words in a text that describe people, places, or things using smell, taste, touch, sight, or hearing.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.1.a: I can follow rules when discussing topics with others.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.c: I can write or talk about the past, present, and future by using verb tenses.

Writing Standards

CC.1.W.1: I can write a topic sentence.

I can write a sentence that says how I feel about a topic or book I am reading.

I can write a sentence that explains how I feel about a book or a text I am reading.

CC.1.W.5: I can answer questions, add details, and explain my writing to others.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Ruby in Her Own Time</i> Phonemic Awareness: Segment and Blend Onset and Rime Phonics: Consonant Patterns ng, nk; Compound Words Spelling: Words with ng, nk Comprehension Skill: Plot Comprehension Strategy: Summarize High-Frequency Words: ever, sure, were, enough, every, any, own Vocabulary: Synonyms Fluency: Appropriate Phrasing Grammar: Verbs that Add -s
Key Vocabulary Selection words: beautiful, father, feather, flew, mother, precious Amazing Words: time line, event, attempt, famous, flatter, correct, lovely, awkward
MLR Guiding Principles/Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments Spelling Test: Words with ng, nk Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader’s and Writer’s Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 3: Changes	Approximate Timeline: 6 weeks
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Description/Big Idea: : What is changing in our world?

Week 3 Essential Question: Why are changes exciting?

Mentor Text: *Jan's New Home* by Angela Shelf Medearis

Genre: Realistic Fiction

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.

CC.1.R.F.2.c: I can segment and blend beginning, middle, and ending sounds in single syllable words.

CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.

CC.1.R.F.3: I can decode words.

CC.1.R.F.3.f: I can read words with inflectional endings.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.2: I can retell a story using key details and explain the important message or lesson.

CC.1.R.L.4: I can identify words and phrases that suggest how a character feels.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.4: I can describe characters, events, and places by providing details about them and how I feel about them.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1: I can use Standard English when writing or speaking.

CC.1.L.1.c: I can write or talk about the past, present, and future by using verb tenses.

Writing Standards

Social Studies Standards

SS.1.H1 I can identify past, present, and future in stories, pictures, poems, songs and video.

<p>SS.1.H2 I can describe how individuals and groups (including Maine Native Americans) share cultures, values and beliefs. I can tell and draw about traditions and celebrations.</p> <p>SS.1.H3 I can describe traditions of Maine Native Americans.</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview</p> <p>Mentor Text: <i>Jan's New Home</i></p> <p>Phonemic Awareness: Segment and Blend Onset and Rime</p> <p>Phonics: Ending -es, Plural -es, Vowels: r-Controlled or, ore</p> <p>Spelling: Words with -es</p> <p>Comprehension Skill: Theme</p> <p>Comprehension Strategy: Monitor and Fix-up</p> <p>High-Frequency Words: very, car, away, our, house, school, friends</p> <p>Vocabulary: Descriptive Words</p> <p>Fluency: Appropriate Phrasing</p> <p>Grammar: Verbs That Do Not Add -s</p>
<p>Key Vocabulary</p> <p>Selection Words: move, toys, window</p> <p>Amazing Words: arrive, depart, location, route, tumble, swoop, crumple, stampede</p>
<p>MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Formative Assessments</p> <p>Spelling Test: Words with -es</p> <p>Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 3: Changes	Approximate Timeline: 6 weeks
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Description/Big Idea: : What is changing in our world?

Week 4 Essential Question: What changes happen in a garden?
Mentor Text: *Frog and Toad Together* by Arnold Lobel
Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.c: I can segment and blend beginning, middle, and ending sounds in single syllable words.

CC.1.R.F.3.f: I can read words with inflectional endings.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.1: I can ask and answer questions about what I read.

CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.

CC.1.R.L.7: I can find an illustration in a story and describe it.

I can explain why an illustration is part of the page it is on.

I can explain what part of the story the illustration is about.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.4: I can describe characters, events, and places by providing details about them and how I feel about them.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.j: I can write simple and compound sentences.

CC.1.L.1.e: I can write or talk about the past, present, and future by using verb tenses.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Frog and Toad Together</i> Phonemic Awareness: Segment and Blend Syllables: Isolate and Substitute Phonemes Phonics: Inflected Endings –ed, -ing, and Vowels: r-Controlled ar Spelling: Words with Inflected Ending -ed Comprehension Skill: Plot Comprehension Strategy: Visualize High-Frequency Words: few, afraid, read, soon, how, again Vocabulary: Use Endings to Determine Meaning Fluency: Reading with Expression Grammar: Verbs For Now and the Past
Key Vocabulary Selection Words: ground, head, rain, shouted, shouting Amazing Words: gardener, nature, sprout, dim, shade, blossom, humongous, destroy
MLR Guiding Principles/Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments Spelling Test: Words with -ed Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader’s and Writer’s Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 3: Changes	Approximate Timeline: 6 weeks
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Description/Big Idea: : What is changing in our world?

Week 5 Essential Question: What changes can we observe in nature?

Mentor Text: *I'm a Caterpillar* by Jean Marzollo

Genre: Narrative Nonfiction

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.c: I can segment and blend beginning, middle, and ending sounds in single syllable words.

CC.1.R.F.3: I can decode words.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.1.R.I.3: I can talk about how two events are connected in the text.

I can talk about how two pieces of information are connected in the text.

CC.1.R.I.4: I can ask and answer questions to help clarify the meaning of words and phrases in the text.

CC.1.R.I.6: I can tell about information from the pictures and information from the words in the text.

Speaking and Listening Standards

CC.1.SL.1.a: I can follow rules when discussing topics with others.

CC.1.SL.1.c: I can ask questions to clear up any confusion about the topic and text we are discussing.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.e: I can write or talk about the past, present, and future by using verb tenses.

Writing Standards

CC.1.W.5: I can answer questions, add details, and explain my writing to others.

CC.1.W.2: I can write a topic sentence with supporting details.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>I'm a Caterpillar</i> Phonemic Awareness: Blend and Segment Onset and Rime, Delete Final Phonemes Phonics: Vowels: r-Controlled er, ir, ur, and Contractions 's, 've, 're Spelling: Words with er, ir, ur Comprehension Skill: Draw Conclusion Comprehension Strategy: Text Structure High-Frequency Words: know, push, done, wait, visit Vocabulary: Use Reference Sources, Alphabetical Order Fluency: Attend to End Punctuation Grammar: Verbs Am, Is, Are, Was, Were
Key Vocabulary Selection Words: caterpillar, chrysalis, crawl, pupa, shiver Amazing Words: cycle, develop, insect, yearly, rearrange, fragile, emerge, vessel
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: Words with er, ir, ur Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 3: Changes	Approximate Timeline: 6 weeks
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Description/Big Idea: : What is changing in our world?

Week 6 Essential Question: How does nature change during the year?
Mentor Text: *Where Are My Animal Friends?* by William Chin
Genre: Play

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.
 CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.
 CC.1.R.F.3: I can decode words.
 CC.1.R.F.3.f: I can read words with inflectional endings.
 CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.1: I can ask and answer questions about what I read.
 CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.1.a: I can follow rules when discussing topics with others.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.
 CC.1.L.1.j: I can write simple and compound sentences.
 CC.1.L.1: I can use Standard English when writing or speaking.

Writing Standards

CC.1.W.

Social Studies Standards

SS.1.H1 I can identify past, present, and future in stories, pictures, poems, songs and video.

<p>SS.1.H2 I can describe how individuals and groups (including Maine Native Americans) share cultures, values and beliefs. I can tell and draw about traditions and celebrations.</p> <p>SS.1.H3 I can describe traditions of Maine Native Americans.</p>
Prerequisites (Marzano Level 2 learning goals)
<p>Key Lessons Overview</p> <p>Mentor Text: <i>Where Are My Animal Friends?</i></p> <p>Phonemic Awareness: Segment Phonemes, Change Initial Phonemes</p> <p>Phonics: Comparative Endings -er, -est, Consonant Pattern -dge /j/</p> <p>Spelling: Words with -er, -est</p> <p>Comprehension Skill: Sequence</p> <p>Comprehension Strategy: Background Knowledge</p> <p>High-Frequency Words: does, good-bye, before, won't, oh, right</p> <p>Vocabulary: Multiple Meaning Words</p> <p>Fluency: Expression and Intonation</p> <p>Grammar: Contractions with Not</p>
<p>Key Vocabulary</p> <p>Selection Words: goose, raccoon, spring, warm</p> <p>Amazing Words: hibernate, migrate, season, temperature, autumn, freeze, bitterly, weary</p>
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
<p>Formative Assessments</p> <p>Spelling Test: Words with -er, -est</p> <p>Monitor Progress: SI: Read the Words; OL: Read the Words and Read the Sentences; A: Advanced Selection</p> <p>Fluency Expectation: 25-35 Words</p>
<p>Summative Assessments</p> <p>Unit 3 Test</p> <p>Writing Prompt:</p>
Professional Resources/Materials/Books

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 4: Treasures	Approximate Timeline: 6 weeks
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Description/Big Idea: What do we treasure?

Week 1 Essential Question: How can a surprise be a treasure?
Mentor Text: *Mama's Birthday Present* by Carmen Tafolla
Genre: Realistic Fiction

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.

CC.1.R.F.3.c: I can read common vowel teams for representing long vowel sounds.

CC.1.R.F.3.g: I can read 1st grade irregularly spelled words.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.1: I can ask and answer questions about what I read.

CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.

CC.1.R.L.7: I can use illustrations and details in a story to describe the characters, setting, and events.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.4: I can describe characters, events, and places by providing details about them and how I feel about them.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.5.d: I can describe how similar verbs like look, peek, and stare have slightly different meanings.

I can describe how similar adjectives like large and gigantic have slightly different meanings.

Writing Standards

Social Studies Standards

SS.1.H1 I can talk about history including past, present and future in stories.

SS.1.H2 I can describe culture, values and beliefs through stories. I can talk about similarities and differences between individuals and groups including Maine Native Americans.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Mama's Birthday Present</i> Phonemic Awareness: Substitute Initial Phonemes; Add Phonemes /s/ and /z/ Phonics: Vowel Digraphs for long a: ai, ay; Singular and Plural Possessives Spelling: Words with ai, ay Comprehension Skill: Draw Conclusions Comprehension Strategy: Monitor and Fix-up High-Frequency Words: give, surprise, would, enjoy, worry, about Vocabulary: Words from Other Languages Fluency: Expression and Intonation Writing: Friendly Letter Grammar: Adjectives
Key Vocabulary Selection Words: guitar, piñata, present, tortilla, wonderful, buñuelos, confetti Amazing Words: celebrate, cherish, grateful, rarest, delicate, genuine, loot
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Assessments Spelling Test: Words with ai, ay Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 30-40 Words
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 4: Treasures	Approximate Timeline: 6 weeks
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Description/Big Idea: What do we treasure?

Week 2 Essential Question: How can a story be a treasure?
Mentor Text: *The Dot* by Peter H. Reynolds
Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including vowel teams for long vowel sounds.
 CC.1.R.F.3: I can use my phonics skills to decode words first grade words.
 CC.1.R.F.3.c: I identify when the vowel team ea makes the long e sound.
 CC.1.R.F.3.f: I can read words with inflectional endings.
 CC.1.R.F.3.g: I can read 1st grade irregularly spelled words.
 CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Reading Standards for Literature:

CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.
 CC.1.R.L.4: I can identify words and phrases that suggest feelings.
 CC.1.R.L.7: I can find an illustration in a story and describe it.
 I can explain why an illustration is part of the page it is on.
 I can explain what part of the story the illustration is about.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.1.a: I can follow rules when discussing topics with others.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.
 CC.1.L.5.c: I can provide real-world examples of words.
 CC.1.L.1.f: I can use common adjectives and adverbs.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>The Dot</i> Phonemic Awareness: Segment, Blend, and Change Phonemes; Segment and Count Syllables Phonics: Vowel Digraph ea, Adding Inflected Endings Spelling: Words with ea Comprehension Skill: Theme Comprehension Strategy: Graphic Organizers High-Frequency Words: draw, colors, over, drew, great, sign, show Vocabulary: Descriptive Words Fluency: Accuracy and Rate Grammar: Adjectives for Colors and Shapes
Key Vocabulary Selection Words: artist, experimenting, gold, splash(ed), squiggle, stared, straight Amazing Words: create, doodle, imagination, carve, hobby, inspiration, masterpiece, sculptor
MLR Guiding Principles/Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments Spelling Test: Words with ea Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 30-40 Words
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader’s and Writer’s Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 4: Treasures	Approximate Timeline: 6 weeks
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Description/Big Idea: What do we treasure?

Week 3 Essential Question: What treasures can we find in the earth?
Mentor Text: *Mister Bones, Dinosaur Hunter* by Jane Kurtz
Genre: Biography

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including 3-letter consonant blends and vowel teams.

CC.1.R.F.3.b: I can decode regularly spelled one-syllable words.

CC.1.R.F.3.c: I can identify the common vowel teams oa and ow for long o sound.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.1.R.I.2: I can identify and understand the main topic of what I read.

I can retell the main topic of a text.

I can retell key details of a text.

CC.1.R.I.7: I can study the pictures in a text to learn more about a topic.

I can explain how pictures in a text are helpful in learning about a topic.

CC.1.R.I.8: I can identify the reasons an author gives to support points in a text.

Speaking and Listening Standards

CC.1.SL.4: I can describe characters, events, and places by providing details about them and how I feel about them.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.f: I can use common adjectives and adverbs.

Writing Standards

Social Studies Standards SS.1.H3 I can describe how groups and individuals including Maine Native Americans have common traditions. SS.1.H1 I can describe past, present and future in stories, pictures, poems, songs, and video.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Mister Bones, Dinosaur Hunter</i> Phonemic Awareness: Segment and Blend, Change Phonemes Phonics: Vowel Digraphs oa, ow and Three-Letter Consonant Blends Spelling: Words with oa, ow Comprehension Skill: Author's Purpose Comprehension Strategy: Monitor and Fix-up High-Frequency Words: once, found, wild, took, mouth Vocabulary: Synonyms Fluency: Attend to Punctuation Grammar: Adjectives for Size
Key Vocabulary Selection Words: bandanas, cowboy, lizard, museum, gigantic, Montana, tyrant Amazing Words: excavate, fossil, soil, abandon, splinter, sunken, decompose, nourish
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: Words with oa, ow Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 30-40 Words
Summative Assessments
Professional Resources/Materials/Books

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 4: Treasures	Approximate Timeline: 6 weeks
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Description/Big Idea: What do we treasure?

Week 4 Essential Question: How can we share special days?
Mentor Text: *The Lady in the Moon* by Lily Wong Fillmore
Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.
CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.
CC.1.R.F.3: I can decode words.
CC.1.R.F.3.a: I can read and spell words with common consonant digraphs.
CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.2: I can retell stories, including key details and understand the central message or lesson.
CC.1.R.L.4: I can identify words and phrases in stories and poems that show feelings or appeal to the senses.
CC.1.R.L.5: I can explain major differences between books that tell stories and books that give information.
CC.1.R.L.9: I can compare and contrast the experiences of characters in stories.

Informational Text

CC.1.R.I.4: I can ask questions about words or phrases I don’t understand in a text.

Speaking and Listening Standards

CC.1.SL.1: I can participate in conversations with my peers about grade 1 topics and texts.

Language Standards

CC.1.L.1.f: I can use common adjectives and adverbs.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>The Lady in the Moon</i> Phonemic Awareness: Segment, Blend, and Count Phonemes Phonics: Vowel Digraphs ie, igh and Consonant Patterns kn for /n/, wr for /r/ Spelling: Words with ie, igh for long I sound Comprehension Skill: Realism and Fantasy Comprehension Strategy: Monitor and Fix-up High-Frequency Words: eight, moon, above, touch, laugh Vocabulary: Homophones Fluency: Accuracy, Rate, and Expression Grammar: Adjectives for What Kind
Key Vocabulary Selection Words: festival, pears, lotus leaves, poem(s), treasures Amazing Words: delightful, festive, symbol, memory, errand, fiesta, ordinary, refreshments
MLR Guiding Principles/Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments Spelling Test: Words with ie, igh Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 35-45 Words
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader’s and Writer’s Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 4: Treasures	Approximate Timeline: 6 weeks
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Description/Big Idea: What do we treasure?

Week 5 Essential Question: What treasures can we share at home?

Mentor Text: *Peter's Chair* by Ezra Jack Keats

Genre: Realistic Fiction

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.

CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.

CC.1.R.F.3: I can decode words.

CC.1.R.F.4: I can comprehend what I read because I read with good accuracy and fluency.

Reading Standards for Literature:

CC.1.R.L.2: I can retell stories remembering the important details and the main idea of each story.

CC.1.R.L.3: I can describe characters, settings, and major events in a story, using key details.

CC.1.R.L.9: I can compare and contrast the experiences of characters in stories.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.1.SL.2: I can ask and answer questions about key details in a text read aloud.

Language Standards

CC.1.L.1: I can use Standard English when writing or speaking.

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.2: I can use Standard English when capitalizing, using punctuation and spelling in my writing.

CC.1.L.1.f: I can use common adjectives and adverbs.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Peter's Chair</i> Phonemic Awareness: Segment and count syllables; blend compound words Phonics: Compound Words: Vowel Digraphs ue, ew, ui Spelling: Compound Words Comprehension Skill: Character, Setting, and Plot Comprehension Strategy: Story Structure High-Frequency Words: stood, room, thought, picture, remember Vocabulary: Dictionary/Glossary Fluency: Appropriate Phrasing Grammar: Adjectives for How Many
Key Vocabulary Selection Words: biscuits, cookie, cradle, crocodile, curtain, idea Amazing Words: jealous, relatives, sibling, secret, porridge, collector, flourish, seriousness
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: Compound Words Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 35-45 Words
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 4: Treasures	Approximate Timeline: 6 weeks
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Description/Big Idea: What do we treasure?

Week 6 Essential Question: What treasure can we share with neighbors?

Mentor Text: *Henry and Mudge and Mrs. Hopper's House* by Cynthia Rylant

Genre: Realistic Fiction

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.

CC.1.R.F.3.d: I can determine the number of syllables in a printed word.

CC.1.R.F.3.e: I can decode two-syllable words with basic patterns by breaking the word into syllables.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature:

CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.

CC.1.R.L.1: I can ask and answer questions about what I read.

CC.1.R.L.9: I can compare and contrast the experiences of characters in stories.

Reading Standards for Informational Text

Speaking and Listening Standards

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.4.b: I can use parts of a word I recognize as clues to the meaning of the word.

CC.1.L.1.f: I can use common adjectives and adverbs.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Texts: <i>Henry and Mudge and Mrs. Hopper's House</i></p> <p>Phonemic Awareness: Segment and count syllables</p> <p>Phonics: Suffixes -ly, -ful; Vowel Sound in moon</p> <p>Spelling: Words with Suffixes -ly, -ful</p> <p>Comprehension Skill: Cause and Effect</p> <p>Comprehension Strategy: Preview</p> <p>High-Frequency Words: told, only, across, because, dance, opened, shoes</p> <p>Vocabulary: Antonyms</p> <p>Fluency: Expression and Intonation</p> <p>Grammar: Adjectives That Compare</p>
<p>Key Vocabulary</p> <p>Selection Words: Valentine's Day, tuxedo, waltz, gargoyle, shiny heart(s)</p> <p>Amazing Words: discover, dwell, resident, welcome, admire, sadness, tremendous, substantial</p>
<p>MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Formative Assessments</p> <p>Spelling Test: Words with Suffixes -ly, -ful</p> <p>Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection</p> <p>Fluency Expectation: 35-45 Words</p>
<p>Summative Assessments</p> <p>Unit 4 Test</p> <p>Writing Prompt:</p>
<p>Professional Resources/Materials/Books</p> <p>Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 5: Great Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What difference can a great idea make?

Week 1 Essential Question: When does a problem need a clever solution?
 Mentor Text: *Tippy-Toe Chick, Go!* by George Shannon
 Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.

CC.1.R.F.3.e: I can decode two-syllable words with basic patterns by breaking the word into syllables.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.

CC.1.R.L.1: I can ask and answer questions about what I read.

CC.1.R.L.4: I can find words in a text that describe a character’s or narrator’s feelings.

I can find words in a text that describe people, places, or things using smell, taste, touch, sight, or hearing.

Reading Standards for Informational Text

Speaking and Listening Standards:

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.j: I can write simple and compound sentences.

Writing Standards

Social Studies Standards

SS.1.PF I can describe how spending, saving, and sharing are ways to use money.

SS.1.E I can explain how to use resources to make decisions about needs and wants.

SS.1.GC I can explain how groups in the United States, including Maine Native Americans, are influenced by economics.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Tippy-Toe Chick, Go!</i> Phonemic Awareness: Segment and Blend and Remove Phonemes Phonics: Diphthong ow /ou/; Final Syllable –Consonant +le Spelling: Words with vowel diphthong ow Comprehension Skill: Character, Setting, and Plot Comprehension Strategy: Story Structure High-Frequency Words: along, behind, toward, eyes, never, pulling Vocabulary: Synonyms Fluency: Accuracy, Rate, and Expression Conventions: Imperative Sentences (commands)
Key Vocabulary Selection Words: disagreed, breath, tippy-toe, favorite, potato bugs Amazing Words: clever, intend, predicament, proudly, plumper, scrawny, advice, wise
MLR Guiding Principles/Habits of Mind/Maine’s Early Learning and Development Standards
Assessments Spelling Test: Words with ow Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 40-52 Words
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader’s and Writer’s Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 5: Great Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What difference can a great idea make?

Week 2 Essential Question: How can we look at things in a different way?
Mentor Text: *Mole and Baby Bird* by Marjorie Newman
Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.

CC.1.R.F.3.e: I can decode two-syllable words with basic patterns by breaking the word into syllables.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.

CC.1.R.L.1: I can ask and answer questions about what I read.

CC.1.R.L.4: I can find words in a text that describe a character’s or narrator’s feelings.

I can find words in a text that describe people, places, or things using smell, taste, touch, sight, or hearing.

Reading Standards for Informational Text

Speaking and Listening Standards:

CC.1.SL.1.a: I can follow rules when discussing topics with others.

CC.1.SL.4: I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.1.SL.6: I can speak in complete sentences when appropriate to task.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.d: I can use pronouns like I, me, my, and they, them, their.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Mole and the Baby Bird</i> Phonemic Awareness: Blend and Segment Phonemes; Remove Phonemes Phonics: Diphthong Vowel Pattern <i>ou</i> /ou/; Syllables V/CV, VC/V Spelling: Words with ou Comprehension Skill: Sequence Comprehension Strategy: Summarize High-Frequency Words: loved, wood, should, door Vocabulary: Descriptive Words Fluency: Accuracy, Rate, Expression, and Appropriate Phrasing Grammar: Exclamations
Key Vocabulary Selection Words: usually, presently, borrowed Amazing Words: freedom, miserable, selfish, dawn, scaly, speckled, fond, proper, scarcely
MLR Guiding Principles/Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments Spelling Test: Words with ou Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 40-52 Words
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader’s and Writer’s Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 5	Approximate Timeline: 6 weeks
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Description/Big Idea: What difference can a great idea make?

Week 3 Essential Question: How do we solve mysteries?

Mentor Text: *Dot & Jabber and the Great Acorn Mystery* by Ellen Stoll Walsh

Genre: Informational Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.

CC.1.R.F.3: I can apply grade level phonics to decode words.

CC.1.R.F.3.f: I can read words with inflectional endings.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.1.R.I.3: I can talk about how two characters are connected in a text.

I can talk about how two events are connected in a text.

I can talk about how two ideas are connected in a text.

I can talk about how two pieces of information are connected in a text.

CC.1.R.I.1: I can ask questions about key details in a text.

I can answer questions about key details in a text.

CC.1.R.I.7: I can study the pictures in a text to learn more about a topic.

I can explain how pictures in a text are helpful in learning about a topic.

Speaking and Listening Standards:

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.j: I can write simple and compound sentences.

CC.1.L.1.d: I can use pronouns like I, me, my, and they, them, their.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Dot & Jabber</i> Phonemic Awareness: Segment and Blend; Remove and Add Phonemes Phonics: Vowel Sound in good <i>oo</i> /û/; Inflected Endings Spelling: Words with <i>oo</i> vowel sounds as in <i>book</i> and <i>moon</i> Comprehension Skill: Compare and Contrast Comprehension Strategy: Monitor and Fix-up High-Frequency Words: among, instead, another, none Vocabulary: Categorizing and Classifying Fluency: Expression and Intonation Grammar: How Sentences Begin and End
Key Vocabulary Selection Words: detectives, hey, hurray, meadow, million, mystery, solve Amazing Words: explanation, riddle, wonder, rafters, darling, gorgeous, case, suspects
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments: Spelling Test: Words with <i>oo</i> Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 40-52 Words
Summative Assessments
Professional Resources/Materials/Books: Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 5: Great Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What difference can a great idea make?

Week 4 Essential Question: What great ideas make our lives easier?
Mentor Text: *Simple Machines* by Allan Fowler
Genre: Expository Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.

CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.

CC.1.R.F.3: I can apply grade level phonics to decode words.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature Reading Standards for Informational Text

CC.1.R.I.2: I can identify and understand the main topic of what I read.

I can retell the main topic of a text.

I can retell key details of a text.

CC.1.R.I.7: I can study the pictures in a text to learn more about a topic.

I can explain how pictures in a text are helpful in learning about a topic.

Speaking and Listening Standards:

CC.1.SL.2: I can ask and answer questions about a text read aloud to me.

I can ask and answer questions about information presented visually, such as a photograph or video.

I can ask and answer questions about information presented orally, such as a speech or conversation.

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.4.b: I can use parts of a word I recognize as clues to the meaning of the word.

CC.1.L.1.d: I can use pronouns like I, me, my, and they, them, their.

Writing Standards

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Simple Machines</i> Phonemic Awareness: Segment and Blend; Change Phonemes; Segment and Count Syllables Phonics: Diphthongs oi, oy; Suffixes -er, -or Spelling: Words with oi, oy Comprehension Skill: Main Idea Comprehension Strategy: Summarize High-Frequency Words: goes, today, kinds, heavy, against Vocabulary: Homonyms Fluency: Appropriate Phrasing Grammar: Pronouns
Key Vocabulary Selection Words: machines, vacuum, pulleys, inclined planes, surface, axles Amazing Words: convenient, equipment, gadget, engine, pilot, steer, cellar, furnace
MLR Guiding Principles/Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments: Spelling Test: Words with oi, oy Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 45-60 Words
Summative Assessments
Professional Resources/Materials/Books Reading Street Teacher and Student Editions, Reader’s and Writer’s Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 5: Great Ideas	Approximate Timeline: 6 weeks
Description/Big Idea: What difference can a great idea make?		
Week 5 Essential Question: How can a great idea change the way we live? Mentor Text: <i>Alexander Graham Bell</i> by Lola M. Schaefer Genre: Biography		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.1.R.F.2.b: I can blend sounds to make words including consonant blends. CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds. CC.1.R.F.3: I can apply grade level phonics to decode words. CC.1.R.F.3.e: I can decode two-syllable words. CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression. Reading Standards for Literature Reading Standards for Informational Text CC.1.R.I.3: I can talk about how two characters are connected in a text. I can talk about how two events are connected in a text. I can talk about how two ideas are connected in a text. I can talk about how two pieces of information are connected in a text. CC.1.R.I.6: I can look at pictures in a text and explain what I learned from them. I can compare what I see in pictures to the words that I read in a text. Speaking and Listening Standards: CC.1.SL.2: I can ask and answer questions about a text read aloud to me. I can ask and answer questions about information presented visually, such as a photograph or video. I can ask and answer questions about information presented orally, such as a speech or conversation. Language Standards CC.1.L.2.d: I can spell some common irregular words.		

<p>CC.1.L.1.j: I can write simple and compound sentences.</p> <p>CC.1.L.1: I can use Standard English when writing or speaking.</p> <p>Writing Standards</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview</p> <p>Mentor Text: <i>Alexander Graham Bell: A Great Inventor</i></p> <p>Phonemic Awareness: Segment and Blend; Change Phonemes</p> <p>Phonics: Vowel Sound in ball: aw, au, and short e; Syllable Patterns</p> <p>Spelling: Words with <i>aw</i> as in <i>saw</i></p> <p>Comprehension Skill: Draw Conclusions</p> <p>Comprehension Strategy: Text Features</p> <p>High-Frequency Words: early, learn, science, built, through</p> <p>Vocabulary: Clipped Words (using short form of a word-telephone/phone)</p> <p>Fluency: Accuracy, Rate, Expression</p> <p>Grammar: Using I and Me</p>
<p>Key Vocabulary</p> <p>Selection Words: Boston, Scotland, communicate, telephone, famous, electricity, piano</p> <p>Amazing Words: determined, inventor, technology, stable, stall(ed), biplane, sketch, speech</p>
<p>MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Formative Assessments</p> <p>Spelling Test: Words with <i>aw</i> as in <i>saw</i></p> <p>Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection</p> <p>Fluency Expectation: 45-60 Words</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p>

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: 1st Grade	Reading Street Unit 5: Great Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What difference can a great idea make?

Week 6 Essential Question: How can you use something familiar in a new way?

Mentor Text: *Ben Franklin and His First Kite* by Stephen Krensky

Genre: Biography

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.1.R.F.2.b: I can blend sounds to make words including consonant blends.

CC.1.R.F.2.d: I can segment spoken single-syllable words into their complete sequence of individual sounds.

CC.1.R.F.3: I can apply grade level phonics to decode words.

CC.1.R.F.3.c: I can identify the number of syllables in a printed word.

CC.1.R.F.4.b: I can read orally with accuracy, fluency, and with expression.

Reading Standards for Literature

CC.1.R.L.3: I can identify characters, settings, and major events in a story, using key details.

CC.1.R.L.1: I can answer ask and questions about what I read.

Reading Standards for Informational Text

CC.1.R.I.7: I can study the pictures in a text to learn more about a topic.

I can explain how pictures in a text are helpful in learning about a topic.

Speaking and Listening Standards:

Language Standards

CC.1.L.2.d: I can spell some common irregular words.

CC.1.L.1.i: I can use prepositions such as *during*, *beyond*, *above*, and *toward* in phrases.

CC.1.L.1.j: I can write simple and compound sentences.

Writing Standards
Prerequisites/Review (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Ben Franklin and His First Kite</i> Phonemic Awareness: Segment and Blend; Remove Phonemes Phonics: Prefixes un-, re-; Long vowels <i>i</i> and <i>o</i> Spelling: Words with Prefixes un-, re- Comprehension Skill: Theme Comprehension Strategy: Ask Questions High-Frequency Words: carry, answered, poor, different, brothers Vocabulary: Multiple Meaning Words Fluency: Reading with Appropriate Phrasing Grammar: Pronouns
Key Vocabulary Selection Words: amazing, harbor, hasty, pudding, hearth, invention Amazing Words: contraption, doubt, energy, glider, (un)manned, soar, curious, intelligent
MLR Guiding Principles/Habits of Mind/Maine's Early Learning and Development Standards
Formative Assessments Spelling Test: Words with Prefixes un-, re- Monitor Progress: SI: Read the Words; OL: Read the Sentences; A: Advanced Selection Fluency Expectation: 45-60 Words
Summative Assessments Unit 5 Test End of Year Fluency Goal: 60 Words
Professional Resources/Materials/Books

Reading Street Teacher and Student Editions, Reader's and Writer's Notebook, Sing With Me Big Book, Sound-Spelling Cards, Read Aloud Anthology, Leveled Readers, Decodable Readers, Letter Tiles, Retelling Cards, On-Line Components, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 1: Exploration	Approximate Timeline: 6 weeks
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Description/Big Idea: What can we learn from exploring new places and things?

Week 1 Essential Question: What might we discover in a new neighborhood?

Mentor Text: *Iris and Walter* by Elissa Haden Guest

Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 I can successfully decode 2nd grade level words.

CC.2.R.R.3.c I can identify and read two syllable words with short vowels.

CC.2.R.F.4.b I can read on-level text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.R.L.1 I can ask and answer questions about who, what, when, where, why, and how to demonstrate understanding of the key details in a story.

CC.2.R.L.3 I can describe how characters react to events and challenges.

CC.2.R.L.5 I can describe the structure of a story by explaining the how the beginning introduces the story, the middle tells what happens and how the ending concludes the action.

CC.2.R.L.10 I can use reading strategies that will help me understand more second grade texts.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

Language Standards CC.2.L.1 I can use standard English grammar for writing and speaking.

CC.2.L.1.f I can write sentences that express a complete idea and use the correct capitalization and end punctuation.

CC.2.L.2.d I can look for and understand patterns of letters and sounds when I spell words.

Writing Standards

CC.2.W.3 I can write a narrative story that tells about an event in my life.

I can revise and proofread my writing.

Social Studies Standards

SS.2.CG.1 I can give examples of democratic ideals.
SS.2.CG.2 I can describe how symbols, monuments, celebrations and leaders characterize a democratic government.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Iris and Walter</i> Phonics: Segment and blend words with short vowel patterns VC, CVC, CCVC, and CVCC; associate <i>ea</i> with short /e/ Spelling: Spell Words with Short Vowels Fluency: Practice reading at an appropriate rate. Comprehension Skill: Character and Setting Comprehension Strategies: Predict High Frequency Words: beautiful, country, friend, front, someone, somewhere Grammar: Sentences Writing: Weekend News, Narrative (anchor chart)
Key Vocabulary Selection Words: amazing, roller-skate, ladder, meadow Amazing Words: brittle, creature, dart, decision, investigate, rural, underground, urban
MLR Guiding Principles and Habits of Mind
Assessments Weekly Selection test Spelling test Fluency Expectation: 50 – 60 wcpm
Professional Resources/Materials/Books Teacher's Guide, Student Anthology, Sing With Me big book, High frequency word cards, Amazing words (list or cards), Leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 1: Exploration	Approximate Timeline: 6 weeks
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Description/Big Idea: What can we learn from exploring new places and things?

Week 2 Essential Question: What can we learn from exploring space?

Mentor Text: *Exploring Space with an Astronaut* by Patricia J. Murphy

Genre: Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3.a I can successfully read long and short vowels in regularly spelled one-syllable words.

CC.2.R.F.3.c I can identify and read regularly spelled two-syllable words with long vowel sounds.

CC.2.R.F.4.b I can read on-level text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.2.R.I.2 I can read stories with more than one paragraph and explain the topic or main idea of each paragraph.

CC.2.R.I.6 I understand the main purpose of a text and explain what the author wants to inform, explain, or describe.

CC.2.R.I.9 I can learn information from two texts about the same topic and compare and contrast the most important points.

Speaking and Listening Standards

CC.2.SL.1a I can identify and follow agreed upon rules for discussion.

Language Standards CC.2.L.1 I can use and write standard English grammar correctly.

CC.2.L.1.f I can identify and write the subject of a sentence.

Writing Standards

CC.2.W.3 I can write a narrative story that tells about an event in my life.

I can revise and proofread my writing.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Exploring Space</i></p> <p>Phonics: Segment and blend phonemes to decode words</p> <p>Spelling: Spell Words with long vowels-CVCe</p> <p>Fluency: Reading at an appropriate rate</p> <p>Comprehension Skill: Main Idea and Details</p> <p>Comprehension Strategy: Text Structure</p> <p>High Frequency Words: introduce, everywhere, live, work, woman, machines, move, world</p> <p>Vocabulary: Position Words</p> <p>Grammar: Subject of a Sentence</p> <p>Writing: Topic Ideas for Narrative; Narrative structure Beginning, Middle, and End</p>
<p>Key Vocabulary</p> <p>Selection Words: astronaut, shuttle, telescope, gravity, experiment</p> <p>Amazing Words: ascend, descend, orbit, universe, enormous, journey, launch, meteorite</p>
<p>MLR Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 50 – 60 wcpm</p> <p>Weekly Selection test</p> <p>Spelling test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Teacher’s Guide, Student Anthology, Sing With Me big book, High frequency word cards, Amazing words (list or cards), Leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i>, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 1: Exploration	Approximate Timeline: 6 weeks
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Description/Big Idea: What can we learn from exploring new places and things?

Week 3 Essential Question: What can we discover by exploring nature?

Mentor Text: *Henry and Mudge and the Starry Night* by Cynthia Rylant

Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 e I can identify words with similar patterns that create different sounds.

CC.2.R.F.3.f I can read some irregularly spelled words (rule breakers).

CC.2.R.F.4.b I can read on-level text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.R.L.1 I can ask and answer questions about who, what, when, where, why, and how to demonstrate understanding of the key details in a story.

CC.2.R.L.3 I can describe how characters react to events and challenges.

CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

Reading Standards for Informational Text

CC. 2.R.I.5 I can use text features to locate key information in texts.

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally.

Language Standards CC.2.L.4 I can determine the meaning of unknown and multiple-meaning words.

CC.2.L.5 I can understand how words are related by their meanings.

CC.2.L.5.b I can describe how similar verbs have slightly different meanings.

I can describe how similar adjectives have slightly different meanings.

Writing Standards

CC.2.W. 3 I can write a story and with a short sequence of events by including details to describe actions, thoughts

and feelings.

CC.2.W. 5 I can strengthen my writing as needed by revising and editing with support from adults and peers.

Social Studies Standards

SS.2.CG.1 I can give examples of democratic ideals.

SS.2.CG.2 I can describe how symbols, monuments, celebrations and leaders characterize a democratic government.

SS.2.CG.4 I can describe the traditions of Maine Native Americans and other cultures by comparing traditions and customs.

Prerequisites (Marzano Level 2 learning goals)

Key Lessons Overview

Mentor Text: *Henry and Mudge and the Starry Night*

Phonics: Segment and blend phonemes to decode words.

Spelling: Spell words with consonant blends

Fluency: Practice reading at an appropriate rate.

Comprehension Skill: Character and Setting

Comprehension Strategy: Monitor and Fix-up

High Frequency Words: love, mother, father, straight, bear, couldn't build

Vocabulary: Synonyms

Grammar: Predicate of a Sentence

Writing: Adding Details-Tell Me More

Key Vocabulary

Selection Words: shivered, lanterns, snuggled, drooled

Amazing Words: galaxy, tranquil, wildlife, underneath, identify, detective, fascinating, slimy

MLR Guiding Principles and Habits of Mind

Formative Assessments

Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 50 – 60 wcpm

Weekly Selection test

Spelling test

Summative Assessments

Professional Resources/Materials/Books

Teacher's Guide, Student Anthology, Sing With Me big book, High frequency word cards, Amazing words (list or cards),
Leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers*, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 1: Exploration	Approximate Timeline: 6 weeks
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Description/Big Idea: What can we learn from exploring new places and things?

Week 4 Essential Question: What can we learn by exploring the desert?
Mentor Text: *A Walk in the Desert* by Caroline Arnold
Genre: Expository Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3.f I can read some irregularly spelled words (rule breakers).

CC.2.R.F.4 I can read second grade text fluently and show comprehension.

I can self-correct misunderstood words using context clues.

Reading Standards for Literature

Reading Standards for Informational Text

CC. 2.R.I.2 I can read informational text with more than one paragraph and explain the topic or main idea of each paragraph.

CC.2.R.I.4 I can determine the meanings of words and phrases as they are used in a text.

CC.2.R.I.6 I can understand the main purpose of a text and explain what the author wants to inform, explain, or describe.

Speaking and Listening Standards

CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally.

CC.2.SL. 4 I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speaking in a clear voice.

Language Standards CC.2.L.1 I can write and speak standard English grammar correctly.

CC.2.L.2 I can use capital letters, punctuation, and spelling correctly when writing.

CC.2.L.3 I can understand the differences between speaking or writing using informal English and formal English.

Writing Standards

CC.W. 2 I can select a topic and identify facts and details to write about the topic.

I can end with a concluding statement.

CC.2.W.7 I can work with my classmates to research a topic and write about it.

Social Studies Standards SS.2.G1 I can use maps and globes to identify places and locations using N,S, E and W directions. I can describe physical, environmental, and cultural features. SS.2.G2 I can identify the impacts of geography on groups in Maine, including Native Americans.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>A Walk in the Desert</i> Phonics: Base Words and Endings –s, -ed, -ing Spelling: Adding Inflected Endings –ed and -ing Fluency: Read with appropriate phrasing; Attend to punctuation Comprehension Skill: Main Idea and Details Comprehension Strategy: Story Structure High Frequency Words: water, eyes, early, animals, full, warm Vocabulary: Descriptive Words Grammar: Statements and Questions Writing: Guided Writing – selecting a topic and giving supporting details
Key Vocabulary Selection Words: cactus, climate, coyote, harsh, desert Amazing Words: arid, landform, precipitation, dunes, ledge, haven, discovery, forbidding
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 50 – 60 wcpm Weekly Selection test Spelling test
Summative Assessments
Professional Resources/Materials/Books

Teacher's Guide, Student Anthology, Sing With Me big book, High frequency word cards, Amazing words (list or cards),
Leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers*, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 1: Exploration	Approximate Timeline: 6 weeks
Description/Big Idea: What can we learn from exploring new places and things?		
Week 5 Essential Question: When we are searching for answers, who can help us? Mentor Text: <i>The Strongest One</i> as retold by Joseph Bruchac Genre: Play		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.2.R.F.3 .b I can correctly pronounce common vowel teams. CC.2.R.F.4.b I can read second grade text orally with accuracy, appropriate rate, and expression. Reading Standards for Literature CC.2.R.L.2 I can retell stories to others, including fables and folktales from cultures other than my own. I can determine the central message, lesson, or moral of a story, fable, or folktale. CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story. I can describe how the events at the end of a story let me know what happened to the characters. CC.2.R.L.7 I can use illustrations and words in a story to help describe the characters, setting, or plot. Reading Standards for Informational Text Speaking and Listening Standards CC.2.SL.1 I can participate in conversations with many different people, including adults. CC.2.SL.4 I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speak in a clear voice. Language Standards CC.2.L.1.e I can use adjectives and adverbs correctly. CC.2.L.6 I can learn and use vocabulary terms that have to do with a topic I’m learning about. I can explain, give examples, and use adjectives and adverbs when describing something. Writing Standards CC.2.W.7 I can work with my classmates to research a topic and write about it.		

CC.2.W.8 I can answer questions using information recalled or gathered from different sources.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>The Strongest One</i> Phonics: Segment and blend words using consonant digraphs ch, tch, sh, th, wh Spelling Words: Spell words with consonant digraphs Fluency: Read fluently with appropriate expression and intonation. Comprehension Skill: Realism and Fantasy Comprehension Strategy: Monitor and Fix-up High Frequency Words: together, very, learn, often, though, gone, pieces Vocabulary: Synonyms Grammar: Commands and Exclamations Writing: KWL charts and other graphic organizers for information
Key Vocabulary Selection Words: narrator, relatives, dangerous, gnaws Amazing Words: delicate, inquire, sturdy, exhibit, resist, stun, genius, satisfaction
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 74 - 84 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teacher's Guide, Student Anthology, Sing With Me big book, High frequency word cards, Amazing words (list or cards), Leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 1: Exploration	Approximate Timeline: 6 weeks
Description/Big Idea: What can we learn from exploring new places and things?		
Week 6 Essential Question: Review questions/concepts for weeks 1-5		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills See weeks 1-5. Reading Standards for Literature See weeks 1-5. Reading Standards for Informational Text See weeks 1-5. Speaking and Listening Standards See weeks 1-5. Language Standards See weeks 1-5. Writing Standards CC.2.W.3 I can write stories in the correct order using words like before, during, and after and create an ending for my story. I can describe actions, thoughts, and feelings in my story. CC.2.W.5 I can write more than one draft with the help of my teachers and classmates by editing and revising. CC.2.W.6 I can publish my writing.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Review all vocabulary, phonics features, comprehension strategies, writing skills, and conventions previously taught in Unit 1.		
Key Vocabulary		
MLR Guiding Principles and Habits of Mind		
Formative Assessments Unit 1 fluency and accuracy assessment -Fluency Expectation: 50 – 60 wcpm		
Summative Assessments Unit 1 benchmark test		
Professional Resources/Materials/Books		

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 2: Working Together	Approximate Timeline: 6 weeks
Description/Big Idea: How can we work together?		
Week 1 Essential Question: What can we do in a dangerous situation? Mentor Text: <i>Tara and Tiree, Fearless Friends</i> by Andrew Clements Genre: Narrative Nonfiction		
CCSS/MLR “I can…” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.2.R.F.3 I can decode words successfully. CC.2.R.F. 4 I can read second grade text fluently and show comprehension. I can self correct misunderstood words using context clues. Reading Standards for Literature CC.2.R.L. 1 I can identify, answer, and show the key ideas in fiction and nonfiction texts according to who, what, where, when, why, and how. CC.2.R.L. 5 I can recognize that a story has a beginning, middle, and end. I can describe how the events at the end of a story let me know what happened to the characters. Reading Standards for Informational Text Speaking and Listening Standards CC.2.S.L.2 I can identify and describe key ideas and details presented visually or orally. CC.2.S.L. 3 I can ask and answer questions about a presentation. Language Standards CC.2.L.1 I can use standard English grammar correctly when writing and speaking. (nouns) CC.2.L.5 I can understand word relationships to solve unfamiliar words. Writing Standards CC.2.W.3 I can write stories in the correct order using words like before, during, and after and create an ending for my story. I can describe actions, thoughts, and feelings in my story. CC.2.W.8 I can answer questions using information recalled or gathered.		

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Tara and Tiree, Fearless Friends</i> Phonics: Segment, blend, and read words with r-controlled ar, or, ore Spelling: Spell words with r-controlled ar, or, and ore Fluency: Read at an appropriate rate and with accuracy. Comprehension Skill: Sequence Comprehension Strategy: Predict High Frequency Words: family, once, pull, listen, heard, break Vocabulary: Position and Direction Words Grammar: Nouns Writing: Using Temporal Words in Our Writing (first, next, then, etc.)
Key Vocabulary Selection Words: slipped, collar, brave Amazing Words: courageous, hazard, rescue, avalanche, instinct, skittish, blustery, fast-paced
MLR Guiding Principles/Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 58 – 68 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teacher's Guide, Student Anthology, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 2: Working Together	Approximate Timeline: 6 weeks
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Description/Big Idea: How can we work together?

Week 2 Essential Question: What makes a team?

Mentor Text: *Ronald Morgan Goes to Bat* by Patricia Reilly Giff

Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 I can decode words successfully.

CC.2.R.F.4 I can read second grade text fluently and show comprehension.

I can self correct misunderstood words using context clues.

Reading Standards for Literature

CC.2.R.L. 1 I can identify, answer, and show the key ideas in fiction and nonfiction texts according to who, what, where, when, why, and how.

CC.2.R.L. 5 I can recognize that a story has a beginning, middle, and end.

I can describe how the events at the end of a story let me know what happened to the characters.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.S.L.1 I can participate in conversations with many different people, including adults.

CC.2.S.L. 1.a I can identify and follow agreed upon rules for discussion.

Language Standards

CC.2.L.2 I can use standard English capitalization, punctuation, and spelling correctly when writing.

CC.2.L.2.c. I can correctly use apostrophes to form contractions.

Writing Standards

CC.2.W.2 I can select a topic and identify facts and details to write about the topic.

CC.2.W.7 I can participate in shared research and writing projects using a number of books and digital resources to learn about a single topic.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Ronald Morgan Goes to Bat</i></p> <p>Phonics: Use Structural cues to decode contractions; Blend, Read and Build contractions</p> <p>Spelling: contractions</p> <p>Fluency: Read with Expression</p> <p>Comprehension Skill: Realism and Fantasy</p> <p>Comprehension Strategy: Prior Knowledge</p> <p>High Frequency Words: laugh, great, you're, either, certainly, second, worst</p> <p>Vocabulary: Descriptive Words; Verbs</p> <p>Grammar: Proper Nouns</p> <p>Writing: Using Multiple Resources to Find Information</p>
<p>Key Vocabulary</p> <p>Selection Words: terrific, spirit, clutched</p> <p>Amazing Words: contribute, compete, recreation, deserve, mope, aloft, tinker, actuate</p>
<p>MLR Guiding Principles/Habits of Mind</p>
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences , Fluency) - Fluency Expectation: 58 – 68 wcpm</p> <p>Weekly Selection Test</p> <p>Spelling Test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Teacher's Guide, Student Anthology, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i>, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 2: Working Together	Approximate Timeline: 6 weeks
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Description/Big Idea: How can we work together?

Week 3 Essential Question: When does sharing make sense?

Mentor Text: *Turtle's Race with Beaver* as retold by Joseph Bruchac

Genre: Folk Tale

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 I can decode words successfully.

CC.2.R.F. 4.a I can read with purpose and understanding.

Reading Standards for Literature

C.C.2.R.L.2 I can retell stories, including folktales from diverse cultures, and determine the message, lesson, or moral.

C.C.2.R.L.3 I can describe how characters in a story respond to major events and challenges.

C.C.2.R.L.6 I can show the difference in the points of view of characters by using different voices when reading dialogue.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.S.L.1.c I can ask questions when I do not understand.

CC.2.W.3 I can ask and answer questions about a presentation.

Language Standards

CC.2.L.1.b I can identify and correctly use irregular plural nouns.

CC.2.L.2. I can use standard capitalization, punctuation, and spelling correctly.

Writing Standards

CC.2.W.2 I can select a topic and identify facts and definitions to write about the topic.

I can use a concluding statement.

CC.2.W.8 I can answer questions using information recalled or gathered.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Ronald Morgan Goes to Bat</i></p> <p>Phonics: Blend and Read Words with r-Controlled Vowels –er, -ir, ur</p> <p>Spelling: Spell words with er, ir, ur</p> <p>Fluency: Express Characterization</p> <p>Comprehension Skill: Sequence</p> <p>Comprehension Strategy: Summarize</p> <p>High Frequency Words: enough, toward, above, ago, word, whole</p> <p>Vocabulary: Time and Order Words for Sequence</p> <p>Grammar: Singular and Plural Nouns</p> <p>Writing: Using Words from the Prompt/Big Question in my Introduction; Writing a Concluding Statement</p>
<p>Key Vocabulary</p> <p>Selection Words: challenge, lodge, embarrassed buried, dam, halfway</p> <p>Amazing Words: conflict, inhibit, resolve, coax, ramp, startle, vacation, serape</p>
<p>MLR Guiding Principles/Habits of Mind</p>
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences , Fluency) - Fluency Expectation: 58 – 68 wcpm</p> <p>Weekly Selection Test</p> <p>Spelling Test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Teacher’s Guide, Student Anthology, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i>, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 2: Working Together	Approximate Timeline: 6 weeks
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Description/Big Idea: How can we work together?

Week 4 Essential Question: When should we work together? When should we work alone?
Mentor Text: *The Bremen Town Musicians* retold as a play by Carol Pugliano
Genre: Fairy Tale

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 I can decode words successfully.

CC.2.R.F. 3.f I can read some irregularly spelled words (rule breakers).

Reading Standards for Literature

CC.2.R.L.1 I can identify, answer, and show the key ideas in a text according to who, what, where, when, why, and how.

CC.2.R.L.2 I can retell stories to others, including fables and folktales from cultures other than my own.

I can determine the central message, lesson, or moral of a story, fable, or folktale.

CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

CC.2.SL.6 I can speak in complete sentences.

Language Standards

CC.2.L.1.a I can define and correctly use collective nouns.

CC.2.L.1.b I can identify and correctly use irregular plural nouns.

CC.2.L.2. I can use standard capitalization, punctuation, and spelling correctly.

Writing Standards

CC.2.W.3 I can write stories in order using words like before, during, and after and create an ending

<p>for my story.</p> <p>I can describe actions, thoughts, and feelings in my story.</p> <p>CC.2.W.5 I can write more than one draft with the help of my teachers and classmates by editing and revising.</p>
Prerequisites (Marzano Level 2 learning goals)
<p>Key Lessons Overview</p> <p>Mentor Text: <i>The Bremen Town Musicians</i></p> <p>Phonics: Blend and Read Plurals with –s, -es, -ies</p> <p>Spelling: Spell Plurals with –s, -es, -ies</p> <p>Fluency: Read with Appropriate Phrasing</p> <p>Comprehension Skill: Author’s Purpose</p> <p>Comprehension Strategy: Story Structure</p> <p>High Frequency Words: people, sign, shall, bought, probably, pleasant, scare</p> <p>Vocabulary: Homophones</p> <p>Grammar: Plural nouns that change spelling</p> <p>Writing: How to Write a Friendly Letter; Using Actions, Thoughts, and Feelings in my Writing</p>
<p>Key Vocabulary</p> <p>Selection Words: mill, excitement, musician, robbers, monsters</p> <p>Amazing Words: Partnership, survival, solution, miserable, struggle, faithful, misgivings, occasion</p>
MLR Guiding Principles/Habits of Mind
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences , Fluency) - Fluency Expectation: 58 – 68 wcpm</p> <p>Weekly Selection Test</p> <p>Spelling Test</p>
Summative Assessments
<p>Professional Resources/Materials/Books</p> <p>Teacher’s Guide, Student Anthology, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers, Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 2: Working Together	Approximate Timeline: 6 weeks
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Description/Big Idea: How can we work together?

Week 5 Essential Question: How can we work together to solve problems?

Mentor Text: *A Turkey for Thanksgiving* by Eve Bunting

Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3.a I can identify the most common long a patterns, *a, ai, ay*.

CC.2.R.F. 3.c I can identify and read two syllable words with long vowels.

C.2.R.F.3.f I can read some irregularly spelled words (rule breakers).

Reading Standards for Literature

CC.2.R.L.2 I can determine the central message, lesson, or moral of a story, fable, or folktale.

CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

CC.2.SL.3 I can ask and answer questions about a presentation.

Language Standards

CC.2.L.2 I can use standard capitalization, punctuation, and spelling correctly.

CC.2.L.2.c I can correctly use apostrophes to form contractions and to show possession.

Writing Standards

CC.2.W.3 I can write stories in the correct order using words like before, during, and after and create an ending for my story.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>A Turkey for Thanksgiving</i> Phonics: Long a; a, ai, ay Spelling: Spell words with a, ai, and ay Fluency: Reading Silently with Fluency Comprehension Skill: Draw Conclusions Comprehension Strategy: Visualize High Frequency Words: door, behind, brought, minute, promise, sorry, everybody Vocabulary: Similes Grammar: Possessive nouns Writing: How to Write a Friendly Letter; Using Actions, Thoughts, and Feelings in my Writing
Key Vocabulary Selection Words: Thanksgiving, lumbered, riverbank, hooves Amazing Words: participate, holiday, dine, decorate, banquet, glimmer, flare, whispery
MLR Guiding Principles/Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences , Fluency)- Fluency Expectation: 58 – 68 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teacher's Guide, Student Anthology, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers, Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 2: Working Together	Approximate Timeline: 6 weeks
Description/Big Idea: How can we work together?		
Week 6 Essential Question: Review questions/concepts for week 1-5		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills See weeks 1-5. Reading Standards for Literature See weeks 1-5. Reading Standards for Informational Text See weeks 1-5. Speaking and Listening Standards See weeks 1-5. Language Standards See weeks 1-5. Writing Standards CC.2.W.2 I can select a topic, identify facts and definitions to write about the topic. CC.2.W.5 I can write more than one draft with the help of my teachers and classmates by editing and revising. CC.2.W.6 I can produce and publish my writing. CC.2.W.7 I can work with my classmates to research a topic and write about it.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Review all vocabulary, phonics features, comprehension strategies, writing skills, and conventions taught in Unit 2. Writing: Write a short “How To” informational text to a prompt		
Key Vocabulary		
MLR Guiding Principles/Habits of Mind		
Formative Assessments Fluency Expectation: 58 – 68 wcpm		
Summative Assessments Unit 2 Benchmark Test “How To” writing prompt		

Professional Resources/Materials/Books

Teacher's Guide, Student Anthology, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers*, *Writing Pathways*

Houlton Elementary School		
ELA Curriculum Map		
Grade Level: Grade 2	Reading Street Unit 3: Creative Ideas	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be creative?		
Week 1 Essential Question: How do inventors turn good ideas into inventions? Mentor Text: <i>Pearl and Wagner, Two Good Friends</i> by Kate McMullan Genre: Animal Fantasy		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.2.R.F.3.a I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns. CC.2.R.F.3.b I can correctly pronounce vowel teams. Reading Standards for Literature CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story. I can describe how the events at the end of a story let me know what happened to the characters. Reading Standards for Informational Text CC.2.R.I.6 I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe. Speaking and Listening Standards CC.2.SL.1 I can participate in conversations with many different people, including adults. Language Standards CC.2.L.1 I can use standard English grammar correctly when writing or speaking. Writing Standards CC.2.W.3 I can write stories in the correct order using words like before, during, and after and create an ending for my story. I can describe actions, thoughts, and feelings in my story. Social Studies Standards SS.2.PF I can describe how spending, saving and sharing are ways to use money. SS.2.E. I can explain how people use scarce resources to meet needs and wants.		

SS.2.GC I can explain how people, including Maine Native Americans, are influenced by their economy.
Prerequisites/Review (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Pearl and Wagner: Two Good Friends</i> Phonics: Use word analysis skills to decode words. (long e: e, ee, ea, y) Spelling: Words with Long e: <i>e, ee, ea, y</i> Fluency: Read with Expression Comprehension Skill: Author's Purpose Comprehension Strategy: Story Structure High Frequency Words: science, shoe, won, guess, village, pretty, watch Vocabulary: Antonyms Grammar: Verbs Writing: Revisit Narrative Writing Expectations
Key Vocabulary Selection Words: electricity, robot, trash, wad Amazing Words: construct, sidekick, unique, contraption, foolproof, daydream, project, scrap
MLR Guiding Principles and Habits of Mind
Assessments Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 66 – 76 wcpm Weekly Selection Test Spelling Test
Professional Resources/Materials/Books Resources: Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers, Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 3: Creative Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be creative?

Week 2 Essential Question: In what creative ways do we communicate?
Mentor Text: *Dear Juno* by Soyung Pak
Genre: Realistic fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3.b I can correctly pronounce vowel teams.

CC.2.R.F.3.e I can identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint).

CC.2.R.F.4.b I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.R.L.1 I can identify, answer, and show the key ideas in fiction and nonfiction texts according to who, what, where, when, why, and how.

CC.2.R.L.3 I can describe how characters react to events and challenges from a variety of genres.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

Language Standards

CC.2.L.1 I can use standard English grammar correctly when writing or speaking.

CC.2.L.2.b I can correctly use commas in greetings and closings of letters.

Writing Standards

CC.2.W.3 I can write a narrative story with a short sequence of events using temporal words to signal event order.

I can write with details to describe action, feelings, and thoughts of the characters.

Prerequisites/Review (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Dear Juno</i></p> <p>Phonics: Long o: o, oa, ow; Syllables VCV</p> <p>Spelling: Words with Long o: o, oa, ow</p> <p>Fluency: Read with Accuracy and Appropriate Pace</p> <p>Comprehension Skill: Draw Conclusions</p> <p>Comprehension Strategy: Visualize</p> <p>Vocabulary: Shortened Forms of Words</p> <p>High Frequency Words: picture, school, answer, faraway, parents, wash, company</p> <p>Grammar: Verbs with Singular and Plural Nouns</p> <p>Writing: Writing Friendly Letters, format</p>
<p>Key Vocabulary</p> <p>Selection Words: persimmons, smudged, envelope, photograph</p> <p>Amazing Words: correspond, postage, transport, cove, footprint, deaf, imitate, sign Language</p>
<p>MLR Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 66 – 76 wcpm</p> <p>Weekly Selection Test</p> <p>Spelling Test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Resources: Teacher’s Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i>, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 3: Creative Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be creative?

Week 3 Essential Question: How can creative thinking solve a problem?
Mentor Text: *Anansi Goes Fishing* retold by Eric A. Kimmel
Genre: Folk Tale

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3.f I can read some irregularly spelled words (rule breakers).

CC.2.R.F.4.b I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.R.L.2 I can retell stories to others, including fables and folktales from cultures other than my own.

I can determine the central message, lesson, or moral of a story, fable, or folktale.

CC.2.R.L.6 I can recognize that different characters have different points of view and different voices.

I can show different points of view by changing my voice when I read dialogue for each character aloud.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally.

Language Standards

CC.2.L.1 I can use standard English grammar correctly when writing or speaking.

CC.2.L.4.d I can predict the meaning of compound words by looking for words I know within them.

Writing Standards

CC.2.W.3 I can provide a sense of closure (an ending) for my story.

CC.2.W.5 I can strengthen my writing by revising and editing with support from my teacher and peers.

CC.2.W.6 I can use a variety of digital tools to produce and publish my writing.

Prerequisites/Review (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Anasi Goes Fishing</i></p> <p>Phonics: Compound Words</p> <p>Spelling: Compound Words</p> <p>Fluency: Express Characterization</p> <p>Comprehension Skill: Cause and Effect</p> <p>Comprehension Strategy: Monitor and Fix-up</p> <p>Vocabulary: Antonyms</p> <p>High Frequency Words: today, caught, whatever, believe, been, finally, tomorrow</p> <p>Grammar: Verbs for Present, Past, and Future</p> <p>Writing: Narrative Writing</p>
<p>Key Vocabulary</p> <p>Selection Words: lazy, justice, weave, delicious</p> <p>Amazing Words: consume, prey, shrewd, boast, gloat, snicker, contentment, cure, incident</p>
<p>MLR Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 66 – 76 wcpm</p> <p>Weekly Selection Test</p> <p>Spelling Test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Resources: Teacher’s Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i>, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 3: Creative Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be creative?

Week 4 Essential Question: When can creative ideas solve problems?

Mentor Text: *Rosa and Blanca* by Joe Hayes

Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3.b I can correctly pronounce common vowel teams.

CC.2.R.F.4. I can read second grade text fluently and show comprehension.

Reading Standards for Literature

CC.2.R.L.2 I can retell stories to others, including fables and folktales from cultures other than my own.

I can determine the central message, lesson, or moral of a story, fable, or folktale.

CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally.

CC.2.SL.4 I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speaking in a clear voice.

Language Standards

CC.2.L.1 I can use standard English grammar correctly when writing or speaking.

CC.2.L.4.d I can predict the meaning of compound words by looking for words I know within them.

Writing Standards

CC.2.W.2 I can write information about a person’s life and use facts to develop points and provide a concluding sentence.

CC.2.W.3 I can write a narrative text that tells about events in a person’s life.

Social Studies Standards

SS.2.H1 I can identify key figures and events from personal history and the history of my community, state, and country. I can describe historical traditions.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Rosa and Blanca</i> Phonics: Blend and read words with Long i: <i>i, ie, igh, y</i> Spelling: Spell words with long i: i, igh, y Fluency: Read with Appropriate Phrasing; Attend to Punctuation Comprehension Skill: Theme and Plot Comprehension Strategy: Predict Vocabulary: Words from Other Languages High Frequency Words: their, alone, many, buy, half, youngest, daughters Grammar: More about Verbs Writing: Planning a Biography
Key Vocabulary Selection Words: tortillas, chilies, luckiest Amazing Words: abundant, assist, generous, dismay, efficient, beam, forever, situation
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 66 – 76 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books

Resources: Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers*, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 3: Creative Ideas	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be creative?

Week 5 Essential Question: Where do creative ideas come from?

Mentor Text: *A Weed Is a Flower, The Life of George Washington Carver* by Alik

Genre: Biography

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3. I can use second grade phonics and word analysis skills to decode words.

CC.2.R.F.4.b I can read second grade text with accuracy, appropriate rate, and expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.2.R.I.1 I can ask and answer who, what, where, when, why, and how questions about texts in a variety of genres before, during, and after I read it.

CC.2.R.I.6 I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe.

CC.2.R.I.7 I can study and explain how the pictures in a text are helpful in learning more about a topic.

Speaking and Listening Standards

CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally.

Language Standards

CC.2.L.1.d I can identify common irregular verbs and use them correctly in the past tense (like sat, hid, told).

CC.2.L.5.b I can describe how similar verbs like toss, throw, and hurl have slightly different meanings. .

Writing Standards

CC.2.W.5 I can strengthen my writing by revising and editing with support from my teacher and peers.

CC.2.W.6 I can use a variety of digital tools to produce and publish my writing.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>A Weed Is a Flower</i></p> <p>Phonics: Blend and read words with comparative endings</p> <p>Spelling: Spell words with comparative endings –er and -est</p> <p>Fluency: Read with Expression/Intonation</p> <p>Comprehension Skill: Cause and Effect</p> <p>Comprehension Strategy: Monitor and Fix-up</p> <p>Vocabulary: Synonyms</p> <p>High Frequency Words: Only, questions, clothes, money, hours, neighbor, taught</p> <p>Grammar: am, is, are, was, were</p> <p>Writing: Continue writing a biography</p>
<p>Key Vocabulary</p> <p>Selection Words: laboratory, greenhouse, agriculture, college</p> <p>Amazing Words: excel, process, research, accomplish, opportunity, original, scientist, unusual</p>
<p>MLR Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 66 – 76 wcpm</p> <p>Weekly Selection Test</p> <p>Spelling Test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Resources: Teacher’s Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i>, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 3: Creative Ideas	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be creative?		
Week 6 Essential Question: Review questions/concepts for weeks 1-5.		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills See weeks 1-5. Reading Standards for Literature See weeks 1-5. Reading Standards for Informational Text See weeks 1-5. Speaking and Listening Standards See weeks 1-5. Language Standards See weeks 1-5. Writing Standards CC.2.W.5 I can strengthen my writing by revising and editing with support from my teacher and peers. CC.2.W.6 I can use a variety of digital tools to produce and publish my writing.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Review of all unit 3 vocabulary, phonics features, comprehension skills and strategies, and conventions Writing: Finish Biography		
Key Vocabulary		
MLR Guiding Principles and Habits of Mind		
Formative Assessments Unit 3 fluency and accuracy assessment - Fluency Expectation: 66 – 76 wcpm		
Summative Assessments Unit 3 Benchmark test		
Professional Resources/Materials/Books Resources: Teacher’s Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i> , <i>Writing Pathways</i>		

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 4: Our Changing World	Approximate Timeline: 6 weeks
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Description/Big Idea: How do things change? How do they stay the same?

Week 1 Essential Question: How can familiar things help us with changes?
Mentor Text: *The Quilt Story* by Tony Johnston
Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 I can use second grade phonics and word analysis skills to decode words.

CC.2.R.F.4.b I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.L.1 I can identify, answer, and show the key ideas in fiction and nonfiction texts according to who, what, where, when, why, and how.

CC.2.R.L.2 I can retell stories to others, including fables and folktales from cultures other than my own.
I can determine the central message, lesson, or moral of a story, fable, or folktale.

CC.2.R.L.3 I can describe how characters react to events and challenges from a variety of genres.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

CC.2.SL.2 I can identify and describe key ideas presented visually or orally.

Language Standards

CC.2.L.5.b I can describe how similar adjectives like thin, slender, and scrawny have slightly different meanings.

CC.2.L.6 I can explain, give examples, and use adjectives and adverbs when describing something.

Writing Standards

CC.2.W.1 I can write my opinion on a topic or book.

I can state an opinion, supply reasons that support my opinion, and use linking words-(because, and, also), to connect my opinion and reasons.

I can write a concluding statement.

Prerequisites/Review (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>The Quilt Story</i> Phonics: Segment sounds and word parts for words that end in a Consonant + <i>le</i> Spelling: Spell Words with ending Consonant + <i>le</i> Fluency: Read with Accuracy and Appropriate Rate Comprehension Skill: Compare and Contrast Comprehension Strategy: Story Structure Vocabulary Skill: Prefixes; Word Structure; multiple-Meaning Words Grammar: Adjectives and Our Senses Writing: Opinion/Persuasive Writing
Key Vocabulary Selection Words: quilt, pretend, wrapped, stuffing, trunks, blankets, unpacked, stitched, hatchet, patchwork Amazing Words: Preserve, represent, valuable, tough, concentration, frown, homeland, patient
MLR Guiding Principles and Habits of Mind
Assessments Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 74 - 84 wcpm Weekly Selection Test Spelling Test
Professional Resources/Materials/Books Teachers Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers, Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 4: Our Changing World	Approximate Timeline: 6 weeks
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Description/Big Idea: How do things change? How do they stay the same?

Week 2 Essential Question: How do plants change as they grow?

Mentor Text: *Life Cycle of a Pumpkin* by Ron Fridell and Patricia Walsh

Genre: Expository Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 .b I can correctly pronounce common vowel teams.

CC.2.R.F.4.b I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

Reading Standards for Informational Text

CC.2.R.I.2 I can read stories with more than one paragraph and explain the topic or main idea of each paragraph.

CC.2.R.I.6 I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe.

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

CC.2.SL. 3 I can ask and answer questions about a presentation.

Language Standards

CC.2.L.5 I can understand how words are related.

CC.2.L.5.b I can describe how similar adjectives like thin, slender, and scrawny have slightly different meanings.

Writing Standards

CC.2.W.2 I can write an explanatory text on a topic, use facts and definitions to develop my points and provide a concluding statement.

CC.2.W.8 I can recall information from experiences or gather information from provided resources to answer questions about a topic.

Social Studies Standards

SS.2.H2 I can use maps, charts, graphs and artifacts to tell stories of the past.

SS.2.H3 I can describe similarities and differences between different groups of people, including Maine Native Americans. I can describe traditions that they share.

Prerequisites/Review (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Life Cycle of a Pumpkin</i> Phonics: Reading words with vowels <i>oo</i> , <i>u</i> with the vowel sound in <i>hook</i> and <i>push</i> Spelling: Spell words with <i>oo</i> and <i>u</i> Fluency: Read Silently with Fluency/Accuracy Comprehension Skill: Fact and Opinion Comprehension Strategy: Ask Questions Vocabulary Strategy: Context Clues Vocabulary Skill: Homonyms, Antonyms Grammar: Adjectives for Number, Size, and Shape Writing: Read and Interpret Timelines
Key Vocabulary Selection Words: fruit, soil, root, harvest, vine, bumpy, smooth, cycle, wither, tendrils Amazing Words: adapt, annual, nutrients, bury, undisturbed, ancient, massive, sprout
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 74 - 84 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teachers Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 4: Our Changing World	Approximate Timeline: 6 weeks
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Description/Big Idea: How do things change? How do they stay the same?

Week 3 Essential Question: How do animals change as they grow?

Mentor Text: *Frogs* by Gail Gibbons

Genre: Expository Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 .b I can correctly pronounce common vowel teams.

CC.2.R.F.3.d. I can identify and read words with common prefixes and suffixes.

Reading Standards for Literature

Reading Standards for Informational Text

CC.2.R.I.1 I can ask and answer who, what, where, when, why, and how questions about texts in a variety of genres before, during, and after I read it.

CC.2.R.I.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

CC.2.R.I.10 I can use reading strategies like asking questions, making questions, visualizing, rereading, or graphic organizers that will help me understand difficult texts.

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

CC.2.SL. 5 I can use visuals such as drawings or photographs to draw attention to certain facts or details.

Language Standards

CC.2.L.5.b I can describe how similar adjectives like thin, slender, and scrawny have slightly different meanings.

CC.2.L.6 I can learn and use vocabulary terms that have to do with a topic I’m learning about.

I can explain, give examples, and use adjectives and adverbs when describing something.

Writing Standards

CC.2.W.2 I can write an explanatory text on a topic, use facts and definitions to develop my points and provide a concluding statement.

CC.2.W.8 I can recall information from experiences or gather information from provided resources to answer questions about a topic.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Frogs</i> Phonics: Diphthongs <i>ou, ow/ou</i> ; Associate the sound /ou/ with ou and ow spelling patterns Spelling: Spell Words with Vowel Diphthongs <i>ou, ow/ou</i> Fluency: Read with Appropriate Phrasing Comprehension Skill: Compare and Contrast Comprehension Strategy: Using Graphic Organizers Vocabulary Skill: Suffix <i>-ful</i> Vocabulary Strategy: Word Structure Grammar: Adjectives that Compare Writing: Timelines and Life Cycles
Key Vocabulary Selection Words: pond, powerful, wonderful, insects, crawls, shed, spawn, bulges, vegetarians Amazing Words: appearance, stage, transform, pursue, restless, canopy, forage, forepaw
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 74 - 84 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teachers Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers, Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 4: Our Changing World	Approximate Timeline: 6 weeks
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Description/Big Idea: How do things change? How do they stay the same?

Week 4 Essential Question: Why are some changes difficult?

Mentor Text: *I Like Where I Live* by Jessica Harper

Genre: Narrative Poem

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 c I can identify and read two-syllable words with long vowels.

CC.2.R.F.4.c I can self-correct misunderstood words using context clues.

Reading Standards for Literature

CC.2.R.L.2 I can determine the central message, lesson, or moral of a story, fable, or folktale.

CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

CC.2.R.L.7 I can use illustrations and words in a story to help describe the characters, setting, or plot.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

Language Standards

CC.2.L.1.e I can use adjectives and adverbs correctly.

CC.2.L.6 I can learn and use vocabulary terms that have to do with a topic I’m learning about.

I can explain, give examples, and use adjectives and adverbs when describing something.

Writing Standards

CC.2.W.7 I can participate in a shared reading and research project.

CC.2.W.8 I can recall information from experiences or gather information from provided resources to answer questions about a topic.

Social Studies Standards

SS.2.G.1 I can use maps and globes to identify places and locations using directions (N, S, E and W). I can describe physical, environmental, and cultural features.

Prerequisites/Review (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>I Like Where I Am</i> Phonics: Read Words with Diphthongs oi, oy Spelling: Words with Diphthongs oi, oy Fluency: Express Characterization Comprehension Skill: Theme and Plot Comprehension Strategy: Summarize Vocabulary Skills: Multiple-Meaning Words, Synonyms Vocabulary Strategy: Context Clues Grammar: Adverbs that Tell When and Where Writing: Using a Concept Web to Focus Points for Research on a topic
Key Vocabulary Selection Words: trouble, chuckle, giant, fair, strong, block, tears, glee, usually Amazing Words: adjust, landmark, unexpected, quiver, tease, foreign, accent, forlorn
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency)- Fluency Expectation: 74 - 84 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teachers Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers, Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 4: Our Changing World	Approximate Timeline: 6 weeks
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Description/Big Idea: How do things change? How do they stay the same?

Week 5 Essential Question: How do changes in the weather affect us?
Mentor Text: *Helen Keller and the Big Storm* by Patricia Lakin
Genre: Narrative Nonfiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 .b I can correctly pronounce common vowel teams.

CC.2.R.F.4.b I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

Reading Standards for Informational Text

CC.2.RI.2 I can identify the main topic in a multi-paragraph text as well as focus on the main idea and details in specific paragraphs of the text.

CC.2.RI.6 I can identify what the author wants to describe or explain in a text.

Speaking and Listening Standards

CC.2.SL.1 I can participate in conversations with many different people, including adults.

CC.2.SL.4 I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speaking in a clear voice.

Language Standards

CC.2.L.1.e I can use adjectives and adverbs correctly.

CC.2.L.6 I can learn and use vocabulary terms that have to do with a topic I’m learning about.

I can explain, give examples, and use adjectives and adverbs when describing something.

Writing Standards

CC.2.W.7 I can participate in a shared reading and research project.

CC.2.W.8 I can recall information from experiences or gather information from provided resources to answer questions

about a topic.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Helen Keller and the Big Storm</i> Phonics: Vowels <i>oo, ue, ew, ui</i> Spelling: Vowel patterns for /ü/ sound as in <i>too</i> and <i>new</i> Fluency: Read with Expression/Intonation Vocabulary Skill: Multiple-Meaning Words Vocabulary Strategy: Context Clues Comprehension Skills: Fact and Opinion, Homographs Comprehension Strategy: Ask Questions Grammar: Adverbs that Tell How Writing: Using Graphic Organizers to Assist Organizing Our Research Projects (See <i>Writing Pathways</i> Grade 2 Information Writing Checklist: Structure-My writing had different parts; each part told different information about the topic. (<i>Writing Pathways</i>)
Key Vocabulary Selection Words: special, branches, pressing, picnic, angry, fingers, clung, tantrum, scent, fierce Amazing Words: condition, predict, terrifying, breeze, sparkle, whip, swirl, funnel
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 74 - 84 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teachers Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers</i> , <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 4: Our Changing World	Approximate Timeline: 6 weeks
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Description/Big Idea: How do things change? How do they stay the same?

Week 6 Essential Question: Review questions/concepts for week 1-5.

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills See weeks 1-5.

Reading Standards for Literature See weeks 1-5.

Reading Standards for Informational Text See weeks 1-5.

Speaking and Listening Standards See weeks 1-5.

Language Standards See weeks 1-5.

Writing Standards

CC.2.W.2 I can write an informative text on a topic, and use facts and definitions to develop my points. (see *Writing Pathways* Grade 2 Information Writing Checklist: Development-I used different kinds of information in my writing such as facts, definitions, details, steps, and tips.)

CC.2.W.7 I can participate in a shared reading and research project.

CC.2.W.8 I can recall information from experiences or gather information from provided resources to answer questions

Prerequisites/Review (Marzano Level 2 learning goals)

Key Lessons Overview

Review all unit 4 vocabulary, phonics features, comprehension strategies, and skills, and conventions.

Writing: Using our graphic organizers to structure our writing

Key Vocabulary

MLR Guiding Principles and Habits of Mind

Formative Assessments

Unit 4 fluency and accuracy assessment - Fluency Expectation: 74 - 84 wcpm

Summative Assessments

Unit 4 Selection Test

Unit 4 writing prompt

Professional Resources/Materials/Books

Houlton Elementary School		
ELA Curriculum Map		
Grade Level: Grade 2	Reading Street Unit 5: Responsibility	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be responsible?		
Week 1 Essential Question: Why should we be responsible for doing a good job? Mentor Text: <i>Fire Fighter!</i> by Angela Royston Genre: Narrative Nonfiction		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Foundational Skills CC.2.R.F.3.d I can identify and read words with common prefixes and suffixes. CC.2.R.F.4 I can read second grade text fluently and show comprehension. Reading Standards for Literature Reading Standards for Informational Text CC.2.R.I.1 I can ask and answer who, what, where, when, why, and how questions about texts before, during, and after I read it. CC.2.R.I.6 I can use reading comprehension skills to identify the main idea and supporting details to better understand what I am reading. CC.2.R.I.7 I can explain how specific images help contribute to and clarify a text. Speaking and Listening Standards CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally. CC.2.SL.3 I can ask and answer questions about a presentation. Language Standards CC.2.L.1 I can correctly use the conventions of standard English grammar and usage when writing or speaking. CC.2.L.4.a I can determine the meaning of a word or phrase by looking for clues in a sentence. Writing Standards CC.2.W.2 I can write an informative text on a topic, and use facts and definitions to develop my points. (see <i>Writing Pathways</i> Grade 2 Information Writing Checklist: Development-I used different kinds of information in my writing such as facts, definitions, details, steps, and tips.) CC.2.W.7 I can participate in a shared reading and research project.		

CC.2.W.8 I can recall information from experiences or gather information from provided resources to answer questions

Social Studies Standards

SS.2.CG.3 I can explain my rights, duties, responsibilities of being a member of my school and classroom. I can explain why rules and laws help us.

Prerequisites/Review (Marzano Level 2 learning goals)

Key Lessons Overview

Mentor Text: *Fire Fighters!*

Phonics: Blend and Read Words with Suffixes -ly, -ful, -er, -or

Spelling: Words with Suffixes

Fluency: Read Silently with Fluency and Accuracy

Comprehension Skill: Main Idea and Supporting Details

Comprehension Strategy: Text Structure

Vocabulary Strategy: Word Structure

Grammar: Pronouns

Writing: Sorting Research Details and Developing Project

Key Vocabulary

Selection Words: station, building, roar, masks, quickly, tightly, burning, fireproof, hydrant, outriggers

Amazing Words: community, responsibility, teamwork, operation, instrument, caretaker, lug, supplies

MLR Guiding Principles and Habits of Mind

Assessments

Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 82 - 92 wcpm

Weekly Selection Test

Spelling Test

Professional Resources/Materials/Books

Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers*, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 5: Responsibility	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be responsible?

Week 2 Essential Question: Why should we take care of animals?
Mentor Text: *One Dark Night* by Hazel Hutchins
Genre: Realistic Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3.d I can identify and read words with common prefixes and suffixes.

CC.2.R.F.4 .b I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.R.L.1 I can identify, answer, and show the key ideas in fiction and nonfiction texts according to who, what, where, when, why, and how.

CC.2.R.L.7 I can use illustrations and words in a story to help describe the characters, setting, or plot.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally.

CC.2.SL.4 I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speaking in a clear voice.

Language Standards

CC.2.L.4 I can determine the meaning of unknown and multiple-meaning words and phrases in second grade texts.

CC.2.L.4.a I can determine the meaning of a word or phrase by looking for clues in a sentence.

CC.2.L.4.b I can determine how the meaning of a word changes when a prefix is added, such as happy/unhappy.

Writing Standards

CC.2.W.2 I can write an informative text on a topic, and use facts and definitions to develop my points.

(see *Writing Pathways* Grade 2 Information Writing Checklist: Development-I used different kinds of information in my writing such as facts, definitions, details, steps, and tips.)

CC.2.W.5 I can focus on a topic and strengthen my writing by revising and editing with support from adults and peers.

<p>CC.2.W.7 I can participate in a shared reading and research project.</p> <p>Social Studies Standards</p> <p>SS.2.CG.4 I can compare traditions and customs of groups including Maine Native Americans.</p>
<p>Prerequisites/Review (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview</p> <p>Mentor Text: <i>One Dark Night</i></p> <p>Phonics: Blend and Read Words with Prefixes un-, re-, pre-, dis-</p> <p>Spelling: Words with Prefixes</p> <p>Fluency: Read with Accuracy and Appropriate Rate</p> <p>Vocabulary Strategy: Context Clues</p> <p>Comprehension Skill: Sequence</p> <p>Comprehension Strategy: Graphic Organizers</p> <p>Grammar: Pronouns for One and More Than One</p> <p>Writing: Finalizing, Revising, and Editing Research Projects</p>
<p>Key Vocabulary</p> <p>Selection Words: pours, thunder, lightening, storm, flashes, pounds, rolling, stray, nudging, brooding</p> <p>Amazing Words: concern, growth, protection, fragile, pellets, litter, pollute, release</p>
<p>MLR Guiding Principles and Habits of Mind</p>
<p>Formative Assessments</p> <p>Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 82 - 92 wcpm</p> <p>Weekly Selection Test</p> <p>Spelling Test</p>
<p>Summative Assessments</p>
<p>Professional Resources/Materials/Books</p>

Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers*, *Writing Pathways*

Houlton Elementary School ELA Curriculum Map		
Grade Level: Grade 2	Reading Street Unit 5: Responsibility	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be responsible?		
Week 3 Essential Question: How can we be responsible family members? Mentor Text: <i>Bad Dog, Dodger!</i> By Barbara Abercrombie Genre: Realistic Fiction		
CCSS/MLR "I can..." (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.2.R.F.3 I can use second grade phonics and word analysis skills to decode words. CC.2.R.F.4 .b I can read second grade text orally with accuracy, appropriate rate, and expression. Reading Standards for Literature CC.2.R.L.1 I can identify, answer, and show the key ideas in fiction and nonfiction texts according to who, what, where, when, why, and how. CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story. I can describe how the events at the end of a story let me know what happened to the characters. Reading Standards for Informational Text Speaking and Listening Standards CC.2.SL.1.c I can ask questions when I do not understand. CC.2.SL.4 I can share my research project with appropriate facts and descriptive details, speaking audibly in coherent sentences. CC.2.SL.5 I can add drawings or other visual displays to my research presentation to clarify certain ideas or details. Language Standards		

CC.2.L.1 I can correctly use conventions of standard English grammar when writing or speaking.
CC.2.L.4 I can determine the meaning of unknown and multiple-meaning words and phrases in second grade texts.
CC.2.L.4.e I can use a dictionary or glossary to look up the meaning of a word.

Writing Standards

- Presentations of research project-see Speaking and Listening Standards

Prerequisites/Review (Marzano Level 2 learning goals)

Key Lessons Overview

Mentor Text: *Bad Dog, Dodger!*

Phonics: Silent Consonants

Spelling: Spell Words with Silent Consonants

Fluency: Read with Expression

Vocabulary Strategy: Word Structure

Comprehension Skill: Plot and Theme

Comprehension Strategy: Prior Knowledge

Grammar: Using I and me

Writing: Presenting Research

Key Vocabulary:

Selection Words: practice, grabbed, chewing, chased, treat, wagged, dripping, bleachers, spectators, dugout

Amazing Words: behavior, cooperate, obedient, companion, consider, reprimand, confident, properly

MLR Guiding Principles and Habits of Mind

Formative Assessments:

Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 82 - 92 wcpm

Weekly Selection Test

Spelling Test

Summative Assessments

Professional Resources/Materials/Books

Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers, Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 5: Responsibility	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be responsible?

Week 4 Essential Question: What do good friends and neighbors do?
Mentor Text: *Horace and Morris but Mostly Delores* by James Howe
Genre: Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 .f I can read some irregularly spelled words (rule breakers).

CC.2.R.F.4 .b I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.R.L.3 I can describe how characters react to events and challenges from a variety of genres.

CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

CC.2.R.L.6 I can recognize that different characters have different points of view and different voices.

I can show different points of view by changing my voice when I read dialogue for each character aloud.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.2.SL.1.b I can make connections between the comments of others.

CC.2.SL.4 I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speaking in a clear voice.

Language Standards

CC.2.L.1 I can correctly use conventions of standard English grammar when writing or speaking.

CC.2.L.1.c I can use words such as myself, yourself, and ourselves correctly.

CC.2.L.6 I can learn and use vocabulary terms that have to do with a topic I’m learning about.

Writing Standards

CC.2.W.3 I can write a narrative story (in prose or poetry form) and recount a well-elaborated event and include details

to describe actions, thoughts, and feelings; temporal words that signal event order; and provide a sense of closure.

Prerequisites/Review (Marzano Level 2 learning goals)

Key Lessons Overview

Mentor Text: *Horace and Morris but Mostly Delores*

Phonics: Blend and Read Words with ph, gh /f/

Spelling: Words with ph, gh/f/

Fluency: Express Characterization

Vocabulary Strategy: Word Structure

Comprehension Skill: Author's Purpose

Comprehension Strategy: Ask Questions

Grammar: Different Kinds of Pronouns

Writing: Revisit and review Narrative Writing and Weekend News/ Sharing a 2nd grade story

Key Vocabulary

Selection Words: adventure, climbed, greatest, truest, clubhouse, exploring, wondered, downhearted, sewer

Amazing Words: appreciate, communicate, respect, advantage, demand, firmly, defiant, ferocious

MLR Guiding Principles and Habits of Mind

Formative Assessments

Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 82 - 92 wcpm

Weekly Selection Test

Spelling Test

Summative Assessments

Professional Resources/Materials/Books

Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers*, *Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 5: Responsibility	Approximate Timeline: 6 weeks
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Description/Big Idea: What does it mean to be responsible?

Week 5 Essential Question: How can we be responsible when we do the wrong thing?

Mentor Text: *Signmaker's Assistant* by Ted Arnold

Genre: Humorous Fiction

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.2.R.F.3 .b I can correctly pronounce common vowel teams.

CC.2.R.F.4.a I can read second grade text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

CC.2.R.L.5 I can recognize that a story has a beginning, middle, and end and describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

Reading Standards for Informational Text

CC.2.R.I.2 I can read stories with more than one paragraph and explain the topic or main idea of each paragraph.

Speaking and Listening Standards

CC.2.SL.2 I can identify and describe key ideas and details presented visually or orally.

CC.2.SL.6 I can speak in complete sentences.

Language Standards

CC.2.L.2.c.I can use words such as myself, yourself, and ourselves correctly.

CC.2.L.3.a. I can identify whether a writer or speaker is using formal or informal language and find informal and formal words and phrases in a text. CC.2.L.4.a. I can determine the meaning of a word or phrase by looking for clues in a sentence.

Writing Standards

CC.2.W.3 I can write a narrative story (in prose or poetry form) and recount a well-elaborated event and include details to describe actions, thoughts, and feelings; temporal words that signal event order; and provide a sense

of closure.
Prerequisites/Preview (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: The SignMaker's Assistant Phonics: Vowels aw, au, augh, al Spelling: Spell Words with aw, au, augh, al Fluency: Read with Appropriate Phrasing Vocabulary Skill: Compound Words Vocabulary Strategy: Word Structure Comprehension Skill: Realism and Fantasy Comprehension Strategy: Monitor and Fix-up Grammar: Contractions Writing: Revisit and review Narrative Writing and Weekend News/ Sharing a 2 nd grade story
Key Vocabulary Selection Words: idea, important, blame, signmaker, townspeople, afternoon, assistant, wisdom, feverishly Amazing Words: apologize, citizen, judgment, hoard, scold, interrupt, protest, troublemaker
MLR Guiding Principles and Habits of Mind
Formative Assessments Day 5 Monitor Progress (Sentences, Fluency) - Fluency Expectation: 82 - 92 wcpm Weekly Selection Test Spelling Test
Summative Assessments
Professional Resources/Materials/Books Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, <i>Better Answers, Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Grade 2	Reading Street Unit 5: Responsibility	Approximate Timeline: 6 weeks
Description/Big Idea: What does it mean to be responsible?		
Week 6 Essential Question: Review questions/concepts for week 1-5.		
CCSS/MLR “I can...” (Marzano Level 3 learning goals) Reading Standards: Foundational Skills See Weeks 1-5. Reading Standards for Literature See Weeks 1-5. Reading Standards for Informational Text See Weeks 1-5. Speaking and Listening Standards See Weeks 1-5. Language Standards See Weeks 1-5. Writing Standards CC.2.W.1 I can write my opinion (in prose or poetic form) about a topic, state my opinion, supply reasons, and use linking words (because, and, also, that is why, etc.) to connect my opinion with my reasons, and provide a concluding thought.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview Review all unit 4 vocabulary, phonics features, comprehension skills and strategies, conventions and grammar Writing: What does it mean to be responsible?		
Key Vocabulary		
MLR Guiding Principles/Habits of Mind		
Formative Assessments Unit 5 fluency and accuracy assessment - Fluency Expectation: 82 - 92 wcpm		
Summative Assessments Unit 5 Benchmark Test Writing Prompt		
Professional Resources/Materials/Books		

Teacher's Guide, Student Anthology, Online lesson components, Sing With Me big book, high frequency word cards, amazing words (list or cards), leveled books, Decodable Practice Reader, Read-Aloud Anthology, letter tiles, *Better Answers, Writing Pathways*

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 1: All Together Now	Approximate Timeline: 6 weeks
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Description/Big Idea: How do we live, work, and play together?

Week 1 Essential Question: How do we get to school?

Mentor Text: *The Little School Bus* by Carol Roth

Genre: Rhyming Story

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.a I can identify rhyming words and give examples of them.

CC.K.R.F.1.d I can identify and name the capital and lower case letters Aa, Bb, Cc, Dd, and Ee.

CC.K.R.F.1 I can understand the basic features of print.

Reading Standards for Literature

CC.K.R.L.1 I can ask and answer questions about what I read.

CC.K.R.L.3 I can name characters, setting, and events of a story.

CC.K.R.L.5 I can say if a story is real or make-believe.

Reading Standards for Informational Text

Speaking and Listening Standards:

CC.K.SL.1a I can follow rules when speaking with others.

CC.K.SL.3 I can ask questions if I'm confused about something.

Language Standards

CC.K.L.5 I can say my name and ask and answer questions about my classmates' names.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

Prerequisites (Marzano Level 2 learning goals)

<p>CC.K.R.F. 1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. I can follow words from left to right, top to bottom, and page by page.</p>
<p>Key Lessons Overview</p> <p>Mentor Text: The Little School Bus – Big Book</p> <p>Phonemic Awareness: Rhyming words</p> <p>Phonics: Letters Aa, Bb, Cc, Dd, Ee</p> <p>Comprehension Skill: Character</p> <p>Grammar: Say Our Name</p> <p>High Frequency Words: I, am</p> <p>Writing: Draw and Label</p>
<p>Key Vocabulary</p> <p>Story Words: transportation, bus, goat, wig, sly, fox, chick, driver, worm, sheep, school, home</p> <p>Amazing Words: first, second, third , forth, fifth, sixth</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p> <p>HoM: Managing Impulsivity</p> <p>MLR Health Ed A.3 Interpersonal Skills- I can follow our classroom rules.</p> <p>I can get along with others.</p>
<p>Formative Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>The Little School Bus</i>, Teacher Manual Unit 1, Volume 1, Week 1, Talk with Me Sing with Me charts, decodable readers, My Skills Buddy book, high frequency word cards, retelling cards, leveled readers , online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 1: All Together Now	Approximate Timeline: 6 weeks
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Description/Big Idea: How do we live, work, and play together?

Week 2 Essential Question: How do people help each other?

Mentor Text: *Fix-It Duck* by Jez Alborough

Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.a I can identify rhyming words and give examples of them.

CC.K.R.F.1.d I can identify and name the capital and lower case letters Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, and Nn.

CC.K.R.F.1 I can understand the basic features of print.

Reading Standards for Literature

CC.K.R.L.1 I can ask and answer questions about what I read.

CC.K.R.L.3 I can name characters, setting, and events of a story. I can say if a story is real or make believe.

CC.K.R.L.5 I can say if a story is real or make-believe.

Reading Standards for Informational Text

Speaking and Listening Standards:

CC.K.SL.1a I can follow rules when speaking with others.

CC.K.SL.3 I can ask questions if I’m confused about something.

Language Standards

CC.K.L. 1.f I can use complete sentences during shared language activities.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

Prerequisites (Marzano Level 2 learning goals)

Review: I, am

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Fix-It Duck</i> – Trade Book</p> <p>Phonemic Awareness: Introduce syllables</p> <p>Phonics: Letter names F, G, H, I, J, K, L, M</p> <p>Comprehension Skill: Character, Setting</p> <p>Comprehension Strategy: Preview and predict</p> <p>Conventions: Recall and retell a story</p> <p>High Frequency Words: I, am</p>
<p>Key Vocabulary</p> <p>Story words: tool kit, rattle, creak, squeak, glint, shed, hitch, bends, swerve</p> <p>Amazing words: repair, steep, puddles, leak, ladder, shed</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p> <p>HoM: Managing Impulsivity</p>
<p>Formative Assessments</p>
<p>Professional Resources/Materials/Books:</p> <p>Trade Book: <i>Fix-It Duck</i>, Teacher Manual Unit 1, Volume 1, Week 2 Fix-It Duck Read Aloud, Talk with Me, Sing with Me charts, decodable readers, My Skills Buddy book, high frequency word cards, retelling cards, leveled readers, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 1: All Together Now	Approximate Timeline: 6 weeks
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Description/Big Idea: How do we live, work, and play together?

Week 3 Essential Question: How do families cooperate?
Mentor Text: *Plaidypus Lost* by Janet Stevens
Genre: Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Foundational Skills

CC.K.R.F.2b I can count syllables of words.

CC.K.R.F.2d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.1.d I can identify and name the capital and lower case letters. Oo, Pp, Qq, Rr, Ss

CC.K.R.F.1a I can read words left to right and top to bottom.

CC.K.R.F.2a I can identify rhyming words and give examples of each.

Reading Standards for Literature

CC.K.R.L.2 I can tell stories with important details in sequence.

Reading Standards for Informational Text

Speaking and Listening Standards:

CC.K.SL.1a I can follow rules when speaking with others.

CC.K.SL.3 I can ask questions if I’m confused about something.

Language Standards

CC.K.L.5c I can give real-world examples of words.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

Social Studies Standards

SS.PFE.GC I can describe how people, families and communities are part of an economy (US, World and Native Americans)

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: Plaidypus Lost – Big Book Phonemic Awareness: Syllables, Initial sounds , Initial sound discrimination Phonics: Letters Oo, Pp, Qq, Rr, Ss Comprehension Skill: Sequence Comprehension Strategy: Preview and Predict Conventions: Tell stories orally Follow oral directions High Frequency Words: the, little Write own name
Key Vocabulary Story words: shirt, Grandma, plaid, sacks, snorkel, flippers, sink, float Amazing Words: platypus, lost, around, found, market, groceries
Habits of Mind/Maine’s Early Learning and Development Standards HoM: Managing Impulsivity
Formative Assessments
Professional Resources/Materials/Books Big Book – <i>Plaidypus Lost</i> , Teacher Manual unit 1 volume 1 week 3, Talk with Me Sing with Me charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy resource, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 1: All Together Now	Approximate Timeline: 6 weeks
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Description/Big Idea: How do we live, work, and play together?

Week 4 Essential Question: How do people in a community cooperate?
Mentor Text: *Miss Bindergarten Takes a Field Trip* by Joseph Slate
Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2d- I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e-I can change letters in words to make new words.

CC.K.R.F.1.d – I can identify and name the capital and lower case letters Tt, Uu, Vv, Ww, Xx, Yy, Zz.

Reading Standards for Literature

CC.K.R.L.2 – I can tell stories with important details.

CC.K.R.L.7 – I can find an illustration/picture in a story and tell about it.

I can use mental images to show that I understand a story.

Reading Standards for Informational Text

Speaking and Listening Standards:

CC.K.SL.1.a – I can follow rules when speaking with others.

CC.K.SL.4 – I can tell about people, places, things, events, and actions with details.

Language Standards

CC.K.L.5a – I can put words into groups/categories.

Writing Standards

CC.K.W.2 – I can write about a story with pictures and words.

Social Studies Standards

K.SS.CG.1 I can identify workers and volunteers in my community.

K.SS.CG.2 I can talk about our democracy’s leaders, symbols, monuments and celebrations.

K.SS.CG.3 I can explain why we have classroom rules and responsibilities.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Miss Bindergarten Takes a Field Trip</i> – Trade Book Phonemic Awareness: Initial sounds Phonics: Letters Tt, Uu, Vv, Ww, Xx, Yy, Zz Comprehension Skill: Classify and Categorize Comprehension Strategy: Preview and Predict Vocabulary: Location words Conventions: Tell stories orally Follow oral directions High frequency words: the, little
Key Vocabulary Story Words: scrumptious, house, gear, stamps, locks, slots Amazing Words: bakery, post office, fire station, library, park, chaperone
Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments
Professional Resources/Materials/Books Trade Book – <i>Miss Bindergarten Takes a Field Trip</i> , Teacher Manual unit 1 volume 2 week 4, Talk with Me Sing with Me charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 1: All Together Now	Approximate Timeline: 6 weeks
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Description/Big Idea: How do we live, work, and play together?

Week 5 Essential Question: How do people and animals work and play together?

Mentor Text: *Julius* by Angela Johnson

Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2d- I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e-I can change letters in words to make new words.

CC.K.R.F.1.d – I can name all of the capital and lower case letters.

CC.K.R.F.2 – I can say the sound for a letter.

CC.K.R.F.2.e – I can change letters in words to make new words.

Reading Standards for Literature

CC.K.R.L.3 – I can name characters, setting, and events of a story. I can say if a story is real or make believe.

Reading Standards for Informational Text

Speaking and Listening Standards:

CC.K.SL.1.a – I can follow rules when speaking with others.

CC.K.SL.4 – I can tell about people, places, things, events, and actions with details.

Language Standards

CC.K.L.1 – I can use standard English Grammar correctly.

CC.K.L.1.b – I can describe what nouns and verbs are. I can use nouns and verbs.

Writing Standards

CC.K.W.2 – I can write about a story with pictures and words.

Social Studies Standards

SS.K.CG.4 - I can describe our classroom rights and responsibilities. I can help make decisions about classroom rules.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Julius</i> – Big Book Phonemic Awareness: Initial sound /m/ Phonics: /m/ spelled Mm Comprehension Skill: Character Comprehension Strategy: Recall and Retell, Sequence Conventions: Nouns for people and animals High Frequency Words: a, to
Key Vocabulary Story Words: imitation, records, record player, jazz Amazing Words: granddaddy, sharing, protect, crate, scary, sneaked
Habits of Mind/Maine’s Early Learning and Development Standards HoM: Managing Impulsivity
Formative Assessments
Professional Resources/Materials/Books Big Book – <i>Julius</i> , Teacher Manual unit 1 volume 2 week 5, Talk with Me Sing with Me charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 1: All Together Now	Approximate Timeline: 6 weeks
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Description/Big Idea: How do we live, work, and play together?

Week 6 Essential Question: How do machines help people work together?
Mentor Text: *Dig, Dig, Digging* by Margaret Mayo
Genre: Concept Book

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.e-I can change letters in words to make new words.

CC.K.R.F.2.c – I can blend sounds to make words.

CC.K.R.F.3.a – I can see a letter and know the sound it makes.

Reading Standards for Literature

Reading Standards for Informational Text

CC.K.R.I.7 – I can match pictures to words or sentences.

Speaking and Listening Standards:

CC.K.SL.1.a – I can follow rules when speaking with others.

CC.K.SL.4 – I can tell about people, places, things, events, and actions with details.

Language Standards

CC.K.L.1- I can use standard English Grammar correctly.

CC.K.L.1.b - I can describe what nouns and verbs are. I can use nouns and verbs.

Writing Standards

CC.K.W.3 – I can share a story by writing or drawing the events in order and how it made me feel.

CC.K.W.5 – I can answer questions others ask me about my writing.

I can listen to others’ ideas about my writing.

I can add details to my stories if asked to do so.

I can help others understand what it is I am writing about by talking with them.

Social Studies Standards

SS.K.CG.5 - I can talk about classroom decisions and traditions.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Dig, Dig, Digging</i> – Trade Book Phonemic Awareness: Initial sound /t/ Phonics: /t/ spelled Tt Comprehension Skills: Classify and Categorize Comprehension Strategy: Recall and Retell Conventions: Nouns for places and things Vocabulary: Words for sizes High frequency words: a, to
Key Vocabulary Story Words: machine names such as - excavator, harvester, dump truck, etc. Amazing Words: scooping, swooshing, squelching, gobbling, spinning, rumbling
Habits of Mind/Maine’s Early Learning and Development Standards
Formative Assessments
Professional Resources/Materials/Books Trade Book – <i>Dig, Dig, Digging</i> , Teacher Manual unit 1 volume 2 week 6, Talk with Me Sing with Me charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 2: Animals Live Here	Approximate Timeline: 6 weeks
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Description/Big Idea: Where do animals live?

Week 1 Essential Question: What is an ocean environment?
Mentor Text: *Life in an Ocean* by Carol Lindeen
Genre: Informational Text

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.
CC.K.R.F.2.e I can change letters in words to make new words.
CC.K.R.F.2.b I can count syllables of words.
CC.K.R.F.3 I can use phonics to decode words.
CC.K.R.F.3a I can see a letter and know the sound it makes.

Reading Standards for Literature

Reading Standards for Informational Text

CC.K.R.I.3 I can talk about how two people in a story are connected.
I can talk about how two events are connected in a story.
I can talk about how two ideas are connected in a story.
I can talk about how two pieces of information are connected in a story.
CC.K.R.I.9 I can tell what is the same and different about two stories.
CC.K.R.I.7 I can match pictures to words or sentences.

Speaking and Listening Standards

CC.K.SL.3 I can ask questions if I’m confused about something.

Language Standards

CC.K.L.1.c I can add an –s to a word to describe when there is more than one.

Writing Standards

CC.K.W.2 I can write about a story with pictures or words.

Social Studies Standards

SS.K.G1 - I can define the word geography. SS.K.G2 - I can talk about how geography influences people
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: Big Book- <i>Life in an Ocean</i> Phonemic Awareness: Vowel sound /a/ Phonics: /a/ spelled Aa Comprehension Skill: Compare and Contrast Comprehension Strategy: Classify and Categorize Conventions: Nouns for more than one High-frequency words: have, is, I, am Writing: Storytelling Orally, Drawing and Sharing
Key Vocabulary Story Words: Pacific Ocean, shore, kelp, shallow, shelter, fin, salt water Amazing Words: ocean, world, crab, shell, fish, seaweed Color words
Habits of Mind/Maine's Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Big Book – <i>Life in an Ocean</i> , Teacher Manual unit 2 volume 1, week 1, <i>Talk with Me</i> , <i>Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 2: Animals Live Here	Approximate Timeline: 6 weeks
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Description/Big Idea: Where do animals live?

Week 2 Essential Question: Who lives in an orange grove?
Mentor Text: *Armadillo's Orange* by Jim Arnosky
Genre: Animal Fantasy

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.1.b I know that letters make words and words make sentences.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.3a I can see a letter and know the sound it makes.

Reading Standards for Literature

Reading Standards for Informational Text

CC.K.R.I.2 I can pick the main topic of the story when given choices.

I can list details of a story.

CC.K.R.I.7 I can match pictures to words or sentences.

Speaking and Listening Standards

CC.K.SL.2 I can ask and answer questions.

I can ask the question in a different way.

Language Standards

CC.K.L.1.b I can describe what nouns and verbs are.

I can use nouns and verbs.

CC.K.L.2 I know about capitals, punctuation, and spelling.

Writing Standards

CC.K.W.2 I can write about a story with pictures or words.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Armadillo's Orange</i> – Trade Book</p> <p>Phonemic Awareness: Letter sound /s/</p> <p>Phonics: /s/ spelled Ss</p> <p>High frequency words: have, is, the, little, I, a</p> <p>Comprehension Skill: Identify and describe setting</p> <p>Comprehension Strategy: Sequence: Recall and retell story</p> <p>Conventions: Proper nouns</p> <p>Writing: Storytelling Orally, Drawing and Sharing</p>
<p>Key Vocabulary</p> <p>Story Words: narrow, beneath, shuffled, ditch, coiled, gobbled</p> <p>Nature Words: habitat</p> <p>Amazing Words: armadillo, burrow, tortoise, rattlesnake, grubs, insects</p>
<p>MLR Habits of Mind/Maine's Early Learning and Development Standards</p> <p>HoM: Persisting</p> <p>Listening for directions</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Trade Book – <i>Armadillo's Orange</i>, Teacher Manual unit 2 volume 1 week 2 <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 2: Animals Live Here	Approximate Timeline: 6 weeks
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Description/Big Idea: Where do animals live?

Week 3 Essential Question: What special animals live in the grasslands?
Mentor Text: *Animal Babies in Grasslands* by Jennifer Schofield
Genre: Concept Book

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.3a I can see a letter and know the sound it makes.

Reading Standards for Literature

Reading Standards for Informational Text

CC.K.R.I.2 I can pick the main topic of the story when given choices.

I can list details of a story.

Speaking and Listening Standards

CC.K.SL.1.b I can speak and share my ideas. I can listen to what others say and reply to them.

CC.K.SL.3 I can ask questions if I’m confused about something.

Language Standards

CC.K.L.5.c I can give real-world examples of words.

Writing Standards

CC.K.W.2 I can write about a story with pictures.

CC.K.W.8 I can retell something that happened to me with details.

I can use basic graphic organizers with my teachers help.

Social Studies Standards

SS.K.H1 - I can describe stories of the past. I can ask questions related to social studies.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Animal Babies in Grasslands</i> – Big Book</p> <p>Phonemic Awareness: Letter sound /p/</p> <p>Phonics: /p/ spelled Pp</p> <p>High frequency words: we, my, like</p> <p>Comprehension Skill: Main idea</p> <p>Comprehension Strategy: Compare and contrast animal mothers and their babies</p> <p>Conventions: Adjectives for colors and shapes</p> <p>Writing: Drawing and sharing</p>
<p>Key Vocabulary</p> <p>Story Words: trunk, swishes, pouch, neck</p> <p>Amazing Words: calf, grassland, cub, pup, joey, foal</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>Animal Babies in Grasslands</i>, Teacher Manual unit 2 volume 1 week 3, <i>Talk with Me</i>, <i>Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 2: Animals Live Here	Approximate Timeline: 6 weeks
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Description/Big Idea: Where do animals live?

Week 4 Essential Question: Where does a bear hibernate?
Mentor Text: *Bear Snores On* by Karma Wilson
Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.
 CC.K.R.F.2.e I can change letters in words to make new words.
 CC.K.R.F.3a I can see a letter and know the sound it makes.
 CC.K.R.F.3.d I can look at two words that have a similar spelling and find letters or hear sounds that are different.
 CC.K.R.F.2 I can identify rhyming words and give examples of each.

Reading Standards for Literature

CC.K.R.L.5 I know the difference between poems, stories, signs, and labels.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.4 I can tell about people, places, things, events and actions with details.

Language Standards

CC.K.L.5.c I can give real-world examples of words.
 CC.K.L.5.c I can give real-word examples of words.

Writing Standards

CC.K.W.2 I can write about a story with pictures.
 CC.K.W.8 I can retell something that happened to me with details.
 I can use basic graphic organizers with my teacher’s help.

Social Studies Standards

K.SS.H2 - I can talk about “before” and “after” as it relates to history.
 K.SS.H3 - I can describe how Native Americans shared beliefs and values and the relationship with nature.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Bear Snores On</i> – Trade Book Phonemic Awareness: Letter sound /k/ Phonics: /k/ spelled Cc High frequency words: we, my, like Comprehension Skill: Setting Comprehension Strategy: Realism and Fantasy Conventions: Adjectives for sizes and numbers Writing: Drawing and Sharing
Key Vocabulary Story Words: lair, damp, dark, twigs, divvy, pepper, blubbers, tall tales Amazing Words: sleep, winter, cave, woods, storm, blustery Science: hibernation, winter, spring, summer, autumn, fall
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Trade Book – <i>Bear Snores On</i> , Teacher Manual unit 2 volume 2 week 4, <i>Talk with Me</i> , <i>Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 2: Animals Live Here	Approximate Timeline: 6 weeks
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Description/Big Idea: Where do animals live?

Week 5 Essential Question: What kind of home does a mouse need in winter?
Mentor Text: *A Bed for Winter* by Karen Wallace
Genre: Informational Text

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.1.b I know that letters make words and words make sentences.
 CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.
 CC.K.R.F.2.e I can change letters in words to make new words.
 CC.K.R.F.2.c I can blend sounds to make words.
 CC.K.R.F.3 I can use and apply grade level phonics and word analysis skills to decode words.

Reading Standards for Literature

CC.K.R.L.2 I can tell stories with important details.
 CC.K.R.L.3 I can name characters, setting, and events of a story.
 I can say if a story is real or make believe.
 CC.K.R.L.5 I know the difference between poems, stories, signs, and labels.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.6 I can speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

CC.K.L.5 I can explore word relationships and word meanings.
 CC.K.L.5.c I can give real-world examples of words.

Writing Standards

CC.K.W.3 I can share a story by writing or drawing the events in order and how it made me feel.
 CC.K.W.5 I can answer questions ask me about my writing.

<p>I can listen to others' ideas about my writing. I can add details to my stories if asked to do so. CC.K.W.7 I can share my opinion about an author after listening to two stories by that author. I can listen to two books about the same topic and share my opinion.</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview Mentor Text: <i>A Bed for the Winter</i> – Big Book Phonemic Awareness: Letter sound /i/ Phonics: /i/ spelled li High frequency words: he, for Comprehension Skill: Sequence Comprehension Strategy: Writing: Drawing and sharing</p>
<p>Key Vocabulary Story Words: dormouse Amazing Words: meadow, nest, stump, tree, trunk, hive, den</p>
<p>Habits of Mind/Maine's Early Learning and Development Standards</p> <p>HoM: Persisting</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books <i>Big Book – A Bed for the Winter</i>, Teacher Manual unit 2 volume 2 week 5, Talk with Me, Sing with Me charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit 2: Animals Live Here	Approximate Timeline: 6 weeks
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Description/Big Idea: Where do animals live?

Week 6 Essential Question: Who lives in a garden?

Mentor Text: *Whose Garden Is It?* by Mary Ann Hoberman

Genre: Rhyming Story

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.1.b I know that letters make words and words make sentences.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.2.c I can blend sounds to make words.

CC.K.R.F.3 I can use and apply grade level phonics and word analysis skills to decode words.

Reading Standards for Literature

CC.K.R.L.2 I can tell stories with important details.

CC.K.R.L.3 I can name characters, setting, and events of a story.

I can say if a story is real or make believe.

CC.K.R.L.5 I know the difference between poems, stories, signs, and labels.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.1.a I can follow agreed upon rules for discussions.

CC.K.SL.1.b I can continue a conversation through multiple exchanges.

CC.K.SL.6 I can speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

CC.K.L.1 I can demonstrate command of the conventions of English grammar and usage when speaking.

CC.K.L.5 I can explore word relationships and word meanings.

CC.K.L.5.c I can give real-world examples of words.

Writing Standards CC.K.W.3 I can share a story by writing or drawing the events in order and how it made me feel. CC.K.W.5 I can answer questions about my writing. I can listen to others' ideas about my writing. I can add details to my stories if asked to do so. CC.K.W.7 I can share my opinion about an author after listening to two stories by that author. I can listen to two books about the same topic and share my opinion.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Whose Garden Is It?</i> , – Trade Book Phonemic Awareness: Letter sound /i/ Phonics: /i/ spelled li High frequency words: he, for Comprehension Skill: Sequence Comprehension Strategy: Realism and Fantasy; Review Classify and Categorize Writing: Drawing and sharing
Key Vocabulary Position words Amazing Words: garden, gardener, plant, seed, soil, blossoms
Habits of Mind/Maine's Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Trade Book – <i>Whose Garden Is It?</i> , Teacher Manual unit 2 volume 2 week 6, <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit: 3	Approximate Timeline: 6 weeks
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Description/Big Idea: How do people, plants, and animals grow and change?

Week 1 Essential Question: How does a panda change in its first year of life?

Mentor Text: *Little Panda* by Joanne Ryder

Genre: Informational Text

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Foundational Skills:

CC.K.R.F.2- I have an understanding of spoken words, syllables, and sounds.

CC.K.R.F.2.d – I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.3.a-I can see a letter and know the sound it makes.

CC.K.R.F.3- I can use and apply grade level phonics and word analysis skills to decode words.

Literature:

Informational Text:

CC.K.R.I.2-I can pick the main topic of the story when given choices.

CC.K.R.I.3- I can talk about how two people, events, ideas, or information are connected in a story.

Speaking/Listening

CC.K.SL.1.a- I can follow rules when speaking with others.

CC.K.SL.4- I can tell about people, places, things, events, and actions with detail.

Language:

CC.K.L.1- I can use correct grammar when speaking and writing.

CC.K.L.1.b- I can describe what nouns and verbs are.

CC.K.L.5.b- I can pick the opposite of a word.

Writing:

CC.K.W.2- I can write about a story with pictures and words.

Prerequisites (Marzano Level 2 learning goals)**Lessons:**

Little Panda – Big Book

Letter sound /n/ /b/ · /n/ spelled Nn · /b/ spelled Bb

Review /i/ spelled Ii

High frequency words: me, with, she

Comprehension skill: compare and contrast parts of the text

Review main idea

Conventions: verbs

Writing: small moments (picture and 2 line paper)

Key Vocabulary:

Story Words: fragile, China, acrobat

Amazing Words: weigh, measure, healthy, bamboo, curious, explore

Habits of Mind/Maine's Early Learning and Development Standards

HoM - Persisting

Assessments**Professional Resources/Materials/Books:**

Big Book – *Little Panda*, Teacher Manual unit 3 volume 1 week 1, *Talk with Me*, *Sing with Me* charts, Decodable readers, high frequency word cards, retelling cards, leveled readers, My Skills Buddy book, online components, audio CD's

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 3

Approximate Timeline: 6 weeks

Description/Big Idea: How do people, plants, and animals grow and change?

Week 2 Essential Question: What new things can you do as you grow and change?

Mentor Text: *Little Quack* by Laura Thompson

Genre: Animal Fantasy

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Foundational Skills:

CC.K.R.F.2.e-I can change letters in words to make new words.

CC.K.R.F.3.a-I can see a letter and know the sound it makes.

Literature:

CC.K.R.L.2-I can retell stories with important details.

CC.K.R.L.3- I can name characters, setting, and events of a story.

I can say if a story is real or make believe.

Informational Text:

Speaking/Listening

CC.K.SL.1- I can talk to others about Kindergarten topics.

CC.K.SL.2- I can ask and answer questions.

I can ask the question in a different way.

Language:

CC.K.L.1- I can use correct grammar when speaking and writing.

CC.K.L.1.b- I can describe what nouns and verbs are.

CC.K.L.5.d- I can tell how similar verbs like walk, march, run have slightly different meanings.

Writing:

CC.K.W.2- I can write about a story with pictures and words

Prerequisites (Marzano Level 2 learning goals)
Lessons: <i>Little Quack</i> – Trade Book Letter sound /r/ · /r/ spelled Rr Review /b/ and /n/ High frequency words: me, with, she Comprehension Skill: plot Review realism and fantasy Conventions: verbs for now and the past Writing: small moments (picture and 2 line paper)
Key Vocabulary: Action Words/Verbs: jumped, snuggled, plopped, wiggled, etc. Amazing Words: duckling, pond, paddle, plunged, proud, brave
Habits of Mind/Maine’s Early Learning and Development Standards HoM: Persisting
Assessments:
Professional Resources/Materials/Books: Trade Book – <i>Little Quack</i> , Teacher Manual unit 3 volume 1 week 2, <i>Talk with Me</i> , <i>Sing with Me</i> charts, Decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CD’s

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 3

Approximate Timeline: 6 weeks

Description/Big Idea: How do people, plants, and animals grow and change?

Week 3 Essential Question: How do children change as they grow?

Mentor Text: *See How We Grow* by Katacha Diaz

Genre: Biography

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Foundational Skills:

CC.K.R.F.2.a- I can identify rhyming words and give examples of them.

CC.K.R.F.2.d-I can identify and compare beginning, middle, and ending sounds in words

CC.K.R.F.3.a-I can see a letter and know the sound it makes.

Literature:

CC.K.R.L.1- I can ask and answer questions about what I read.

Informational Text:

CC.K.R.I.8- I can tell why the author wrote this story.

Speaking/Listening:

Language:

CC.K.L.4.b-I can understand different versions of the same word such as look, looks, looking, and looked.

Writing:

CC.K.W.1- I can write what I think about a story with pictures and words.

Prerequisites (Marzano Level 2 learning goals)

<p>Lessons: <i>See How We Grow</i>-Big Book Letter sound /d/ and /k/ · /d/ spelled Dd · /k/ spelled Kk Review /r/ spelled Rr High frequency words: see. look Comprehension Skill: cause and effect Review compare and contrast Writing: persuasive statement Conventions: verbs that add -s Writing: small moments (picture and 2 line paper)</p>
<p>Key Vocabulary: Amazing Words: twins, newborn, crawl, walk, children, babies Science: life cycle</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p>
<p>Assessments:</p>
<p>Professional Resources/Materials/Books: Big Book – <i>See How We Grow</i>, Teacher Manual unit 3 volume 1 week 2, <i>Talk with Me</i>, <i>Sing with Me</i> charts, Decodable readers, high frequency word cards, retelling cards, leveled readers , <i>My Skills Buddy</i> book, online components, audio CD’s</p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 3

Approximate Timeline: 6 weeks

Description/Big Idea: How do people, plants, and animals grow and change?

Week 4 Essential Question: How do friendships change?

Farfallina and Marcel by Holly Keller

Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Foundational Skills:

CC.K.R.F.1.b- I know that letters make words and words make sentences.

CC.K.R.F.2.d-I can identify and compare beginning, middle, and ending sounds in words

CC.K.R.F.3.a-I can see a letter and know the sound it makes.

Literature:

CC.K.R.L.1- I can ask and answer questions about what I read.

CC.K.R.L.3- I can name characters, setting, and events of a story. I can say if a story is real or make believe.

Informational Text:

Speaking/Listening:

CC.K.SL.1.a- I can follow rules when speaking with others.

CC.K.SL.3-I can ask questions if I’m confused about something.

Language:

CC.K.L.1- I can use standard grammar and usage when writing and speaking.

CC.K.L.1.b- I can describe what nouns and verbs are.

I can use nouns and verbs when speaking and writing.

Writing:

CC.K.W.2- I can write about a story with pictures and words.

Prerequisites (Marzano Level 2 learning goals)
Lessons: <i>Farfallina and Marcel</i> – Trade Book Letter sound /f/ · /f/ spelled Ff Review /d/ spelled Dd and /k/ spelled Kk High frequency words: see. look Comprehension: plot Review character Conventions: verbs for now and future Writing: small moments (picture and 2 line paper)
Key Vocabulary: Story Words: fluttered, splattered, drizzle, snuggled, shivered Words for feelings Amazing Words: goose, gosling, caterpillar, butterfly, reflection, cocoon Social Studies concept: friendship
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments:
Professional Resources/Materials/Books: Trade Book – <i>Farfallina and Marcel</i> , Teacher Manual unit 3 volume 2 week 4, <i>Talk with Me</i> , <i>Sing with Me</i> charts, Decodable readers, high frequency word cards, retelling cards, leveled readers, My Skills Buddy book, online components, audio CD’s

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 3

Approximate Timeline: 6 weeks

Description/Big Idea: How do people, plants, and animals grow and change?

Week 5 Essential Question: What do seeds become?

Mentor Text: *Seeds* by Ken Robbins

Genre: Informational Text

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Foundational Skills:

CC.K.R..F.2.a- I can identify rhyming words and give examples of them.

CC.K.R.F.2.d-I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e-I can change letters in words to make new words.

CC.K.R.F.3- I can use grade-level phonics and word analysis skills to decode words.

Literature:

Informational Text:

CC.K.R.I.1- I can ask and answer questions about a story.

I can retell a story.

I can retell a story with a new ending.

Speaking/Listening:

CC.K.SL.1.a- I can follow rules when speaking with others.

CC.K.SL.2- I can ask and answer questions.

I can ask the question in a different way.

Language:

CC.K.L.1.f- I can write sentences with others.

CC.K.L.1.b- I can describe what nouns and verbs are.

I can use nouns and verbs.

Writing:

CC.K.W.2- I can write about a story with pictures and words.
Prerequisites (Marzano Level 2 learning goals)
Lessons: <i>Seeds</i> – Big Book Letter sound /o/ · /o/ spelled Oo Review /f/ spelled Ff High frequency words: they, you, of Comprehension Skill: draw conclusions Review compare and contrast Conventions: meaningful word groups Writing: small moments (picture and 2 line paper/ more lines on paper)
Key Vocabulary: Story Words: moist, sow Words for opposites Amazing Words: seeds, pods, roots, stem, pit, sprouts
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments:
Professional Resources/Materials/Books: Big Book – <i>Seeds</i> , Teacher Manual unit 3 volume 2 week 5, <i>Talk with Me</i> , <i>Sing with Me charts</i> , Decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CD’s

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 3

Approximate Timeline: 6 weeks

Description/Big Idea: How do people, plants, and animals grow and change?

Week 6 Essential Question: How do chameleons change?

Mentor Text: *Hide Clyde!* by Russell Benfanti

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Foundational Skills:

CC.K.R.F.2.a- I can identify rhyming words and give examples of them.

CC.K.R.F.2.d-I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e-I can change letters in words to make new words.

CC.K.R.F.3- I can use grade-level phonics and word analysis skills to decode words.

Literature:

CC.K.R.L.1- I can ask and answer questions about what I read.

CC.K.R.L.3- I can name characters, setting, and events of a story.

CC.K.R.L.10- I can actively engage in group reading activities by reading with my teacher, by myself, or with a partner.

Informational Text:

CC.K.R.I.2- I can pick the main topic of the story when given choices.

I can list details of a story.

Speaking/Listening:

Language:

CC.K.L.1.f- I can write sentences with others.

CC.K.L.1.b- I can describe what nouns and verbs are.

I can use nouns and verbs.

Writing:

CC.K.W.3-I can share a story by writing or drawing the events in order and how it made me feel.

CC.K.W.5- I can answer questions and listen to others’ ideas about my writing.

I can add details to my stories.

Prerequisites (Marzano Level 2 learning goals)

Lessons:

***Hide Clyde!*– Trade Book**

Letter sound /o/ · /o/ spelled Oo

High frequency words: they, you, of

Comprehension Skill: main idea

Writing process: poem

Conventions: sentences

Writing: small moments (picture and 2 line paper/ more lines on paper

Key Vocabulary:

Words for textures

Amazing Words: chameleon, jungle, pattern, skin, hide, scampered

Habits of Mind/Maine's Early Learning and Development Standards

Assessments:

Professional Resources/Materials/Books:

Trade Book – *Hide Clyde!*, Teacher Manual unit 3 volume 2 week 6, *Talk with Me*, *Sing with Me* charts, Decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CD's

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit: 4	Approximate Timeline: 6 weeks
Description/Big Idea: Let's Explore! Where will our adventures take us?		
Week 1 Essential Question: What adventures do you have throughout the day? Mentor Text: <i>Bunny Day</i> by Rick Walton Genre: Animal Fantasy		
CCSS/MLR "I can..." (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words. CC.K.R.F.2.e I can change letters in words to make new words. CC.K.R.F.3.a I can see a letter and know the sound it makes. Reading Standards for Literature CC.K.R.L.2 I can tell stories with important details. CC.K.R.L.3 I can name characters, setting, and events of a story in sequence. I can say if a story is real or make believe. Reading Standards for Informational Text Speaking and Listening Standards CC.K.SL.1.a I can follow rules when speaking with others. CC.K.SL.4 I can tell about people, places, things, events and actions with details. Language Standards CC.K.L.1.f I can write complete sentences with others. CC.K.L.5.c I can give real-world examples of words. Writing Standards CC.K.W.2 I can write about a story with pictures and words.		
Prerequisites (Marzano Level 2 learning goals)		
Key Lessons Overview		

<p>Mentor Text: Rooster's Off to See the World– Big Book</p> <p>Phonemic Awareness: Letter sound /h/</p> <p>Phonics: /h/ spelled Hh</p> <p>High frequency words: are, that, do</p> <p>Comprehension Skill: Sequence</p> <p>Comprehension Strategy: Use background knowledge</p> <p>Conventions: naming parts</p> <p>Writing process: directions</p> <p>Writing: personal narratives, respond to literature</p>
<p>Key Vocabulary</p> <p>Sequence words</p> <p>Tell Time to the Hour</p> <p>Amazing Words: chores, tidy, bustle, race, story, hungry</p>
<p>Habits of Mind/Maine's Early Learning and Development Standards</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>My Lucky Day</i>, Teacher Manuel unit 4 volume 1 week 2, <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 4

Approximate Timeline: 6 weeks

Description/Big Idea: Let's Explore! Where will our adventures take us?

Week 2 Essential Question: What adventures can you have on a lucky day?

Mentor Text: *My Lucky Day* by Keiko Kasza

Genre: Animal Fantasy

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.1.b I know that letters make words and words make sentences.

CC.K.R.F.2.a I can identify rhyming words and give examples of them.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.3.a I can see a letter and know the sound it makes.

Reading Standards for Literature

CC.K.R.L.1 I can ask and answer questions about what I read.

CC.K.R.L.2 I can tell stories with important details.

Reading Standards for Informational Text

CC.K.R.I.7 I can find an illustration/picture in a story and tell about it. I can use mental images to show that I understand a story.

CC.K.R.I.8 I can tell why the author wrote this story.

Speaking and Listening Standards

CC.K.SL.1 I can talk with classmates and adults about kindergarten topics.

CC.K.SL.4 I can tell about people, places, things, events and actions with details.

Language Standards

CC.K.L.1.e I can use words like to, from, in, out, on, off, for, of, by, and with.

Writing Standards

CC.K.W.3 I can share a story by writing or drawing the events in order and how it made me feel.

Social Studies

SS.K.PF - I can describe how money has value and can be traded for goods/services.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>My Lucky Day</i> – Big Book Phonemic Awareness: Letter sound /l/ Phonics: /l/ spelled Ll High frequency words: are, that, do Comprehension Skill: Cause and Effect Comprehension Strategy: Use background knowledge Conventions: action parts Writing: small moments (picture and 4 lines of paper/ three page booklet).
Key Vocabulary Words for textures: softest, tender, tough Amazing Words: piglet, fox, lucky, filthy, scrubber, cook
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Big Book – <i>My Lucky Day</i> , Teacher Manuel unit 4 volume 1 week 2, <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 4

Approximate Timeline: 6 weeks

Description/Big Idea: Let's Explore! Where will our adventures take us?

Week 3 Essential Question: What adventures can animals have?

Mentor Text: *One Little Mouse* by Dori Chaconas

Genre: Rhyming/Concept Story

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.c I can blend sounds to make words

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.k.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.3.a I can see a letter and know the sound it makes.

Reading Standards for Literature

CC.K.R.I.1 I can ask and answer questions about what I read.

CC.K.R.L.2 I can tell stories with important details.

Reading Standards for Informational Text

CC.K.R.I.3 I can talk about how two people, events, ideas, pieces of information are connected in a story.

Speaking and Listening Standards

CC.K.SL.1 I can talk with classmates and adults about kindergarten topics.

CC.K.SL.3 I can ask questions if I'm confused about something.

Language Standards

CC.K.L.1.f I can write sentences with others.

CC.K.L.2 I can use appropriate capitalization, punctuation, and spelling for Kindergarten.

Writing Standards

CC.K.W.8 I can retell something that happened to me with details.

I can use basic graphic organizers with my teacher's help.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>One Little Mouse</i> – Big Book Phonemic Awareness: Rhyming Words Phonics: Consonant blends with /l/ High frequency words: one, two, three, four, five Comprehension Skill: sequence Comprehension Strategy: Preview and Predict Writing process: description Conventions: complete sentences Writing: personal narrative, respond to literature
Key Vocabulary Number Words Amazing Words: woodland, nest, vale, hollow, comfortable, shadows
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Big Book – <i>Goldilocks and the Three Bears</i> , Teacher Manuel unit 4 volume 2 week 4, <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, leveled readers, My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 4

Approximate Timeline: 6 weeks

Description/Big Idea: Let's Explore! Where will our adventures take us?

Week 4 Essential Question: What kind of adventure can a little girl have?

Mentor Text: *Goldilocks and the Three Bears* retold by Valeri Gorbachev

Genre: Classic Traditional Tale

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.3.a I can see a letter and know the sound it makes.

Reading Standards for Literature

CC.K.R.L.9 I can compare and contrast basic details from two text on the same topic with prompting and support.

Reading Standards for Informational Text

CC.K.R.L.2 I can tell stories with important details.

CC.K.R.I.3 I can talk about how two people, events, ideas, pieces of information are connected in a story.

Speaking and Listening Standards

CC.K.SL.1 I can talk with classmates and adults about kindergarten topics.

CC.K.SL.6 I can name the illustrator and what he/she does. I can name the author and what he/she does.

Language Standards

CC.K.L.1.f I can write sentences with others.

CC.K.L.2 I can use appropriate capitalization, punctuation, and spelling for Kindergarten.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

Social Studies Standards

SS.K.E I can describe how people make choices between needs and wants.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Goldilocks and the Three Bears</i>– Big Book</p> <p>Phonemic Awareness: Letter sound /g/</p> <p>Phonics: /g/ spelled Gg</p> <p>High frequency words: one, two, three, four, five</p> <p>Comprehension Skill: character</p> <p>Comprehension Strategy: Recall and retell</p> <p>Conventions: telling sentences</p> <p>Writing process: list</p> <p>Writing: personal narrative, respond to literature-Fairy Tales</p>
<p>Key Vocabulary</p> <p>Compound words: Goldilocks, breakfast, inside, upstairs, someone</p> <p>Amazing Words: bears, porridge, cottage, big, middle-sized, small</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p> <p>HoM: Managing Impulsivity</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>Goldilocks and the Three Bears</i>, Teacher Manuel unit 4 volume 2 week 4, <i>Talk with Me</i>, <i>Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit: 4	Approximate Timeline: 6 weeks
Description/Big Idea: Let's Explore! Where will our adventures take us?		
Week 5 Essential Question: What would it be like to have an Antarctic adventure? Mentor Text: <i>If You Could Go to Antarctica</i> by Fay Robinson Genre: Informational Text		
CCSS/MLR "I can..." (Marzano Level 3 learning goals) Reading Standards: Foundational Skills CC.K.R.F.2.a I can identify rhyming words and give examples of each. CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words. CC.K.R.F.2.e I can change letters in words to make new words. CC.K.R.F.3. I can decode words based on letter and sound knowledge I have. Reading Standards for Literature Reading Standards for Informational Text CC.K.R.I.1 I can ask and answer questions to demonstrate understanding of a text. CC.K.R.I.2 I can determine the main idea of a text and explain how the details support the main idea. CC.K.R.I.7 I can use information from illustrations in a text to demonstrate understanding. Speaking and Listening Standards CC.K.SL.1 I can talk with friends and adult about Kindergarten topics. CC.K.SL.3 I can ask and answer questions in order to get information or clarify something I don't understand. Language Standards CC.K.L.2.a I can capitalize the first word in a sentence and the pronoun I. CC.K.L.5.a I can put words into groups/categories. Writing Standards CC.K.W.2 I can write about a story with pictures and words.		
Prerequisites (Marzano Level 2 learning goals)		

<p>Key Lessons Overview</p> <p>Mentor Text: <i>If You Could Go to Antarctica</i>– Big Book</p> <p>Phonemic Awareness: Letter sound /e/</p> <p>Phonics: /e/ spelled Ee</p> <p>High frequency words: here, go, from</p> <p>Comprehension Skills: classify and categorize</p> <p>Comprehension Strategy: Use background knowledge</p> <p>Writing process: Informal letter</p> <p>Conventions: capital letters and periods</p> <p>Writing: personal narrative, respond to literature</p>
<p>Key Vocabulary</p> <p>Direction words: South Pole, North Pole, North, South, East, West</p> <p>Amazing Words: Antarctica, continent, icebergs, penguins, seals, whales</p>
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>If You Could Go to Antarctica</i>, Teacher Manuel unit 4 volume 2 week 5, <i>Talk with Me</i>, <i>Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten	Reading Street Unit: 4	Approximate Timeline: 6 weeks
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Description/Big Idea: Let's Explore! Where will our adventures take us?

Week 6 Essential Question: What kind of adventures can you have in the city?
Mentor Text: *Abuela* by Arthur Domos
Genre: Fiction

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.1.b I know that letters make words and words make sentences.

CC.K.R.F.2.c I can blend sounds to make words.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.3. I can decode words based on letter and sound knowledge I have.

Reading Standards for Literature

CC.K.R.L.2 I can tell stories with important details.

CC.K.R.L.3 I can name characters, setting, and events of a story.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.5 I can add drawings to my ideas, thoughts, and feelings in order to provide additional details.

Language Standards

CC.K.L.1.f. I can write sentences with others.

CC.K.L.2.a I can capitalize the first word in a sentence and the pronoun I.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

CC.K.W.7 I can share my opinion about a topic.

CC.K.W.8 I can use basic graphic organizers with my teacher's help.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>Abuela</i>– Big Book</p> <p>Phonemic Awareness: Letter sound /e/</p> <p>Phonics: /e/ spelled Ee</p> <p>High frequency words: here, go, from</p> <p>Comprehension Skill: setting</p> <p>Comprehension Strategy: Visualize</p> <p>Writing process: draft a list</p> <p>Conventions: pronouns and me</p> <p>Writing: personal narrative, respond to literature</p>
<p>Key Vocabulary</p> <p>Spanish Words: (See Back of big blue Cards)</p> <p>Time words: morning, afternoon</p> <p>Amazing Words: Abuela, adventure, flock, city, airport, harbor</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>Abuela</i>, Teacher Manuel unit 4 volume 2 week 6, Talk with Me Sing with Me charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 5

Approximate Timeline: 6 weeks

Description/Big Idea: Going Places! How do people get from here to there?

Week 1 Essential Question: How many forms of transportation can you name?

Mentor Text: *Max Takes the Train* by Rosemary Wells

Genre: Animal Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.3.a I can see a letter and know the sound it makes.

Reading Standards for Literature

CC.K.R.L.1 I can ask and answer questions about what I read.

CC.K.R.L.3 I can identify characters, settings, and major events in a story.

CC.K.R.L.5 I know the difference between poems, stories, signs, and labels.

CC.K.R.L.6 I can name the author and illustrator of a story and define the role of each in telling the story.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.1.a I can follow rules when speaking with others.

CC.K.SL.1.b I can speak and share my ideas.

I can listen to what others say and reply to them.

Language Standards

CC.K.L.2.b I can find punctuation marks at the end of a sentence.

I can say which punctuation mark is at the end of a sentence.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Max Takes the Train</i> – Big Book Phonemic Awareness: Letter sound /j/ Phonics: /j/ spelled Jj High frequency words: yellow, blue, green Comprehension Skill: realism and fantasy Comprehension Strategy: Preview and Predict Conventions: questions Writing: personal narrative, respond to literature
Key Vocabulary Transportation words: transport pass, bus stop, city center, escalator, flight attendant, tray-tables, upright Amazing Words: plane, jetway, subway, tunnel, ferryboat, sidecar
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Big Book – <i>Max Takes the Train</i> , Teacher Manuel unit 5 volume 1 week 1 <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 5

Approximate Timeline: 6 weeks

Description/Big Idea: Going Places! How do people get from here to there?

Week 2 Essential Question: What kinds of transportation help us in an emergency?
Mentor Text: MAYDAY! MAYDAY! A coast Guard Rescue by Chris Demarest
Genre: Informational Text

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.a. I can identify rhyming words and give examples of them.

CC.K.R.F.2.c I can blend sounds to make words.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.3.a I can see a letter and know the sound it makes.

Reading Standards for Literature

Reading Standards for Informational Text

CC.K.R.I.1 I can ask and answer questions about key details in a text.

CC.K.R.I.3 I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC.K.R.I.8 I can tell why the author wrote this story.

Speaking and Listening Standards

CC.K.SL.1 I can participate in conversations with adults and peers about Kindergarten topics.

CC.K.SL.1.b I can speak and share my ideas.

I can listen to what others say and reply to them.

Language Standards

CC.K.L.2.a I can capitalize the first word in a sentence and the pronoun I.

CC.K.L.2.b I can find punctuation marks at the end of a sentence.

I can say which punctuation mark is at the end of a sentence.

CC.K.L.5.c I can give real world examples of words.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Mayday! Mayday!</i> – Big Book Phonemic Awareness: Letter sound /ks/ Phonics: /ks/ spelled Xx High frequency words: yellow, blue, green Comprehension: cause and effect Comprehension Strategy: Visualize Conventions: question marks and capital letters Writing: personal narrative, respond to literature
Key Vocabulary Position Words: reefed, lowered, winch Amazing Words: rescue, pilot, yacht, sailor, mechanic, shimmering
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Big Book – <i>Mayday! Mayday!</i> , Teacher Manuel unit 5 volume 1 week 2 <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 5

Approximate Timeline: 6 weeks

Description/Big Idea: Going Places! How do people get from here to there?

Week 3 Essential Question: What kinds of transportation help people do their jobs?
Mentor Text: *Messenger, Messenger* by Robert Burleigh
Genre: Rhyming Story

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.a.I can identify rhyming words and give examples of them.

CC.K.R.F.2.c I can blend sounds to make words.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.3. I know can decode words at my grade level.

Reading Standards for Literature

CC.K.R.L.1 I can ask and answer questions about a story.
 I can retell a story.

CC.K.R.I.3 I can talk about how two people, events, ideas or information are connected in a story.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.1 I can participate in conversations with adults and peers about Kindergarten topics.

CC.K.SL.2 I can ask and answer questions.

I can ask the question in a different way.

Language Standards

CC.K.L.1.e I can use words like to, from, in, out, on, off, for, of, by, and with.

Writing Standards

CC.K.W.3 I can share a story by writing or drawing the events in order and how it made me feel.

Social Studies Standards

SS.K.GC - I can talk about how people are part of an economy (world, US, and Native Americans).

Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>Messenger, Messenger</i> – Big Book Phonemic Awareness: Letter sound /u/ Phonics: /u/ spelled Uu High frequency words: what, said, was Comprehension Skill: compare and contrast Comprehension Strategy: activate prior knowledge Conventions: prepositions Writing: personal narrative, respond to literature
Key Vocabulary Words for jobs: store dummies, mannequins, doorman Amazing Words: messenger, delivery, radios, pickup, escalator, eyeshades
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Big Book – <i>Messenger, Messenger</i> , Teacher Manuel unit 5 volume 1 week 3 <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers, My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 5

Approximate Timeline: 6 weeks

Description/Big Idea: Going Places! How do people get from here to there?

Week 4 Essential Question: What does a train need to get over the mountain?
Mentor Text: *The Little Engine That Could* by Watty Piper
Genre: Classic Fantasy

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.3.b I can say the long and short sounds of each vowel.

Reading Standards for Literature

CC.K.R.L.2 I can tell stories with important details.

CC.K.R.L.3 I can name characters, setting, and events of a story.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.1 I can participate in conversations with adults and peers about Kindergarten topics.

CC.K.SL.1.a I can follow rules when speaking with others.

Language Standards

CC.K.L.1.b I can describe what nouns and verbs are.

I can use nouns and verbs.

CC.K.L.1.c I can add an-s or -es to a word to describe when there is more than one.

CC.K.L.1.e I can use words like to, from, in, out, on, off, for, of, by, and with.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

CC.K.W.3 I can share a story by writing or drawing the events in order and tell how it made me feel.

Prerequisites (Marzano Level 2 learning goals)

<p>Key Lessons Overview</p> <p>Mentor Text: <i>The Little Engine That Could</i> – Big Book</p> <p>Phonemic Awareness: Letter sound /u/</p> <p>Phonics: /u/ spelled Uu</p> <p>High frequency words: what, said, was</p> <p>Comprehension Skill: plot</p> <p>Comprehension Strategy: preview and predict</p> <p>Conventions: nouns</p> <p>Writing: personal narrative, respond to literature</p>
<p>Key Vocabulary</p> <p>Time words</p> <p>Amazing Words: engine, tracks, passengers, roundhouse, mountain, valley</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p> <p>HoM: Persisting</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>The Little Engine That Could!</i>, Teacher Manuel unit 5 volume 2 week 4 <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, Leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 5

Approximate Timeline: 6 weeks

Description/Big Idea: Going Places! How do people get from here to there?

Week 5 Essential Question: How do people in different parts of the world travel?

Mentor Text: *On the Move!* By Donna Latham

Genre: Informational Text

CCSS/MLR "I can..." (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.a I can identifying rhyming words and give examples of them.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.2.e I can change letters in words to make new words.

CC.K.R.F.3.a I can see a letter and know the sound it makes.

Reading Standards for Literature

CC.K.R.I.1 I can ask and answer questions about a story.

I can retell a story.

I can retell a story with a new ending.

CC.K.R.I.2 I can pick the main topic of the story when given choices.

I can list details of a story.

Reading Standards for Informational Text

Speaking and Listening Standards

CC.K.SL.1 I can participate in conversations about Kindergarten topics with friends and adults.

CC.K.SL.1.a I can follow rules when speaking with others.

CC.K.SL.1.b I can continue a conversation through multiple exchanges.

Language Standards

CC.K.L.1.b I can describe what nouns and verbs are.

I can use nouns and verbs.

CC.K.L.1.c I can add an-s or -es to a word to describe when there is more than one.

<p>CC.K.L.1.f. I can write sentences with others.</p> <p>Writing Standards</p> <p>CC.K.W.2 I can write about a story with pictures and words.</p>
<p>Prerequisites (Marzano Level 2 learning goals)</p>
<p>Key Lessons Overview</p> <p>Mentor Text: <i>On the Move!</i>– Big Book</p> <p>Phonemic Awareness: Letter sounds /v/ and /z/</p> <p>Phonics: /v/ spelled Vv and /z/ spelled Zz</p> <p>High frequency words: where, come</p> <p>Comprehension Skill: main idea</p> <p>Comprehension Strategy: Visualize</p> <p>Conventions: nouns in sentences</p> <p>Writing: personal narrative, respond to literature</p>
<p>Key Vocabulary</p> <p>Compound words</p> <p>Amazing Words: travel, kayak, llama, dogsled, double-decker bus, submarine</p>
<p>Habits of Mind/Maine’s Early Learning and Development Standards</p>
<p>Assessments</p>
<p>Professional Resources/Materials/Books</p> <p>Big Book – <i>On the Move!</i>, Teacher Manuel unit 5 volume 2 week 5 <i>Talk with Me, Sing with Me</i> charts, Decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i></p>

**Houlton Elementary School
ELA Curriculum Map**

Grade Level: Kindergarten

Reading Street Unit: 5

Approximate Timeline: 6 weeks

Description/Big Idea: Going Places! How do people get from here to there?

Week 6 Essential Question: How do children around the world get to school?
Mentor Text: *This Is the Way We Go to School* by Edith Baer
Genre: Fiction

CCSS/MLR “I can...” (Marzano Level 3 learning goals)

Reading Standards: Foundational Skills

CC.K.R.F.2.c I can blend sounds to make words.

CC.K.R.F.2.d I can identify and compare beginning, middle, and ending sounds in words.

CC.K.R.F.3. I can decode words at a Kindergarten level.

CC.K.R.F.3.a I can see a letter and know the sound it makes.

Reading Standards for Literature

CC.K.R.L.1. I can ask and answer questions about details in a story.
 I can retell a story.

CC.K.R.L.7 I can describe the relationship between the illustrations in a story and the moment they happen in the story.

Reading Standards for Informational Text

CC.K.R.I.3. I can talk about how two people, events, ideas, or information are connected in a story.

Speaking and Listening Standards

CC.K.SL.3. I can ask questions if I’m confused about something.

Language Standards

CC.K.L.1.b I can describe what nouns and verbs are.
 I can use nouns and verbs.

CC.K.L.1.f. I can write sentences with others.

Writing Standards

CC.K.W.2 I can write about a story with pictures and words.

CC.K.W.5 I can answer questions about my writing.

I can add details to my writing if asked to do so.

CC.K.W.7 I can read and talk about two or more books by the same author or topic. I can share my opinion about a topic.
Prerequisites (Marzano Level 2 learning goals)
Key Lessons Overview Mentor Text: <i>This is the Way We Go To School</i> – Big Book Phonemic Awareness: Letter sounds /y/ and /kw/ Phonics: /y/ spelled Yy and /kw/ spelled Qq High frequency words: where, come Comprehension Skill: draw conclusions Comprehension Strategy: Use background knowledge Conventions: verbs Writing: personal narrative, respond to literature
Key Vocabulary Action words Amazing Words: cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto
Habits of Mind/Maine’s Early Learning and Development Standards
Assessments
Professional Resources/Materials/Books Big Book – <i>This is the Way We Go to School!</i> , Teacher Manuel unit 5 volume 2 week 6 <i>Talk with Me, Sing with Me</i> charts, decodable readers, high frequency word cards, retelling cards, leveled readers , My Skills Buddy book, online components, audio CDs, <i>Writing Pathways</i>

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 1: Age of Steel

Approximate Timeline: 4 weeks

Description/Big Idea: This unit examines the weapons, tactics, and wars of Western Civilization.

Essential Question: How were wars and battles fought before the invention of gunpowder?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the key vocabulary of warfare.

I can list the weapons used by the Greeks.

I can analyze the tactics used by Greek generals like Alexander the Great.

I can compare and contrast the Pre-Marian and Marian Roman Army tactics.

I can critique the tactics used by Rome as it fell.

I can evaluate the tactics and weapons of the Middle Ages and determine if they were a regression or progression from the classical era.

I can analyze the English tactics with the longbow to determine why it was so effective.

Prerequisites:

Knowledge:

Greek History
Roman History
Medieval History

Skills:

Compare and Contrast
MLA Format Essay Writing
Drawing conclusions
Hypothesizing events
Regression or progression

Lessons/Summary of Unit: Students will examine the origins of warfare. Each chapter will have a special focus on weapons, tactics, battles, and commanders. Students will analyze the weapons, tactics, battles, and commanders of Greek, Roman, and Medieval History.

Key Vocabulary: Artillery, CQB, Flank, Guerilla, Skirmisher, Galley, Hoplite, Phalanx, Ballista, Gladius, Legionary, Halberd, Squire, Arquebus, Hopla, Hippeis, Triremes, Gastraphetes, Polybolos, Helepolis, Equites, Velites, Hastati, Principes, Triarii, Lorica Segmentata, Auxiliaries, Marian Reforms, Testudo, Alesia, Masada, Knights, Chivalry, Pike, Crusades, Schiltron.

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Terms student research and present
Introductory weapon research mini-posters for each chapter
Battle of Gaugamela recreation
Sieges of Alesia and Masada videos and opinion paper on which is “more impressive”

Summative assessments may include:

Terms matching quiz
Greek General research poster
Roman Warfare quiz
Was Medieval Warfare a regression essay

Professional Resources/Materials/Books:

Internet:

Vimeo: Roman Army Structure <https://vimeo.com/31781946>

Battle of Alesia <https://www.youtube.com/watch?v=Ut9GdMywFj0>

The Siege of Masada: Last Stand of the Great Jewish Revolt <https://www.youtube.com/watch?v=11iPrDv8aBE>

College Notes:

HTY 402: History of Rome. Professor Jay Bregman, University of Maine. Spring 2008.

Personal Library:

Men of Bronze: Hoplite Warfare in Ancient Greece. Donald Kagan and Gregory F. Viggiano, 2013.

Soldiers & Ghosts: A History of Battle in Classical Antiquity. J.E. Lendon, 2005.

Sparta at War: Strategy, Tactics, and Campaigns, 550-362 BC. Scott M Rusch, 2011.

Legions of Rome: The Definitive History of Every Imperial Roman Legion. Stephen Dando-Collins, 2010.

Invisible Armies: An Epic History of Guerilla Warfare from Ancient Times to the Present. Max Boot, 2013.

War Made New: Technology, Warfare, and the Course of History. Max Boot, 2006.

A History of the World in 100 Weapons. Chris McNab, 2014.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 1:
Communication and Culture

Approximate Timeline: 3 weeks

Description/Big Idea: This unit takes an anthropological look at how humans communicate and what makes that unique to different societies and cultures.

Essential Question: How do humans communicate and how does that reflect our culture?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can define language.

I can understand the difference between human communication and non-human communication.
I can evaluate how words are formed.
I can understand how euphemism hide the true nature of what is meant.
I can observe examples of Code Switching and Diglossia in my community and examine them.
I can determine how body language conveys approximately 70% of meaning.
I can differentiate the types of art as defined by anthropology.
I can understand how art can be used as propaganda.
I can research exoctic culture.

Prerequisites:

Knowledge:

Language
Culture
Society
Propaganda

Skills:

Compare and Contrast
Research

Lessons/Summary of Unit: Students will begin by understanding that Anthropology is not the study of a particular culture, but how people study culture. Students will examine the origins of communication, language, and artwork. To end the unit, students will take this knowledge to examine an exotic culture.

Key Vocabulary: Language, Phonology, Morphemes, Grammar, Syntax, Sapir-Whorf Hypothesis, Euphemism, Doublespeak, Code Switching, Diglossia, Dialect, Lingua Franca.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Language mini-poster

Ebonics secondary source reading and questions

Body language evaluation activity

Classroom propaganda posters for class rules

Comparing the 1812 Overture to Welcome to the Jungle for the critical pieces of what makes music

Art secondary source readings and questions

Exotic Culture research

Summative assessments may include:

Code Switching and Diglossia observation essay

Language and Communication term matching quiz

Art research essay

Exotic culture research poster

Professional Resources/Materials/Books:

College Notes:

ANT 102 Introduction to Anthropology. University of Maine, Spring 2008.

Personal Library:

Cultural Anthropology: An Applied Perspective. Gary Ferraro, 2008.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 1:
Disease in Early History

Approximate Timeline: 4 weeks

Description/Big Idea: This unit examines the role of disease in early European History and its impact on medicine and history.

Essential Question: How did disease shape history and how did early people cope with it?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the origins of human disease.

I can understand that magic and superstition were the treatments for disease before Ancient Greece.

I can connect the Greek idea of Humanism to Greek medicine.

I can evaluate the separation of the supernatural and disease in Ancient Greece.

I can analyze the impact of disease on historical events and people like the Persian Wars, Peloponnesian Wars, and Alexander the Great.

I can understand how the Romans copied the Greeks in terms of medicine.

I can identify how disease played an important role in the collapse of the Roman Empire.
I can understand how medical practices in the Middle Ages regressed.
I can identify the advances of Islamic medicine and how it surpasses Western Medicine.
I can analyze the Bubonic Plague on a biological and historical level.

Prerequisites:

Knowledge:

Pre-History
Paleolithic Era
Ancient Egyptian History
Foundational Greek History
Greek influences on Rome
Power of the Catholic Church in Medieval Europe

Skills:

Research
MLA format writing
Compare and Contrast
Debate

Lessons/Summary of Unit: Students will examine the rise of disease and its impact on human history. Starting with the introduction of modern diseases with the settlement of the nomadic people, students will examine the disease and medical practices of Ancient Egypt, Greece, Rome, and the Middle Ages. Students will analyze the impact of infectious diseases on important events and people and discover how the disease changed history.

Key Vocabulary: Microbes, Vectors, Zoonotic Disease, Surgery, Agricultural Revolution, Deficiency Disease, Asclepius, Humanism, Four Humors, Acute, Chronic, Epidemic, Endemic, Galen, Ligation, Cauterization, Antonine Plague, Aurelian Plague, Yersina Pestis, Relics, Renaissance, Avicenna, Lazarrettos, Ergotism, Scrofula

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Hippocratic Oath primary source reading and questions
Plague of Athens and the death of Alexander the Great debate
Galen secondary source article and questions
Fall of Rome and disease activity.
Medieval Medicine secondary source questions
The Black Death primary source reading and short essay

Summative assessments may include:

Zoonotic Disease research essay
Greek medicine research poster
Roman medicine quiz
Early Medicine Test

Professional Resources/Materials/Books:

Internet:

BBC- In Our Time: Galen <http://www.bbc.co.uk/programmes/b03c4dys>
Monkey Malaria Video <http://www.abc.net.au/catalyst/stories/2533454.htm?site=catalyst>
Dark Ages: Plague of Justinian <https://www.youtube.com/watch?v=Mzb5K5M8cgY>

College Notes:

SSC 215: Epidemics, War and History. Dr. Robert Brown, Finger Lakes Community College. Fall 2006.

Personal Library:

Guns, Germs, and Steel. Jared Diamond, 2005.
Plagues and Poxes: The Impact of Human History on Epidemic Disease. Alfred Jay Bollet, 2004.
Blood and Guts: A Short History of Medicine. Roy Porter, 2002.
"Disease and Imperialism." James Castner, University of Maine, 2009.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Seminar
Elective

Name and Number of Unit: Unit 1: Early
Middle Ages

Approximate Timeline: 4 weeks

Description/Big Idea: This unit examines the formation of medieval Europe and the domination of the Catholic Church over Western Society.

Essential Question: How did the Catholic Church gain so much power?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level

Course Standards:

A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.

C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.

D. Researching and Developing Positions on Current Social Studies Issues : Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.

E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the origins of the Catholic Church.

I can analyze how the Catholic Church began to dominate European Society.

I can understand the significance of the Battle of Tours and its impact on Western Civilization.

I can identify the Norse Gods.

I can analyze the importance of the Vikings in the shaping of English culture and society.
I can list the foundations of the English Monarchy.
I can debate Alfred the Great's title.
I can compare the account of the Battle of Tours from the sources that were there and the current historical accounts.

Prerequisites:

Knowledge:

Roman History

Foundations of Christianity and Islam

Skills:

Compare and Contrast

Drawing Conclusions

MLA Format writing

Research

Lessons/Summary of Unit: Students will examine the situation in Europe following the Fall of Rome and how the Catholic Church capitalized on the spiritual needs of the people. The Vikings, Anglo-Saxons, and Franks will be analyzed as examples of kingdoms struggling to find their identities.

Key Vocabulary: Syncretic Faith, Doctrine Dispute, Papal Doctrine, Foederati, Wergeld, Caesaropapism, Quran, Caliphate, Shari'a Law, Feudalism, Manorialism, Thrall, Strategy, Tactics, Asgard, Midgard, Utgard, Yggdrasil, Aesir, Valhalla, Uppsala, Danelaw, Arthurian Legend, Bretwalada, Ealdorman, Merovingian France, Mayor of the Palace, Coronation, Political Augustinianism.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Timeline from 0-500 AD

Primary source reading and questions

Norse Gods short research paper

Alfred the Great primary source reading and questions

Franks secondary source worksheet

Summative assessments may include:

Evolution of the Catholic Church research essay

Vikings Quiz

Anglo-Saxon Britain project

Franks quiz

Professional Resources/Materials/Books:

Internet:

Charles Martel: Battle of Tours <https://www.youtube.com/watch?v=7-cPxNkrD9k>

College Notes:

HTY 402: History of Rome. Professor Jay Bregman, University of Maine. Spring 2008.

HTY 455: History of Great Britain I. Professor Janet TeBrake, University of Maine. Fall 2007.

Personal Library:

The Vikings: A History. Robert Ferguson, 2009.

The Vikings: Lords of the Sea. Yves Cohat, 1997.

Kings and Queens of England. Eric R. Delderfield, 1972.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 1:
Europe in Transition

Approximate Timeline: 3 weeks

Description/Big Idea: This unit closely examines the causes, practices, and effects of the First World War

Essential Question: How did World War One shape modern Europe?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can list and describe each of the MAIN causes of World War One.

I can examine the romanticization of war prior to World War One.

I can analyze the failures in the plans created by nations to start World War One.

I can examine the weaponry of World War One and draw conclusions as to why there were so many casualties.

I can analyze the motives and hidden agendas of the countries participating in the Treaty of Versailles.

I can understand how Germany felt after the Treaty of Versailles.

I can understand why the people of Russia wanted to revolt.
I can analyze the deceptiveness of Vladimir Lenin in his rise to power.
I can explore the brutality of Josef Stalin.

Prerequisites:

Knowledge:

Causes of World War One

Weapons of World War One

Skills:

MLA format writing

Research

Lessons/Summary of Unit: This unit examines the causes, practices, and effects of World War One to find deeper connections than in a CP level. Students will examine the political and social causes of World War One to understand why neither side was willing to quit. Because of the ferocity of the war, students will examine why the peace process was difficult and why it causes World War Two

Key Vocabulary: Militarism, Alliances, Imperialism, Nationalism, Ethnocentrism, Spheres of Influence, Platt Amendment, Constructive Nationalism, Deconstructive Nationalism, Social Darwinism, July Crisis, Schlieffen Plan, Plan XVII, Stalemate, Total War, Kaiserschlacht, Hindenberg Line, Kiel Mutiny, Armistice, 14 Points, Demilitarization, Reparations, Weimar Republic, Sykes-Picot Agreement, Dawes Plan, League of Nations, Checka, Soviet, Duma, February Revolution, October Revolution, Provisional Government, Bolsheviks, Czech Legion, New Economic Policy of 1921, Stalinism, Five Year Plan, Fascism, Totalitarianism.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Imperialism mini-poster

Who is to blame for the war debate

World War One plans

World War One battle keynotes

Treaty of Versailles re-enactment

Hitler's speech on the Treaty of Versailles primary source reading and questions

Russian Revolution propaganda mini-poster

Summative assessments may include:

The Charge of the Light Brigade and the Romanticization of War essay

Why was the fighting of World War One futile? essay

Peace Process Quiz

Europe in Transition Test

Professional Resources/Materials/Books:**College Notes:**

HIS 101: Western Civilization II. Dr. Robert Brown, Finger Lakes Community College, Fall 2006.

HTY 408: 19th Century Europe. Dr. Janet TeBrake, University of Maine. Spring 2008.

HIS 122: Modern World History. Dr. David Harmon, Finger Lakes Community College, Spring 2006.

International Baccalaureate History: 20th Century History. Paul Ojeda, Victor Senior High School, Spring 2005.

Personal Library:

Europe in the Twentieth Century. Roland N. Stromberg. 1997.

Sources of the Twentieth Century Europe. Marvin Perry, Matthew Berg, and James Krukones. 2000.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 1:
Greece

Approximate Timeline: 4 weeks

Description/Big Idea: This unit outlines the major contributions of the Greeks to Western Civilization.

Essential Question: Why are the Greeks important?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can identify the foundations of Sparta.
- I can analyze the historical significance of Spartan values.
- I can identify the foundations of the Athenian society.
- I can compare and contrast Athenian drama and comedy with American drama and comedy.
- I can compare and contrast Athenian democracy with American democracy.

I can identify the causes of the Persian Wars.
I can evaluate the effects of the Persian Wars.
I can relate the end of the Persian Wars with the causes of the Peloponnesian Wars.
I can understand how the Peloponnesian Wars opened Greece up for conquest from Macedonia.
I can evaluate the leadership style of Alexander the Great.
I can analyze the historical importance of the Hellenistic Culture.

Prerequisites:

Knowledge:

Greek Geography
Greek Warfare
Spartan Values
Athenian Values

Skills:

Compare and Contrast
Mapping

Lessons/Summary of Unit: This unit takes a college level in-depth look at Ancient Greece. Students will begin to analyze Spartan values and history and then Athenian values and history. The students will compare the two and examine their interconnected history which impacts Western Civilization today.

Key Vocabulary: Lacedaemon, Lycurgus, Agoge, Crypteia, Helots, Perioeci, Ephors, Hopla, Persian Wars, Solon, Delian League, Peloponnesian Wars, Philosophy, Ionian Revolt, Marathon, Thermopylae, Platea, Salamis, Alcibiades, Hellenistic Empire.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Xenophon on the Spartans Primary Source Reading
Short essay on Spartan ethics and values and their relation to modern ethics and values
Socratic Method class discussion
Thucydides primary source reading and questions.
Alexander the Great's speeches

Summative assessments may include:

Spartan Ethics Poster

Athenian and American comedy or drama comparison essay

Persian and Peloponnesian War Quiz

Alexander the Great and Effective Leadership Essay

Greece Test

Professional Resources/Materials/Books:**College Notes:**

HIS 100: Western Civilization I. Fall 2005, Dr. Robert Brown, Finger Lakes Community College

Personal Library:

Spartans: An Epic History. Paul Cartledge, 2003.

Thermopylae: The Battle that Changed the World. Paul Cartledge, 2006.

Alexander the Great. Philip Freeman, 2011.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Seminar
Elective

Name and Number of Unit: Unit 1:
Psychology and Learning

Approximate Timeline: 4 weeks

Description/Big Idea: This unit is designed to understand the basic ideas of psychology and learn how people learn.

Essential Question: What is psychology? How do people learn things?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.

C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.

E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can describe the early history of psychology.

I can list the different types of psychologists.

I can describe how our brain translates our senses.

I can understand the different levels of consciousness.

I can create and analyze an experiment over classical conditioning.

I can create and analyze an experiment over operant conditioning.

I can explain how memory works.

I can create and analyze an experiment over memory.

Prerequisites:**Knowledge:**

Greek History

Brain anatomy

Skills:

Research

Compare and Contrast

MLA format writing

Lessons/Summary of Unit: Students will explore the origin of psychology. With that foundational knowledge, students will understand how people learn by classical conditioning, operant conditioning and memory. Students will analyze their own in class experiments and compare their results to historical examples.

Key Vocabulary: Psychology, Behavior, Structuralism, Gestalt Psychology, Psychoanalysis, Functionalism, Behaviorism, Independent Variable, Dependent Variable, Placebo Effect, Visual Acuity, Vestibular Sense, Kinesthesia, Consciousness, Insomnia, Biofeedback, Addiction, Dependence, Withdrawal, Depressants, Stimulants, Classical Conditioning, Flooding, Reinforcement, Reward, Punishment, Operant Conditioning, Latent Learning, Maintenance, Sensory Memory, Short-Term Memory, Long-Term Memory, Encoding, Storage, Retrieval, Ebbinghaus' Curve of Forgetting.

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Types of psychologists mini-poster

Scientific Method worksheet

Consciousness Reading

Classical Conditioning experiment

Operant Conditioning experiment

Memory experiment

Summative assessments may include:

Ethics essay

Consciousness Quiz
Classical Conditioning experiment analysis essay
Operant Conditioning experiment analysis essay
Memory experiment analysis essay

Professional Resources/Materials/Books:

Textbook: *Psychology: Principles in Practice*. Spencer A. Rathus. Holt, Rinehart and Winston, 1998.

College Notes:

PSY 224: Psychology of Adolescence. Professor Cynthia Erdley, University of Maine. Fall 2007.

Personal Library:

Essentials of Psychology. 3rd Edition. Douglas A. Bernstein and Peggy W. Nash, 2005.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 2: Rome

Approximate Timeline: 3 Weeks

Description/Big Idea: This unit analyzes Rome's impact on Western Civilization.

Essential Question: How did the Romans come to dominate almost of Europe and contribute so many things to Western Civilization?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can identify the Etruscan and Greek influences on the Roman Republic.
- I can analyze the Punic Wars and their influence on Rome's expansion.
- I can name the members of the First and Second Triumvirates.
- I can analyze the causes of the Roman Civil Wars.
- I can compare and contrast the historical events of Julius Caesar with the Shakespearean play.
- I can examine the outcome of the Second Triumvirate and how it created the Roman Empire
- I can analyze the establishment of the Roman Principate.
- I can critique the successes and failures of the Roman Emperors.
- I can summarize the causes for the Fall of Rome.

Prerequisites:**Knowledge:**

Italian Geography
Republican Government
William Shakespeare
Dynasties

Skills:

Primary and Secondary Source Reading
Compare and Contrast
Chronological ordering

Lessons/Summary of Unit: This unit is designed to have students analyze the growth of the Roman Republic. Students will examine the Punic Wars and the growth of the Roman Republic government. Following the growth of the Roman Republic, students will look at the struggle for power between generals and politicians which lead to the fall of the Roman Republic. Students will also investigate the rise of the Roman Emperors and their fall and how they connect to the rise and fall of the Roman Principate

Key Vocabulary: Etruscans, Rex, Senate, Consul, Dictator, Punic Wars, Equites, Velites, Hastati, Principes, Trairrii, Cannae, Latifundia, Gnaeus Pompey Magnus, Marcus Licinius Crassus, Gaius Julius Caesar, Triumvirate, Principate, Julio-Claudian Dynasty, Flavian Dynasty, Antonine Dynasty, Sveri Dynasty, Barracks Emperors, Tetarchy

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Gladiator Game
Battles of Trebia and Cannae
Name that Triumvir Game
Short research paper on an assassin of Caesar
Comparison of the assassination of Caesar with the Shakespearean play
First Jewish Revolt primary source reading and short essay

Summative assessments may include:

Roman Republic Quiz
Roman Civil War's impact essay
Rome Test

Professional Resources/Materials/Books:

College notes:

HIS 100: Western Civilization I. Fall 2005, Dr. Robert Brown, Finger Lakes Community College
HTY 402: History of Rome. Spring 2008, Professor Jay Bregman, University of Maine

Personal Library:

A History of Western Society. John P. McKay, Bennet D. Hill, and John Buckler. 2003
Roman People. Robert B. Kebric. 2005.
Ancient Rome: Documentary Perspectives. Bradley P. Nystrom and Stylianos V. Spyridakis. 1995.
A Brief History of the Romans. Mary T. Boatwright, Daniel J. Gargola, and Richard J.A. Talbert. 2006.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 2: Social Values

Approximate Timeline: 2 weeks

Description/Big Idea: This unit examines how social values are created and reinforced in society.

Essential Question: How are people separated in societies and why does religion exist?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.

D. Researching and Developing Positions on Current Social Studies Issues : Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.

E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the different types of stratified societies.

I can understand the differences in the usage and demands for wealth, power, and prestige.

I can debate whether the functionalist or conflict theory of stratification is the reason for stratification.

I can understand why superstitions are considered magic.

I can research the function of religion.

I can debate whether the need for religion is a societal or biological need.

Prerequisites:

Knowledge:

Stratification
Motivation
Brain Chemistry

Skills:

Essay Writing in MLA Format

Lessons/Summary of Unit: This unit examines the social values that all cultures have. Students will examine how people are separated into different classes or castes. Also, students will analyze the role of religion in societies and why people believe in the supernatural.

Key Vocabulary: Wealth, Power, Prestige, Egalitarian Society, Rank Society, Stratified Society, Class, Caste, Reincarnation, Dharma, Race, Ethnicity, Pluralism, Assimilation, Genocide, Animism, Animatism, Monotheism, Polytheism, Imitative Magic, Contagious Magic, Witchcraft, Sorcery, Myth, Cult, Shaman, Fundamentalism.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Societal mini-poster
Social Stratification secondary source reading and questions.
Baseball Magic primary source reading and questions

Summative assessments may include:

Functional v. Conflict Theory opinion essay
Religion as a Brain Function essay

Professional Resources/Materials/Books:

Personal Library:
Cultural Anthropology: An Applied Perspective. Gary Ferraro, 2008.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 2: World War Two and the Cold War

Approximate Timeline: 4 weeks

Description/Big Idea: This unit examines the causes of World War Two and the Cold War. It skips World War Two because of the coverage the war gets in other classes like CP World History and CP US History.

Essential Question: How did Adolf Hitler start World War Two in Europe? How did the East and West confront each other in the Cold War?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can identify Adolf Hitler's use of propaganda.
- I can examine how Hitler manipulated people and the political system to gain power.
- I can analyze how World War Two started.
- I can identify the divide between West and East in Europe following World War Two.
- I can understand how Germans would be confused by filling out self-incriminating surveys.
- I can differentiate the rulers of Communist Russia.
- I can understand why the Berlin Wall fell.

Prerequisites:**Knowledge:**

Propaganda

Fascism

Skills:

Compare and Contrast

Inferring from readings

Lessons/Summary of Unit: This unit examines the rise of Adolf Hitler to power and how he caused World War Two. Students will also examine height of the Cold War. Finally students will analyze the fall of the Soviet Union and how that impacts geo-politics today.

Key Vocabulary: Beer Hall Putsch, Lebensraum, Anti-Semitism, Fuhrerprinzip, Anschluss, Munich Conference, Appeasement, Nazi-Soviet Pact, Tehran Conference, Yalta Conference, Potsdam Conference, Nuremberg Trials, Communization, Truman Doctrine, Marshall Plan, Nationalization, Proxy War, Berlin Wall, Dissident, Comecon, Detente, Solidarity, Glasnost, Perestroika, Ceausescu's Folly,

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Hitler's Hidden Drug Habit

Triumph of the Will movie and short essay

Primary source reading over the Reichstag Fire and the firing of von Bloomberg

West German Self-incriminating survey and questions.

Name that Soviet ruler game

Fall of the Berlin wall news segment and questions

Summative assessments may include:

Rise of Hitler Quiz

Cold War Project

World War Two and Cold War Test

Professional Resources/Materials/Books:

Youtube:

Hitler's Hidden Drug Habit

November 9, 1989: Beyond the Brandenburg Gate https://www.youtube.com/watch?v=b9Q_Nm_4cRA

College Notes:

HIS 101: Western Civilization II. Dr. Robert Brown, Finger Lakes Community College, Fall 2006.

HTY 408: 19th Century Europe. Dr. Janet TeBrake, University of Maine. Spring 2008.

HIS 122: Modern World History. Dr. David Harmon, Finger Lakes Community College, Spring 2006.

International Baccalaureate History: 20th Century History. Paul Ojeda, Victor Senior High School, Spring 2005.

Personal Library:

The Coming of the Third Reich. Richard J. Evans, 2003.

The Third Reich in Power. Richard J. Evans, 2005.

The Third Reich at War. Richard J. Evans, 2009.

The Rise and Fall of the Third Reich. William Shirer, 1990.

Munich, 1938. David Faber, 2008.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 2: Age of Gunpowder

Approximate Timeline: 5 weeks

Description/Big Idea: This unit examines how warfare changed drastically with the advent of Gunpowder.

Essential Question: Why was gunpowder such a monumental invention?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.

C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.

E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the changes to warfare due to gunpowder.

I can evaluate the attempts to use both bladed weapons and gunpowder and their varied successes.

I can analyze the tactics of the Napoleonic Wars.

I can critique the changes in Industrialization and the impact on warfare it has.

I can describe the horrors of trench warfare.

Prerequisites:

Knowledge:

Age of Steel
Renaissance

Skills:

Compare and Contrast
Drawing conclusions

Lessons/Summary of Unit: Students will examine the introduction of gunpowder to warfare. Analysis will consist of exploring the Enlightenment and the World Wars. Weapons, tactics, battles, and commanders of each period will be examined.

Key Vocabulary: Bombards, Matchlock, Wheellock, Flintlock, Tercios, Caracole Cavalry, Rifle, Roundshot, Canister, Grapeshot, Ship of the Line, Line Infantry, Square Formation, Grenadiers, Voltigeurs, Broadside, Total War, Ironclad, Small arms, Tank, Dreadnought, U-Boat, Trench Warfare, Tactical Bombing, Strategic Bombing, Flak, Blitzkrieg, Attrition, Bushido, ASW.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Spanish Armada recreation
Battle of Assaye, Trafalgar, and Waterloo recreation and analysis
Trench Warfare analysis
U-Boat v. American submarine comparison
Aircraft Carrier's impact short research essay.

Summative assessments may include:

Gunpowder and Enlightenment quiz
World Wars comparison essay

Professional Resources/Materials/Books:

Internet:

Battle of Waterloo <http://i.imgur.com/o4XusTE.gif>

Personal Library:

Men of Bronze: Hoplite Warfare in Ancient Greece. Donald Kagan and Gregory F. Viggiano, 2013.

Soldiers & Ghosts: A History of Battle in Classical Antiquity. J.E. Lendon, 2005.

Sparta at War: Strategy, Tactics, and Campaigns, 550-362 BC. Scott M Rusch, 2011.

Legions of Rome: The Definitive History of Every Imperial Roman Legion. Stephen Dando-Collins, 2010.

Invisible Armies: An Epic History of Guerilla Warfare from Ancient Times to the Present. Max Boot, 2013.

War Made New: Technology, Warfare, and the Course of History. Max Boot, 2006.

A History of the World in 100 Weapons. Chris McNab, 2014.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 2:
Development and Personality

Approximate Timeline: 4 weeks

Description/Big Idea: This unit examines the manner in which people think, problem solve, and have emotions.

Essential Question: How do people problem solve? Why do we have emotions?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

- I can identify how people solve problems.
- I can examine how intelligence is measured.
- I can analyze the basic motives of people and animals to do things.
- I can describe the different theories of motivation.
- I can analyze the nature of emotions.
- I can define gender roles.
- I can compare the psychological stereotypes of genders.
- I can list psychological disorders.
- I can describe treatment for psychological disorders.

Prerequisites:**Knowledge:**

Memory

Learning

Skills:

Drawing conclusions

Making hypothesis

Lessons/Summary of Unit: Students will examine how problem solving works on a psychological level. Students will also understand how motivation works and why people do what they do. To end the unit, students will analyze mental disorders.

Key Vocabulary: Symbols, Concepts, Schema, Deductive Reasoning, Inductive Reasoning, Heuristics, Sternberg's Triarchic Theory, IQ, Retardation, Motivation, Needs, Drives, Maslow's Hierarchy of Needs, Cognitive Consistency, Visual Cliff, Gender Roles, Phobia, OCD, Dissociative Disorder, Somatoform Disorder, Bipolar, Schizophrenia

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Logic Tests

Textbook Intelligence secondary source reading and questions

Theories of motivation mini-poster

Psychological disorders mini-poster

The Many Faces of Eve

Summative assessments may include:

Thinking and Intelligence Quiz

Motivation and Emotion Quiz

Gender Roles Project

Psychology Final Exam

Professional Resources/Materials/Books:

Textbook: *Psychology: Principles in Practice*. Spencer A. Rathus. Holt, Rinehart and Winston, 1998.

College Notes:

PSY 224: Psychology of Adolescence. Professor Cynthia Erdley, University of Maine. Fall 2007.

Personal Library:

Essentials of Psychology. 3rd Edition. Douglas A. Bernstein and Peggy W. Nash, 2005.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 2:
Disease in the Modern Era

Approximate Timeline: 3 weeks

Description/Big Idea: This unit is designed to analyze the impact of disease and medicine on the Modern Era.

Essential Question: How have disease and medicine changed from the Ancient Times to the Modern Era?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.

C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.

D. Researching and Developing Positions on Current Social Studies Issues : Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.

E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can identify the influence of medicine and anatomy on Italian Renaissance artists.

I can compare the medical knowledge of the Renaissance to Ancient Greece.

I can identify the impact of smallpox on the Americas.

I can understand how doctors tried to deal with syphilis for the first time in Europe.

I can examine the historical significance of Typhus, Tuberculosis, and Cholera.

I can evaluate the effectiveness of sanatoriums in the Industrial Era.

Prerequisites:

Knowledge:

Italian Renaissance

Greek History

Roman History

Columbian Exchange

Industrial Revolution

Skills:

Compare and Contrast

Research

Analyzing documents

Lessons/Summary of Unit: Students will examine the diseases, medicine, and historical impact of disease on the Modern Era. Starting with the Renaissance, students will analyze the empirical method of medicine not seen since Ancient Greece. Students will understand the impact of the Columbian Exchange on disease, in particular smallpox and syphilis. In the Industrial Era, students will examine the impact, treatment, and historical importance of diseases like Typhus, Tuberculosis, and Cholera.

Key Vocabulary:

Italian Renaissance, Vesalius, Antiseptic Dressings, Contagious Theory, Columbian Exchange, Venereal Disease, Purgatives, Antibiotics, Variolation, Vaccination, Typhus Fever, DDT, Tuberculosis, Phthisis, Sanatorium, Germ Theory

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Renaissance doctor keynote research

Secondary source reading on possible Pre-Columbian syphilis in Europe

Research a famous case of syphilis and write a short essay

Typhus Fever mini-poster

Short essay on the effectiveness of the sanatorium

Summative assessments may include:

Michelangelo and Anatomy essay
Smallpox and Syphilis quiz
Typhus historical impact research essay
Disease in the Modern Era Tes

Professional Resources/Materials/Books:

Internet:

Prezi: Anatomy and Dissection During the Renaissance.

<https://prezi.com/31-tpde1g3hy/anatomy-and-dissection-during-the-renaissance/>

Vesalius: Renaissance Rebel and Pioneer of Modern Anatomy. <http://www.vesaliusfabrica.com/en/vesalius.html>

College Notes:

SSC 215: Epidemics, War and History. Dr. Robert Brown, Finger Lakes Community College. Fall 2006.

Personal Library:

Guns, Germs, and Steel. Jared Diamond, 2005.

Plagues and Poxes: The Impact of Human History on Epidemic Disease. Alfred Jay Bollet, 2004.

Blood and Guts: A Short History of Medicine. Roy Porter, 2002.

"Disease and Imperialism." James Castner, University of Maine, 2009.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 10-12 Elective Seminar

Name and Number of Unit: Unit 2: High Middle Ages

Approximate Timeline: 3 weeks

Description/Big Idea: This unit examines the formation of the modern monarchy of Britain and France and their rivalry.

Essential Question: How did England and France become rivals?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level

Course Standards:

C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.

D. Researching and Developing Positions on Current Social Studies Issues : Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.

E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives:

I can describe how William of Normandy became William the Conqueror.

I can understand how the minority Normans controlled Anglo-Saxon England.

I can analyze the English conquest of Wales, Scotland, and Ireland.

I can compare the War of the Roses with other civil wars.

I can identify the monarchs of France.

I can compare and contrast the French and English monarchies.

I can analyze the causes and effects of the Hundred Years War.

I can identify the major battles of the Hundred Years War and tactics used in the War.

Prerequisites:**Knowledge:**

Anglo-Saxon England
Vikings History
Norman History
Frankish History

Skills:

Compare and Contrast
MLA format writing
Research

Lessons/Summary of Unit: Students will explore the English and French monarchies. With that foundational knowledge, students will analyze the Hundred Years War and its impact on Modern Europe.

Key Vocabulary: Battle of Hastings, Bayeux Tapestry, Domesday Book, Angevin Dynasty, Crusades, Magna Carta, Parliament, Poll Tax, War of the Roses, Capetian Kings, Salic Law, Battle of Crecy, Battle of Poitiers, Treaty of Bretigny, Battle of Agincourt, Joan of Arc, Nationalism.

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

English Monarch mini-poster
Magna Carta primary source reading
French monarch note created by students
REcreations of the major battles and discussions on the tactics used.

Summative assessments may include:

Establishment of Parliament Essay
Ranking essay of the major battles of the Hundred Years War and their significance.
Middle Ages Test

<p>Professional Resources/Materials/Books:</p>

College Notes:

HTY 455: History of Great Britain I. Professor Janet TeBrake, University of Maine. Fall 2007.

Personal Library:

The War of the Roses: The Conflict that Inspired Game of Thrones. Martin J. Dougherty, 2015.

Kings and Queens of England. Eric R. Delderfield, 1972.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: 11 US History

Name and Number of Unit: Civil Rights
Era

Approximate Timeline: 3 weeks

Description/Big Idea: The focus of this unit is to help students gain a better understanding of the process by which activists had to navigate during the Civil Rights Era.

Essential Question: What are some of the important events associated with the civil rights movement in America?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important stands for this unit)

I can compare and contrast the goals and tactics of the Civil Rights Movement

I can understand and explain significant legal changes, such as Executive Order 9981, Brown v Board of Education, Elliot v Briggs, and the Civil Rights Act of 1964.

I can understand and explain the events involving the death of Emmett Till.

I can understand and explain the definition of civil disobedience, and identify some specific examples of civil disobedience, such as the Greensboro Sit-Ins, Rosa Parks’ refusal to sit in the back of the bus, and the march in Selma in 1965.

I can understand and explain the impact significance and impact of the March on Washington For Jobs and Freedom.

I can understand, analyze and explain the differences in strategies used by Dr. King, Malcolm X, the Black Panthers, and other activists.

I can identify and explain the impact that James Meredith made on the Civil Rights Movement.

I can understand and explain the impact of the bombing of the 16th Street Baptist Church in Birmingham, AL.

Prerequisites:

Knowledge: A general understanding of the battle for Civil Rights throughout United States history, for example: The Plessy v Ferguson decision and Jim Crow laws.

Skills: Describe people, places, and events, and the connections between and among them;
Determine and analyze similarities and differences;
Analyze cause and effect relationships;
Present solutions to problems by analyzing conflicts and evaluating persistent issue; and
Writing Skills (MLA)

Lessons/Summary of Unit: An era dedicated to activism for equal rights and treatment of African Americans in the United States. During this period, people rallied for social, legal, political and cultural changes to prohibit discrimination and end segregation. The Civil Rights Movement was important to the history of the United States and the world, establishing that discrimination was unjust and would no longer be tolerated in the country, while setting an example for oppressed people everywhere.

Key Vocabulary: Black Codes, Boycott, Civil Disobedience, Civil Liberties, Civil Rights, CORE, Desegregation, Disenfranchisement, Great Society, Integration, Lynching, Lyndon Johnson, Medgar Evers, NAACP, Protest, Resist, Segregation, SNCC, Stokely Carmichael, Thurgood Marshall, and Voter Rights Act.

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Eyewitness to History: Letters From Birmingham Jail
Civil Rights Matching HW
Medgar Evers Journal Assignment
Civil Rights Crossword Puzzle Assignment

Summative assessments may include:

Daily Quizzes

Unit Exam

Professional Resources/Materials/Books:

Bio True Story. "Famous Civil Rights Activists." Bio.com. A&E Networks Television, n.d. Web. 19 Oct. 2012.

<<http://www.biography.com/people/groups/activists/civil-rights-activists/>>.

Brunner, Borgna. "Civil Rights Timeline." *Infoplease*. Infoplease, 2007. Web. 18 Oct. 2012.

<<http://www.infoplease.com/spot/civilrightstimeline1.html>>.

<http://www.history.com/topics/black-history/civil-rights-movement>

<http://www.history.com/topics/black-history/civil-rights-act/videos/civil-rights-act-of-1964>

http://www.pbs.org/newshour/extra/lessons_plans/an-introduction-to-the-1965-marches-from-selma-to-montgomery/

<http://video.nationalgeographic.com/video/news/mlk-day-vin>

Houlton High School Social Studies Curriculum Map

Grade Level: 11 U.S. History

Name and Number of Unit: Abolitionist Movement, Civil War, and Reconstruction

Approximate Timeline: 5 weeks

Description/Big Idea: To completely understand the entire history of slave trade, the process the United States took to overcome it, and the impact it had on the various regions of the country.

Essential Question: What events transpired between 1800-1865 that helped lead to the end of slavery and what impacts were still felt afterward?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

- A1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.
- A5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.
- A7. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
- A8. Identify and critique issues that have united and divided people in the history of the United States and other nations and describe their effects.
- B4. Evaluate the impact of change, including technological change, on the physical and cultural environment.
- B5. Analyze the dynamic relationship between geographic features and various cultures.
- B6. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
- B7. Identify and critique issues that have united and divided people in the history of the United States and other nations/ describe their effects.
- D1. Develop research questions related to a current and/or historical social studies issues and apply research methods and tools that are appropriate for the purpose of the inquiry.
- D2. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information.
- E1. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.
- E2. Develop a clear well-supported position and present information ethically and legally through relevant and appropriate communication.

I can explain the origins of American slave trade.

I can identify some of the early abolitionists, such as William Lloyd Garrison, Nat Turner, Frederick Douglass, and Harriet Tubman.

I can explain what “stop-gaps” were put in place to temporarily prevent the Civil War, such as the Compromise of 1850 and the Fugitive Slave Act.

I can analyze passages from “Uncle Tom’s Cabin” and explain how Harriet Beecher Stowe’s book contributed to the growing abolitionist movement.

I can analyze and explain the events related to the Dred Scott decision.

I can analyze and explain the event related to the election of 1860 and its’ impact on southern secession.

I can identify the major battles of the Civil War and understand the significance of them. I can also understand and explain reasons why the North was unable to quickly end the war, despite their many advantages.

I can identify the events that transpired at the end of the war, including the Lincoln assassination.

I can explain the difficulties facing the United States during the time of Reconstruction.

I can analyze and explain how portions of the South resisted assimilation back into the country and how that gave rise to Jim Crow laws and the Ku Klux Klan.

Prerequisites:

Knowledge: Students should already understand the growing differences (politically, economically, and industrially) between the North and the South, prior to the Civil War.

Skills: Mapping skills, writing skills (MLA), research skills, analytical skills, and the ability to cite textual evidence.

Lessons/Summary of Unit: This entire unit is focused on identifying how the growing political, economic and cultural differences between the Northern states and Southern states led to a 4+ year Civil War. It also focuses on the aftermath, ie. How much have things really changed?

Key Vocabulary: 13th Amendment, 14th Amendment, 15th Amendment, Blockade, Carpetbagger, Liberator, Mason-Dixon Line, Reconstruction, Resilience, Scalawag, Score, Secede, Seneca Falls Convention, Sovereign, Specie,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Abolitionist crossword puzzle
Abolitionist vocabulary identification
Civil War webquest
Analysis of Hiram Revels's journal/diary

Summative assessments may include:

Lincoln "Resilience" Essay- Citing textual evidence
Daily Quizzes
Unit assessment

Professional Resources/Materials/Books:

Instructor-created Keynote presentation
Echoes Magazine article about Aroostook County's connection to the Underground Railroad
McCain, John. *Character Is Destiny: Resilience*. Random House Publishing. New York: 2005
<http://www.ncpedia.org/biography/revels>
Stowe, Harriet Beecher. *Uncle Tom's Cabin; or, Life Among the Lowly*. Boston: John P. Jewett & Co., 1852; Bartleby.com, 2013.
The Conspirator. Redford, Robert.

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Houlton High School Social Studies Curriculum Map

Grade Level: 11 US History

Name and Number of Unit: Early
Administrations and Expansion

Approximate Timeline: 4 weeks

Description/Big Idea: In this unit, the focus is on America's earliest administrations and the significant events that occurred between 1789 and 1849.

Essential Question: What laws, events, and ideas from America's early administrations influenced the nation going forward?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

- A1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.
- A5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.
- A7. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
- A8. Identify and critique issues that have united and divided people in the history of the United States and other nations and describe their effects.
- A9. Identify and analyze major turning points and events in the history of various historical and recent social groups in the United States and other cultures in the world.
- B2. Compare the American political system and the role of citizens with examples of political systems from other parts of the world.
- B6. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
- B8. Identify and analyze major turning points and events in the history of various historical and recent social groups in the United States and other cultures in the world.
- C1. Evaluate and analyze the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.
- D3. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States or around the world, legal rights, and civic duties and explain how they have changed over time.
- D5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

I can explain how George Washington, with his unwillingness to serve a third term, influenced future presidents until the 1940s.

I can explain the many influences and contributions of Thomas Jefferson, including the Louisiana Purchase, the creation of the first public university, and our relationship with other nations.

I can explain the significance of the War of 1812 in regards to America's confidence and influence.

I can explain the significance of the Monroe Doctrine and how that influenced American foreign policy for the next 150 years.

I can explain how Andrew Jackson changed the role of the president and what Jacksonian democracy means.

I can understand and explain what manifest destiny is and how that influenced westward expansion and the Indian Removal Act.

I can understand and explain the events related to the Annexation of Texas, including the Mexican-American War.

I can understand how and why Maine became a state in 1820 (Missouri Compromise).

I can understand how James Polk's desire to achieve manifest destiny was aided by the California Gold Rush of 1848.

Prerequisites: An overall understanding of the basic American principles set forth in the Constitution.

Knowledge:

Skills: Mapping skills, writing skills (MLA), and complex reasoning.

Lessons/Summary of Unit: The overall purpose of the unit is to help students understand:

- a) How and when the United States gained various states and territories.
- b) Why Americans were so driven to reach the Pacific Ocean.
- c) What events had to take place for us to acquire the land.
- d) How the Industrial Revolution advanced American interests.
- e) Determine whether or not the United States acquired land in admirable or shameful ways.

Key Vocabulary: Annexation, Anti-Federalist, Assimilation, Canal, Cotton Gin, Dawes Act, Federalist, Homestead Act, Indian Removal Act, Jacksonian Democracy, Lewis & Clark Expedition, Manifest Destiny, Monroe Doctrine, Nationalism, Populism, Sectionalism, Telegraph, Transcontinental Railroad, Whiskey Rebellion, and XYZ Affair.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Thomas Jefferson homework assignment

Essay related to Abe Del Jones' "The Never Ending Trail"

Venn Diagram that depicts the growing differences between the industrial North and the agricultural South

Texas Revolution analytical homework assignment "Remembering the Alamo"

Summative assessments may include:

Daily Quizzes

Unit Exam

Professional Resources/Materials/Books:

Instructor created Keynote Presentation

<http://www.pbs.org/lewisandclark/>

<https://www.youtube.com/watch?v=DMYezMwsuXs> (PBS, War of 1812)

<https://edsitement.neh.gov/lesson-plan/monroe-doctrine-close-reading>

Khan Academy Jacksonian Democracy video clip 1 & 2

Abe Del Jones' poem "The Never Ending Trail"

http://www.pbs.org/weta/thewest/lesson_plans/

http://www.pbs.org/kera/usmexicanwar/educators/md3_war.html

James W. Davidson and Michael B. Stoff, *The American Nation* (Englewood Cliffs, NJ: Prentice Hall, 1995), 366.



Houlton High School Social Studies Curriculum Map

Grade Level: 11 US History

Name and Number of Unit: The Home
Front Unit

Approximate Timeline: 3 weeks

Description/Big Idea: The focus of this unit is to help students understand how WWII impacted life in the United States

Essential Question: What social, economic , and political impact did WWII have on America?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important stands for this unit)

A5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

A8. Identify and critique issues that have united and divided people in the history of the United States and other nations and describe their effects.

B8. Identify and analyze major turning points and events in the history of various historical and recent social groups in the United States and other cultures in the world.

D2. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information.

D5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

I can identify the significance of the attack on Pearl Harbor and the reasons Japan gave for the attack.

I can explain how WWII contributed to an expanded societal role for American women and African Americans.

I can explain the negative impacts WWII had on other groups, such as Japanese-Americans and immigrants.

I can understand and explain how Americans rallied around the war effort by rationing foods, purchasing war bonds, planting victory gardens, and ration other items necessary to the war effort.

I can hypothesize what items might have to be rationed if a large-scale modern war were to break out.

I can analyze and explain the use of propaganda during WWII, which was used to motivate American civilians to do things such as conserve certain items, purchase war bonds, and keep morale up.

I can identify, understand, analyze and explain the positive economic impacts of WWII. I can also understand, analyze and explain why our allies did not experience similar positive economic impacts.

I can understand and explain how WWII influenced American foreign policy for the next 40-50 years.

Prerequisites:

Knowledge: A historical understanding of WWII, an understanding of propaganda, and a basic understanding of America's history of immigration

Skills: Evaluate sources for validity and credibility and to detect bias, propaganda, and censorship.

Arrange events in chronological sequence.

Present solutions to problems by analyzing conflicts and evaluating persistent issues.

Lessons/Summary of Unit: The focus of this unit is to help students understand how WWII impacted life in the United States. This unit will cover the significant events that took place on the home front during America's participation in World War II. Students will develop an understanding of the war's impact on America at home, namely constitutionally, socially, industrially, and militarily. Students will focus on the impact of the war on two groups, the Japanese-American internees and American women.

Key Vocabulary: Coupon, Discrimination, Double “V” Campaign, Draft/Selective Service, Home Front, Morale, Isolationism/Isolationist, Jitterbug, Norman Rockwell, Optimism, Pearl Harbor, Production, Propaganda, Rationing, Rosie the Riveter, Uncle Sam, Victory Garden, Volunteerism, War Bonds

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

The Home Front Crossword Puzzle

Venn Diagram that compares WWII to future war efforts

WWII Vocabulary HW

Summative assessments may include:

Daily Quizzes

Unit Exam

Propaganda Poster

Professional Resources/Materials/Books:

<http://www.homeofheroes.com/moh/states/me.html>

Jennings, Peter. “America’s Time-1929 – 1936.” The Century. The History Channel. ABC News. 1999.

<https://www.youtube.com/watch?v=pe54zxwX4jY&feature=share>

http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf

<http://www.pbs.org/veterans/stories-of-service/stream-tv/a-to-z/homefront/>

<http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii>

https://www.mainmemory.net/pdf_files/resources/WWI_home_front_lesson_plan.pdf

HBO Documentary Films., Steven Okazaki, HBO Video (Firm), and Farallon Films. *White Light Black Rain: The Destruction Of Hiroshima And Nagasaki*. [New York]: HBO Video, 2007.

<http://www.bbc.com/news/av/magazine-35385853/the-german-prisoners-of-war-who-harvested-us-potatoes>

Houlton High School Social Studies Curriculum Map

Grade Level: 11 US History

Name and Number of Unit: Roaring 20s,
Great Depression, and the Dust Bowl

Approximate Timeline: 3-4 weeks

Description/Big Idea: To understand how WWI contributed to the Roaring Twenties, and how misguided economic decisions led to the Great Depression and Dust Bowl. We also focus on the culture, fashion, music and entertainment of the era.

Essential Question: What were the main contributing factors to the Roaring Twenties, followed by the Great Depression?

Mentor Text:

Genre:

CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important stands for this unit)

A2. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.

A5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

A9. Identify and analyze major turning points and events in the history of various historical and recent social groups in the United States and other cultures in the world.

B2. Compare the American political system and the role of citizens with examples of political systems from other parts of the world.

C2. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.

C3. Analyze economic systems, wealth, poverty, resource distribution, and other economic factors of diverse cultures.

D3. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States or around the world, legal rights, and civic duties and explain how they have changed over time.

D5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

I can explain how WWI and isolationism contributed to the Roaring Twenties.

I can explain how the Great Migration led to improved social changes for some African Americans, especially those living in the North.

I can identify and explain the contributing factors to the 18th Amendment (Prohibition). I can also identify and explain how Prohibition led to a rise in organized crime.

I can explain what the Red Scare was and analyze its effect on American policy making.

I can explain what a flapper was, and how life changed (for the better) for American women.

I can identify and explain the causes of the Great Depression and stock market crash of 1929.

I can identify and explain the impact the New Deal. I can also analyze why it was more effective than the recovery measures implemented by President Hoover. I can also predict what future programs could be created should another depression occur.

I can identify and explain the impacts of the Dust Bowl, including mass migration, treatment of “outsiders” and economic impact.

Prerequisites:

Knowledge: Students should have an understanding of World War I, and various types of governments (democracy, communism, monarchy, etc).

Skills: Writing skills (MLA), differentiate fact from opinion, analyze cause and effect relationships, explore complex patterns, interactions and relationships, and articulate and construct reasoned arguments from diverse perspectives and frames of reference.

Lessons/Summary of Unit: This unit focuses on the causes of WWI and how it contributed to the Roaring Twenties. It also focuses on how misguided economic decisions led to the Great Depression and eventually the Dust Bowl.

Key Vocabulary: Art Deco, Bankruptcy, Black Tuesday, Buying on Margin, Charles Lindbergh, Fireside Chat, Flapper, Franklin & Eleanor Roosevelt, Fundamentalism, Great Migration, Hooverilles, Kellogg-Briand Pact, Jazz Age, Laissez-Faire, Marcus Garvey, Migrant Worker, New Deal, Normalcy, Red Scare, Sacco & Vanzetti Trial, Speakeasy, Speculation, Teapot Dome Scandal, and Urbanization.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Roaring 20s webquest
Spirit of St. Louis analytical essay
Great Depression Vocabulary Matching HW
Migratory Eyewitness to History HW

Summative assessments may include:

Daily Quizzes
Unit Exam

Professional Resources/Materials/Books:

Instructor-created Keynote Presentations
<http://www.pbs.org/wgbh/americanexperience/films/crash/>
Steinbeck, John. *The Grapes of Wrath*. 1939. Introd. Robert DeMott. New York: Penguin, 2006.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4015056/>
http://sheg.stanford.edu/upload/Lessons/Unit%2010_New%20Deal%20and%20World%20War%20II/New%20Deal%20SAC%20Lesson%20Plan.pdf
<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/1930s-teachers-resource/>
<http://www.history.com/topics/black-history/harlem-renaissance>
<http://www.eyewitnesstohistory.com/snprelief1.htm>
Jennings, Peter. "America's Time-1929 – 1936." *The Century*. The History Channel. ABC News. 1999.

Houlton High School Social Studies Curriculum Map

Grade Level: 11 US History

Name and Number of Unit: The Cold War

Approximate Timeline: 4 weeks

Description/Big Idea:

Essential Question: How did global and domestic events, from both before and during the Cold War, impact American domestic and foreign policy? How did those events impact the lives of everyday Americans?

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use **18** font to highlight the most important stands for this unit)

A1. Explain that the study of government includes the structures, functions, institutions, and forms of government and the relationship of government to citizens in the United States and in other regions of the world.

A5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

A6. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.

A7. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.

B2. Compare the American political system and the role of citizens with examples of political systems from other parts of the world.

D1. Develop research questions related to a current and/or historical social studies issues and apply research methods and tools that are appropriate for the purpose of the inquiry.

D5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

E2. Develop a clear well-supported position and present information ethically and legally through relevant and appropriate communication.

I can explain the policy of containment.

I can identify and explain the various differences between developed and underdeveloped countries and analyze how those differences helped shape foreign policy.

I can identify, understand and explain the events involving the United States becoming involved in the Korean War?

I can understand and explain the significance of NATO, the Warsaw Pact, Berlin airlifts, and the building of the Berlin wall.

I can understand why the Soviet union wanted to maintain control of many Eastern European countries?

I can research, understand, and explain why the Soviet Union and the United States alliance not last long after the end of World War II?

I can analyze and explain why the United States and the Soviet Union never get involved in direct military conflict.

I can identify and understand all of the events related to the Bay of Pigs and Cuban Missile Crisis.

I can identify and understand all of the events that led up to the Vietnam War. And I can understand the various reaction Americans had to the Vietnam War.

I can understand, identify and explain the changes and impacts related to the election of 1960.

I can understand and communicate the cultural trends of the 1950 and the impacts on the changes.

Prerequisites:

Knowledge: An understanding of the economic and political changes within the US, following WWI

An understanding of various types of government, such as democracies, monarchies, communism, socialism, fascism, etc

Skills: Arrange events in chronological sequence
Mapping Skills
Writing Skills (MLA)
Determine and analyze similarities and differences
Analyze cause and effect relationships

Lessons/Summary of Unit: This unit focuses on events surrounding the Cold War. It begins with an inquiry into its causes, comparing Soviet and American perspectives. It also asks student to analyze accounts of the CIA's covert operations in Guatemala, and compare how North and South Korean textbooks cover the Korean War. Students analyze declassified government documents about the Cuban Missile Crisis, and try to determine whether the U.S. intended to escalate military operations in Vietnam before the Gulf of Tonkin Resolution. We also focus on Truman and MacArthur, and students will gauge public response to MacArthur's dismissal by analyzing memos and letters sent to President Truman.

Key Vocabulary: Baby boom, Bay of Pigs Invasion, Berlin Airlift, Blockade, Capitalism, Communism, Cuban Missile Crisis, Domino Theory, Espionage, Fidel Castro, GI Bill, HUAC, Iron Curtain, Manhattan Project, Mao Zedong, Marshall Plan, McCarthyism, NATO, Sputnik, Truman Doctrine, United Nations, and Warsaw Pact.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include: 1950s Webquest
Berlin Wall Poetry Assignment
Eyewitness to History: The Manhattan Project
NATO/Warsaw Pact Map
Cold War Vocabulary Matching Assignment

Summative assessments may include: Daily Quizzes
Unit Assessment
Espionage Textual Evidence Essay

Professional Resources/Materials/Books:

Instructor-Created Keynote Presentation

Jennings, Peter. "America's Time-1929 – 1936." The Century. The History Channel. ABC News. 1999.

Mishalov, Neil. Homepage. Vietnam Statistics. 20 September 1999 <http://www.mishalov.com/vietnam_statistics.html>

Robert Kennedy: The 'younger brother full of pain' " CNN January 26, 2001. CNN Book News. January 26, 2001

Kennedy, Robert F. *Thirteen Days: A Memoir of the Cuban Missile Crisis*. New York: New American Library, 1969. Print.

https://www.youtube.com/watch?v=qElx_EyTTKA

<http://mpbn.pbslearningmedia.org/resource/pres10.socst.usn.now.coldwar/the-beginning-of-the-cold-war/>

<http://www.history.com/news/category/cold-war>

<https://press.discovery.com/emea/dsc/programs/space-race/>

<http://video.nationalgeographic.com/video/space-race-sci>

<https://www.youtube.com/watch?v=AlJUGZPanB8>

<https://vimeo.com/80858810>

<https://www.youtube.com/watch?v=1Km0Td-tsE8>

**Houlton High School
Social Studies Curriculum Map**

Grade Level: US History, Gr. 11
Tim Tweedie

Name and Number of Unit: The Early Documents

Approximate Timeline: 5 weeks

Description/Big Idea:

Essential Question:

What issues existed with the Articles of Confederation and how were they addressed in the Constitution?
 What were the Federalist Papers and what was the purpose of them?
 What type of government do we have now? What are the basic principals in a democratic republic?
 Do you understand the functionality/requirements of the Constitution? What changes have been made to the Constitution and what is the process for amending it?
 How do American elections work?
 What are some of the early political parties and what issues divide them? What is the political spectrum and what political beliefs do I believe are important?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

(Use 18 font to highlight the most important standards for this unit)

A. Understanding of Major Enduring Themes: The students will understand the principles of democracy and the historical events that helped lead to this enduring principles.

B. Recognize and Understand Connections and Relationships: The students will recognize and understand the relationship between how colonists were treated under British rule and how that treatment led to the creation of the Articles of Confederation and the Constitution. They will also recognize and understand the similarities and differences between the Articles of

Confederation and the Constitution and why the Founders saw it necessary to move away from the Articles and toward the Constitution.

C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: The students will be able to develop research related to questions about the Constitutional Amendments and hypothesize about future changes to the Constitution.

D. Researching and Developing Positions on Current Social Studies Issues: Students will research some of the nation's early political parties, then will compare them to modern political parties. They will also be asked to develop opinions regarding their own political beliefs.

E. Oral, Visual and Written Communication: The students will be able to articulate their understanding of democratic principles, reasons for fighting the American Revolution, the fundamental political beliefs of the Founding Fathers, and a basic understanding of the Constitution.

Prerequisites:

Knowledge:

Basic components of American democracy

Basic history of the relationship between American colonists and the British government prior to the American Revolution

Skills:

Basic components of government

Lessons/Summary of Unit: The focus and purpose of this unit is to introduce students to American principles and the history of how we've arrived at these beliefs. The students will understand that we are still being governed by ideas/political beliefs that were created 250 years ago.

Key Vocabulary: Amendment, Anti-federalist, Bill of Rights, Checks and Balances, Confederation, Congress, Constitution, Constitutional Convention, Continental Congress, Democracy, Executive Branch, Expressed Powers, Federalism, Federalist, House of Representatives, Implied Powers, Judicial Branch, Legislative Branch, Necessary and Proper Clause, Preamble, President, Reserved Powers, Senate, Separation of Powers, Supreme Court.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Constitution Research Guide

Electoral College Homework

Various video clips to help with understanding of Constitutional Amendments

isidewith.com website to help students understand their own political beliefs

Summative assessments may include:

Daily Quizzes to check for understanding

Federalist Papers Essay

Unit Assessment

Professional Resources/Materials/Books:

Instructor-created Keynote presentations

www.pbs.org/federalistpaper51

<http://edition.cnn.com/2016/08/29/sport/colin-kaepernick-flag-protest-has-history-trnd/>

<https://www.yahoo.com/news/five-items-congress-deleted-madison-original-bill-rights-113008778--politics.html?ref=gs>
<http://www.pressherald.com/2015/02/24/freedom-of-speech-backlash-of-anger-over-four-words-at-high-school/>
<https://www.youtube.com/watch?v=0meqcKTAcMU> (ABC News)
<https://www.youtube.com/watch?v=EmPGgBtCJJM> (ABC News)
<http://wabi.tv/2015/09/02/foxcroft-academy-student-required-to-cover-confederate-flag-on-truck/>
<http://www.cnn.com/2016/07/05/us/georgia-kkk-adopt-a-highway-lawsuit/index.html>

Houlton High School Social Studies Curriculum Map

Grade Level: 11 US History

Name and Number of Unit: The
Progressive Era

Approximate Timeline: 3-4 weeks

Description/Big Idea: The focus of this unit is many changes that occurred between 1890 and 1920, including workplace reform, improving living conditions, election reform, women's suffrage, and other various reforms.

Essential Question: How did the changes made during the Progressive Era influence American history?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

A5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

A8. Identify and critique issues that have united and divided people in the history of the United States and other nations and describe their effects.

A9. Identify and analyze major turning points and events in the history of various historical and recent social groups in the United States and other cultures in the world.

B6. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.

B8. Identify and analyze major turning points and events in the history of various historical and recent social groups in the United States and other cultures in the world.

D2. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information.

D3. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States or around the world, legal rights, and civic duties and explain how they have changed over time.

D5. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

I can identify some of the housing reforms made during the Progressive Era, as well as the reasons for those changes.

I can explain what a trust is and how they can negatively affect American business.

I can explain the outcome and impact of the Plessey v Ferguson trial. I can also analyze the various impacts the trial had for the next 60 years.

I can explain some of the various election reforms, including initiatives, referendums, and the 17th Amendment.

I can understand and explain the events involved with the women's suffrage movement.

I can identify and explain some of the many contributions and accomplishments of President Theodore Roosevelt.

I can explain the influences Roosevelt had on various Reform Era changes.

Prerequisites:

Knowledge: Students should have a prior understanding of the challenges facing African Americans following the Civil War. Students should also have a prior understanding America's isolationist policies.

Skills: Mapping, writing skills (MLA), and research skills.

Lessons/Summary of Unit: The focus of this unit is the many changes that occurred between 1890 and 1920, including workplace reform, improving living conditions, election reform, women's suffrage, and other various reforms.

Key Vocabulary: 18th Amendment, 19th Amendment, Ellis Island, Initiative, John Rockefeller, Monopoly, Muckraker, Panama Canal, Progressive, Referendum, Rough Riders, Square Deal, Strike, Suffrage, Temperance, Tenement, Triangle Shirtwaist Company, Trust, and Upton Sinclair.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Progressive Era Poetry Assignment

McKinley, Roosevelt, Taft, and Wilson Homework Assignment

"How The Other Half Lives" Photo Assignment

Summative assessments may include:

Daily Quizzes

Unit Assessment

Theodore Roosevelt Essay

Professional Resources/Materials/Books:

Instructor-created Keynote Presentation

<http://www.history.com/topics/child-labor/videos/the-fight-to-end-child-labor>

<http://www.dailymail.co.uk/health/article-2584242/Whats-REALLY-hotdog-You-never-eat-one-watching-this.html>

<http://www.history.com/topics/john-d-rockefeller/videos/rockefellers-standard-oil>

<http://www.learnnc.org/lp/editions/nchist-newcentury/5101#comment-2519>

http://www.thirdworldtraveler.com/Health/MostDangerousJob_FFN.html

<https://www.youtube.com/watch?v=-uPcthZL2RE>

McCain, John. *Character Is Destiny: Inspiring Stories Every Young Person Should Know and Every Adult Should Remember*. New York: Random House, 2005. Print.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: Grade 10 World History

Name and Number of Unit: Rise of Western Civilization

Approximate Timeline: 6 weeks, September to October

Description/Big Idea: This unit examines the rise of western civilization; starting with the transition from pre-civilized societies to civilized societies to the Hellenistic Empire of Alexander. Students will examine the beginnings of western culture and compare and contrast Athens and Sparta in their rise to power.

Essential Question: What are the foundations of Western Civilization?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives/Criteria:

- I can explain the difference between Pre-Civilized and Civilized societies.
- I can recognize the importance of the Fertile Crescent.

I can classify the term “Western Civilization.”
 I can evaluate the early Greeks’ impact on the shaping of Western society.
 I can identify early Greek government and culture.
 I can differentiate between Athens and Sparta.
 I can debate the merits of Athenian and Spartan lifestyle.
 I can analyze and compare Athenian Democracy.
 I can list the “Big Three” of Greek Philosophy.
 I can recognize the early development of science in Ancient Greece.
 I can evaluate the importance of the Persian defeat in the Persian Wars for Western Civilization.
 I can analyze the Peloponnesian War and its effects on the rise of Macedonia.
 I can describe the transformation of Macedonia into a power.
 I can explain Alexander the Great’s conquests and the formation of the Hellenistic Empire.
 I can compare Hellenistic Philosophy to Classical Greek Philosophy.

Prerequisites:

Knowledge:

Geography of the Mediterranean Sea
 Basic components of American democracy

Skills:

Mapping Skills
 Basic components of government
 Compare and Contrast

Lessons/Summary of Unit: This unit is designed to introduce students to the foundations of Western Civilization that are the Greeks. Students will analyze a variety of primary and secondary sources as they explore how ideas like philosophy, democracy, science, and conflict shaped how we live today.

Key Vocabulary:

Western Civilization, Irrigation, Polytheism, Monotheism, Currency, Humanism, Pantheon, Aristocracy, Oligarchy, Democracy, Polis, Philosophy, Persian Wars, Peloponnesian Wars, Phalanx, Cultural Assimilation, Epicureanism, Stoicism, Skepticism.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

In-class discussions
Epic of Gilgamesh
Art History Slideshow and discussion
Ancient Civilization Travel Brochure
Athenian and American Democracy Venn Diagrams
Sacrifice of Queen Cratesicleia
Greek Philosophy Packet
Plague of Athens Reading
Alexander the Great Secondary Source Reading

Summative assessments may include:

Quiz and essay on civilized societies versus pre-civilized societies
Athens v. Sparta Comparison Essay
Greek Miracle Project
Hellenistic Philosophy Quiz
Unit Exam

Professional Resources/Materials/Books:

Textbook: *World History: The Human Journey*. Holt, 2005.

College notes:

HIS 100: Western Civilization I. Fall 2005, Dr. Robert Brown, Finger Lakes Community College

Personal Library:

A History of Western Society. John P. McKay, Bennet D. Hill, and John Buckler. 2003
Horrible Histories: Groovy Greeks. Terry Deary. 2007.

Houlton High School Social Studies Curriculum Map		
Grade Level: 10th grade World History	Name and Number of Unit: Rise and Fall of Roman Empire	Approximate Timeline: 4 weeks, October and November
Description/Big Idea: This unit examines the rise and fall of the Roman Empire. Students will analyze Caesar's rise to power and the effect this had on the government of Ancient Rome. Also, the innovations of Roman culture and their contributions to Western Society will be examined.		
Essential Question: What aspects of Roman culture are significant to today's world? How did the Roman Empire impact Western Civilization? Mentor Text: Genre:		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient) Course Standards: A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history. B. Recognize and Understand Connections and Relationships: Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter. D. Researching and Developing Positions on Current Social Studies Issues : Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning. E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods. Unit Objectives/Criteria: I can identify the influences on Rome. I can differentiate the roles in Roman society.		

I can evaluate Julius Caesar's rise to power and the end of the Roman Republic.
I can describe Augustus's rise to become the first emperor.
I can illustrate the reforms of Rome in the Principate Empire.
I can analyze Aurelian Philosophy.
I can summarize the Fall of Rome

Prerequisites:

Knowledge:

Geography of Europe
Greek influences on Western Society

Skills:

Mapping skills
Chronological Thinking

Lessons/Summary of Unit: Students will examine the rise and fall of the Roman Empire. Evaluating the geo-political, social, internal, and external causes, the students will be able to identify both the influences of Rome on Western Civilization and the causes for the fall of a civilization.

Key Vocabulary: Humanism, Senate, Consul, Patricians, Plebeians, Mare Nostrum, Ethics, First Triumvirate, Second Triumvirate, Principate, Census, Pax Romana, Propaganda, Tetrarchy.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Influences on Rome Mini-poster
Primary and Secondary Punic Wars readings
Art as Propaganda Reading and Worksheet
Aurelian Philosophy Readings

Summative assessments may include:

Roman Research Poster
Aurelian Philosophy Essay
Rome Timeline

Professional Resources/Materials/Books:

Textbook: *World History: The Human Journey*. Holt, 2005.

College notes:

HIS 100: Western Civilization I. Fall 2005, Dr. Robert Brown, Finger Lakes Community College

HTY 402: History of Rome. Spring 2008, Professor Jay Bregman, University of Maine

Personal Library:

A History of Western Society. John P. McKay, Bennet D. Hill, and John Buckler. 2003

Mediations. Marcus Aurelius, ~1890.

Gibbon's Roman Empire. Edward Gibbon. ~1920.

Houlton High School Social Studies Curriculum Map		
Grade Level: 10th grade World History	Name and Number of Unit: The Dark Ages	Approximate Timeline: 3 weeks, November
Description/Big Idea: This unit examines the timer period between the fall of the Roman Empire and the dawn of the Feudal Age. Focuses include the rise of Christianity, the Byzantine Empire, and the rise of Islam. Students will be able to summarize the lack of growth in civilization and how religion played a significant role in the Dark Ages and the Middle Ages.		
Essential Question: How did the major religions of Christianity and Islam become needed after the Fall of Rome?		
Mentor Text: Genre:		
CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient) Course Standards: A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history. B. Recognize and Understand Connections and Relationships: Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter. D. Researching and Developing Positions on Current Social Studies Issues : Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning. Unit Objectives/Criteria: I can identify Christianity’s basic/early beliefs. I can relate the collapse of the Roman Empire to the rise of Christianity. I can analyze Christianity’s appeal to the people of the Dark Ages. I can explain the Byzantine Empire’s existence for one thousand years after the Fall of Rome. I can analyze the art and architecture of the Byzantines. I can research the Hagia Sophia. I can trace the origins of Islam. I can summarize the spread of Islam.		

I can appraise the innovations of Islamic culture and their contributions to Western Civilization.

Prerequisites:

Knowledge:

Causes of the Fall of the Roman Empire
Geography of Europe and the Mediterranean
Knowledge of basic environments

Skills:

Compare and contrast
Writing essays in MLA format
Research

Lessons/Summary of Unit: Students will examine the rise of Christianity and Islam as people searched for a spiritual solution to the fall of Rome and the chaos of the Dark Ages.

Key Vocabulary: Anti-Semitism, Arians, Athanasians, Patriarch, Mosaic, Caesaropapism, Excommunication, Mecca, Islam, Muslim, Quran, Shahadah, Salah, Zakat, Sawm, Hajj, Jihad, Mosque.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Art History in-class activity
Early Christianity Secondary Source
Byzantine Empire Secondary Source
Pillars of Faith Mini-poster

Summative assessments may include:

Early Christianity quiz
Hagia Sophia virtual tour and research paper

Beliefs of Islam matching quiz
Dark Ages in-class essay

Professional Resources/Materials/Books:

Textbook: *World History: The Human Journey*. Holt, 2005.

College notes:

HIS 100: Western Civilization I. Fall 2005, Dr. Robert Brown, Finger Lakes Community College

Personal Library:

A History of Western Society. John P. McKay, Bennet D. Hill, and John Buckler. 2003

Internet:

<http://3dmekanlar.com/en/hagia-sophia.html>

**Houlton High School
Social Studies Curriculum Map**

Grade Level: Grade 10 World History	Name and Number of Unit: The Middle Ages	Approximate Timeline: 6 weeks, November through December (January if needed for review and unit assessment)
Description/Big Idea: This unit focuses on the political, cultural, and social developments of the Middle Ages. Students will analyze the feudal system, rise of European monarchs, the lasting impacts of the Crusades, and the Plague.		
Essential Question: How did the Catholic Church and European Monarchs compete for power and how did that competition shape Western Civilization?		
Mentor Text:		
Genre:		
CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)		
<p>Course Standards:</p> <p>A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.</p> <p>B. Recognize and Understand Connections and Relationships: Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.</p> <p>E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.</p> <p>Unit Objectives/Criteria:</p> <p>I can describe Charlemagne and the Carolingian Empire.</p> <p>I can investigate the Vikings.</p> <p>I can critique the Manorial/Feudal System.</p> <p>I can describe life in a Medieval town.</p> <p>I can summarize the rise of European Monarchs.</p> <p>I can analyze the Magna Carta and its importance to Western Civilization.</p> <p>I can compare and contrast the French and English Monarchies.</p>		

I can examine the rise of Papal Power.
I can analyze the crusades.
I can appraise the philosophies that arose from the Bubonic Plague's devastation.

Prerequisites:

Knowledge:

Importance of Christianity in the Middle Ages
The regression of culture in the Dark Ages
Geography of Europe and the Mediterranean
Monarchy

Skills:

Mapping skills
Writing skills
Compare and Contrast

Lessons/Summary of Unit: This unit examines the competitions of the Pope, Catholic Church, and Monarchs for the power, money, and souls of the people of Europe in the Middle Ages. Students will examine the growth of Papal power and how the Catholic Church dominated the time. Also, students will analyze the monarchies of England and France and analyze their impact on Western Civilization.

Key Vocabulary: Charlemagne, Vikings, Vassals, Feudalism, Serfs, Clergy, Chivalry, Agricultural Revolution, Urban Revolution, Guilds, Domesday Book, Magna Carta, Parliament, Estates General, Papal States, Corruption, Transubstantiation, Relics, Crusade, Bubonic Plague, Escapism, Fatalism, Religiosity, Babylonian Captivity, Great Schism.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Vikings Research mini-poster
Feudalism Packet
Life in a Medieval City internet reading.
Alfred the Great? In-class discussion
Murder of Thomas Becket primary source reading and questions

Magna Carta Matching Worksheet (Primary Source)
Rise of Papal Power Secondary Source Reading
Crusades Primary Source Reading

Summative assessments may include:

Feudal Ages Project
Rise of European Monarch Quiz
Plague Philosophies Quiz
Middle Ages Unit Exam

Professional Resources/Materials/Books:

Textbook: *World History: The Human Journey*. Holt, 2005.

College notes:

HIS 100: Western Civilization I. Fall 2005, Dr. Robert Brown, Finger Lakes Community College

Personal Library:

A History of Western Society. John P. McKay, Bennet D. Hill, and John Buckler, 2003

Horrible Histories: Vicious Vikings. Terry Deary, 2007.

Alfred the Great: War, Kingship and Culture in Anglo-Saxon England. Richard Abels, 1998.

The Mammoth Book of Eyewitness Britain: Eyewitness accounts of great historical moments from 55 BC to AD 2000. ed. Jon E. Lewis, 2001.

Movie:

Robin Hood, 2010.

Internet:

<https://www.awesomestories.com/asset/view/Murder-of-Thomas-Becket>

http://www.medieval-life.net/life_main.htm

http://news.bbc.co.uk/local/hampshire/hi/people_and_places/history/newsid_8672000/8672569.stm

http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/everyday_life_middle_ages/revision/5/

Houlton High School Social Studies Curriculum Map		
Grade Level: 10th grade World History	Name and Number of Unit: The Age of Thinking	Approximate Timeline: 6-7 weeks January to February
Description/Big Idea: This unit focuses on the intellectual development of Europe as it emerges from the Middle Ages. Students will analyze the Italian Renaissance, the Reformation, the exploration of the world, the Scientific Revolution, and the Enlightenment.		
Essential Question: How did Europe and Western Civilization emerge from the shadow of the Catholic Church to start independently thinking? Mentor Text: Genre:		
CCSS/MLR “I Can....” /Marzano Level (Level 3 Proficient) Course Standards: A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history. B. Recognize and Understand Connections and Relationships: Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter. C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics: Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes. D. Researching and Developing Positions on Current Social Studies Issues : Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning. E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods. Unit Objectives/Criteria: I can identify the Greek and Roman influences on the Renaissance.		

I can generalize Martin Luther's reasons for publishing the *95 Thesis*.
 I can consider whether the Counter-Reformation was a success or failure.
 I can list the socio-economic reasons for exploration.
 I can compare the European explorers.
 I can evaluate the impact to the Age of Exploration on Western Civilization.
 I can compare and contrast the conquest of the Aztecs and Inca.
 I can describe the differences between modern and medieval thinking.
 I can appraise how the Enlightenment thinkers viewed religion.
 I can assess the Enlightenment's influence on Western Civilization.

Prerequisites:

Knowledge:

Importance of the Catholic Church in Europe
 The regression of culture in the Middle Ages
 Geography of the continents
 Western civilization

Skills:

Mapping Skills
 Writing Skills MLA
 Graphing Skills (Venn Diagram)

Lessons/Summary of Unit: Students will examine the rebirth of independent thinking by analyzing the major changes that occurred in the Renaissance, Reformation, Age of Exploration, and the Enlightenment. Focus will be on the ideas that directly impact Western Civilization.

Key Vocabulary: Renaissance, Humanities, Individualism, *95 Thesis*, Diet of Worms, Protestant, Calvinism, Anglican Church, Counter-Reformation, Revolution, Continuity, Caravel, Mercantilism, Tariff, Subsidy, Columbian Exchange, Triangle Trade, Viceroy, Theological, Secular, Deism, Law of Supply and Demand.

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

Art History in-class discussion
95 *Thesis* primary source worksheet
Tudor Family Tree
Explorers mini-poster
Aztec and Inca Primary and Secondary Source readings.
Scientific Revolution Secondary Source reading

Summative assessments may include:

Renaissance and Reformation Project
In-class comparison essay between the Aztecs and the Inca
Age of Exploration quiz
Middle Ages v. Enlightenment Essay
Unit Exam

Professional Resources/Materials/Books:

Textbook: *World History: The Human Journey*. Holt, 2005.

College notes:

HIS 100: Western Civilization II. Spring 2006, Dr. Robert Brown, Finger Lakes Community College

Personal Library:

A History of Western Society. John P. McKay, Bennet D. Hill, and John Buckler. 2003

**Houlton High School
Social Studies Curriculum Map**

Grade Level: grade 10 World History

Name and Number of Unit: Two Hundred Years of Change

Approximate Timeline: 6 weeks

Description/Big Idea: This unit analyzes the two hundred year period of vast changes in Europe and Western Civilization. The focus of this unit is how the ideas of the Enlightenment were used in practice and formed the social, political, and economic foundations of modern society.

Essential Question:

How did Western Civilization have the social, economic, and political ideas that it has today?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

Course Standards:

- A. Understanding of Major Enduring Themes:** Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.
- B. Recognize and Understand Connections and Relationships:** Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.
- C. Analyze, Synthesize, and Problem Solve Social Studies Related Topics:** Students will be able to develop research questions related to current, future, or historical social studies issues. Students will develop solutions to historical and current issues, including civic, economic, environmental, and sociological problems. Students will use social studies related materials to predict likely outcomes.
- D. Researching and Developing Positions on Current Social Studies Issues :** Students will be able to apply research methods that are appropriate for the purpose of inquiry. Students will be able to make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning.
- E. Oral, Visual and Written Communication:** Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives/Criteria:

I can identify the problems of the Ancien Regime and King Louis XVI.
I can analyze the *Declaration of the Rights of Man and Citizen* and compare it to American political documents.
I can analyze how the events of the French Revolution lead to changes in Western Civilization.
I can evaluate the success of Napoleon's reforms.
I can analyze Napoleon's rise and fall.
I can compare Napoleon to other historical figures in terms of achievements background, political effects, and historical significance.
I can explain how Britain's geography allowed it to industrialize first.
I can understand how the Industrial Revolution created the modern sense of time.
I can give examples of the Industrial Revolution's effect on geography, society, and history.
I can analyze primary and secondary sources of the Industrial Revolution.
I can define Nationalism.
I can summarize Italian and German unification.
I can analyze the social order philosophies of this time period.

Prerequisites:**Knowledge:**

Concepts of the Enlightenment
Stratification of European Society
Geography of Europe

Skills:

Writing Skills
Mapping Skills
Compare and Contrast
Presentation Skills

Lessons/Summary of Unit:

This unit focuses on the period of vast change in Western Civilization. Students will analyze the French Revolution, the rise of Napoleon, the Industrial Revolution, and Nation Building.

Key Vocabulary: Ancien Regime, Tithe, Bourgeoisie, Meritocracy, Estates General, Suffrage, Liberalism, Nationalism, Directory, Consulate, Concordat, Napoleonic Code, Censorship, Propaganda, Indoctrination, Continental System, Spanish Ulcer, Congress of

Vienna, Reactionaries, Traditional Society, Industrial Society, Limited Liability, Subsidies, Tax incentives, Destitution, Nation, Nation-State, Constitutional Monarchy, Socialism, Marxism, Anarchism,

Habits of Mind/Guiding Principles

Assessments:

Formative assessments may include:

French Revolution packet of primary and secondary sources
Declaration of the Rights of Man and Citizen primary source matching and questions
Napoleon's domestic changes reading
Napoleon secondary source reading and questions
Jakob Walter' account of the Russian Invasion.
Congress of Vienna recreation
Castner Clock Factory activity
Primary source readings
Giuseppe Mazzini primary source reading
Socialism and Marxism secondary source readings

Summative assessments may include:

French Newspaper Article
Napoleon Comparison Essay
Industrial Revolution Quiz
Social Order Philosophies Quiz

Professional Resources/Materials/Books:

Textbook: *World History: The Human Journey*. Holt, 2005.

College notes:

HIS 100: Western Civilization II. Spring 2006, Dr. Robert Brown, Finger Lakes Community College
HTY 408: 19th Century European History. Spring 2005, Professor Janet TeBrake, University of Maine

Personal Library:

A History of Western Society. John P. McKay, Bennet D. Hill, and John Buckler. 2003.
Decisions Making in History: 19th Century. Kevin O'Reily. 2014.

Global Studies: Civilizations of the Past and Present. Henry Brun. 1988.

**Houlton High School
Social Studies Curriculum Map**

Grade Level: Grade 10 World History

Name and Number of Unit: World War I

Approximate Timeline: 3 weeks

Description/Big Idea: This unit analyzes the causes, practices, and effects of World War One with a focus on the geo-political effects that will cause World War Two and the Cold War.

Essential Question: What were the causes, practices, and effects of World War One?

Mentor Text:

Genre:

CCSS/MLR "I Can...." /Marzano Level (Level 3 Proficient)

Course Standards:

A. Understanding of Major Enduring Themes: Students will be able to differentiate between major historical eras and events in American and World History. They will identify and understand significant individuals, places, events, dates, and topics related to the social studies, including civics, economics, geography, and history.

B. Recognize and Understand Connections and Relationships: Students will be able to understand and communicate cause & effect relationships of significant historical events, along with ideas and movements related to the social studies. Students will be able to identify cause/effect relationships and draw inferences related to the subject matter.

E. Oral, Visual and Written Communication: Students will be able to create and present a coherent set of social studies related findings in the form of oral, written, and visual communication. Students will be able to present and defend a well-supported position to a variety of audiences while using an array of methods.

Unit Objectives/Criteria:

I can list the long term causes of World War One.

I can describe Imperialism.

I can analyze the events directly leading to World War One in the July Crisis.

I can list the important events of World War One.

I can analyze life in a trench.

I can hypothesize why the peace process will be difficult.

I can understand why each country had hidden motives at the Treaty of Versailles.

I can recognize why the Treaty of Versailles was a failure.

Prerequisites:**Knowledge:**

Nationalism
Geography of Africa
German unification
Industrial Revolution

Skills:

Forecasting history
Debate
Ordering

Lessons/Summary of Unit:

This unit focuses on the causes, practices, and effects of World War One. Students will be able to identify the long term and short term causes of the war, the horrors of trench warfare, and the problems with the peace process.

Key Vocabulary: Militarism, Alliances, Imperialism, Nationalism, Mass Production, Ethnocentrism, Berlin Conference, Spheres of Influence, Powder Keg, Social Darwinism, Blank Check, Schlieffen Plan, Trench Warfare, Western Front, Eastern Front, U-Boats, Total War, Rationing, Bolsheviks, Armistice, Reparations, League of Nations, Dawes Plan

Habits of Mind/Guiding Principles**Assessments:****Formative assessments may include:**

Arms race in-class research
Imperialism Primary source reading and map
July Crisis Primary and Secondary Sources
Letter home from the trenches
Propaganda mini-poster
Treaty of Versailles Re-enactment.

Summative assessments may include:

Causes of World War One Quiz
World War One Timeline

Professional Resources/Materials/Books:

Textbook: *World History: The Human Journey*. Holt, 2005.

College notes:

HIS 100: Western Civilization II. Spring 2006, Dr. Robert Brown, Finger Lakes Community College

International Baccalaureate History: 20th Century Europe. Spring 2005, Paul Ojeda, Victor Senior High School.

HIS 122: Modern World History. Spring 2006, Dr. David Harmon, Finger Lakes Community College

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Graduation Standards and Performance Indicators

This sample set of graduation standards and performance indicators is based primarily on the Maine Learning Results: Parameters for Essential Instruction (MLR, 2007) and the Common Core State Standards (CCSS, 2010, see key below for coding references). To ensure alignment with some of the more recent national work in the social studies fields, reference is also made to the College, Career, and Civic Life framework for Social Studies State Standards (June 2013 draft), National Content Standards in Economics (2010), and Geography for Life (2012).

Social Studies Graduation Standard 1

APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

Collaboratively and independently research, present, and defend discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts. (MLR, A1; CCSS)

Common Core State Standards Key

- **RI** Reading Informational Text – Grade 5
- **W** Writing – Grade 5
- **RH** Reading in Literacy for History/Social Studies – Grade 8 & HS
- **WH** Writing in Literacy for History/Social Studies – Grade 8 & HS
- **SL** Speaking and Listening – Grades 5, 8, & HS

Fifth-Grade Performance Indicators

- A. Develop and answer questions related to social studies by locating and selecting information and presenting findings. (MLR A1; CCSS RI 5.9; W 5.7 - 9)
- B. Determine two or more main ideas of a social studies text and explain how they are supported by key details; summarize the text. (MLR A1 B-D; CCSS RI 5.2, 5.4, 5.10)
- C. Explain how an author uses evidence to support particular points in a text:
 - Identify the evidence by quoting accurately;
 - Explain what the text says explicitly; and
 - Explain inferences by citing from the text.

Eighth-Grade Performance Indicators

- A. Research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources, using appropriate social studies tools and methods. (MLR A1 A-D, F-G, I-K; CCSS WH 8.7-9)
- B. Determine the central ideas or information and key steps in a process from a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (MLR A1 E, H, L; CCSS RH 8.2-5, 8.9-10)
- C. Distinguish among fact, opinion, and reasoned judgment in a text and cite

High School Performance Indicators

- A. Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills and using relevant tools, technologies, and sources from social studies fields to conduct the inquiry. (MLR A1 A-B, F-G, I-J, A2, A3; CCSS WH 7-9)
- B. Gather, synthesize, and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. (MLR A1 B-E, I-J; CCSS RH 1-3, RH 6-9)

(MLR A1, F, G; CCSS RI 5.1, 5.8)

- D. Analyze multiple accounts of the same event or topic in social studies, drawing on information from multiple print, non-print, and digital sources, noting important similarities and differences in the point of view they represent.(MLR A1 A, C-E; CCSS RI 5.1, 5.8)
- E. Develop and present informative/explanatory and opinion pieces on social studies topics both orally and in written form in which:
- The point of view is supported by logically ordered statements that include facts and relevant details; and
 - The concluding statement or section is related to the information or opinion presented. (MLR A1, E, G; CCSS W 5.1-2; 5.4-6, 5.10, CCSS SL 5.4-6)

specific textual evidence to support analysis. (MLR A1 B-C, F; CCSS RH 8.1, 8.8)

- D. Identify aspects of a text that reveal an author's point of view or purpose; integrate visual information with other information in print and digital texts. (MLR A1 C, F, J-K; CCSS RH 8.6-7)
- E. Develop and present informative/explanatory pieces as well as arguments on social studies topics both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented. (MLR A1 I-L; CCSS WH 8.1-2, 8.4-6, 8.10, CCSS SL 8.4-6)

- C. Evaluate various explanations and authors' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis. (MLR A1 C-F; CCSS RH 1, RH 3-6, RH 10)
- D. Develop informative/explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing. (MLR A1 C-F, I-J; CCSS WH 2, WH 4-6, WH 10)
- E. Construct and present arguments both orally and in writing in which claims, counterclaims, reasons, and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases. (MLR A1 E-J; CCSS WH 1, WH 4-6, WH 10, CCSS SL 4-6)

Social Studies Graduation Standard 2

CIVIC ENGAGEMENT

Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)

Fifth-Grade Performance Indicators

- A. Make and present a real or simulated decision related to the classroom, school, community, or civic organization by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 B, A3)
- B. Provide examples of how people influence government and work for the common good. (MLR B2 C)
- C. Contribute equitably to collaborative

Eighth-Grade Performance Indicators

- A. Make and present a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 B, A3)
- B. Analyze how people influence government and work for the common good. (MLR B2 D)

High School Performance Indicators

- A. Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills. (MLR A2 B, A3)
- B. Evaluate how people influence government and work for the common good. (MLR B2 E)



discussions, examine alternative ideas, and work cooperatively to share ideas; individually and collaboratively develop a decision or plan. (MLR A2 A; CCSS SL 5.1, 5.3)

- C. Develop and present decisions or plans, orally and in writing by:
- contributing to collaborative discussions that examine alternative ideas; and
 - considering the pros and cons of these ideas; and
 - thoughtfully recognizing the contributions of other group members. (MLR A2 A; CCSS SL 8.1, 8.3)

- C. Develop and present, orally and in writing, individual and collaborative decisions and plans by:
- contributing multiple points of view;
 - prioritizing the pros and cons of those ideas;
 - building on ideas of others and sharing in an attempt to sway the opinions of others. (MLR A2 A; CCSS SL 1, SL 3)

Social Studies Graduation Standard 3

CIVICS AND GOVERNMENT

Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States, and the world. (MLR, B)

Fifth-Grade Performance Indicators

- A. Explain and compare how groups of people make rules to define responsibilities that protect the freedoms of individuals and groups and support the common good. (MLR B1 A-B; B3 A)
- B. Explain the structures and processes of government, electing leaders and making laws as described in the United States Constitution and bill of Rights. (MLR B1 C-E; B2 B)
- C. Identify the rights, duties, and responsibilities of citizens within the class, school, or community. (MLR B2 A)
- D. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various other cultures in the United States and the world. (MLR B3 B)

Eighth-Grade Performance Indicators

- A. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, common good, and the rights, duties and responsibilities of citizens. (MLR B1 A-B; B2 A)
- B. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments and law making of the United States and Maine as framed by the United States Constitution, the Maine Constitution, and other primary sources. (MLR B1 C-E)
- C. Describe the protection of individual and minority rights as described in the United States Constitution and Bill of Rights and analyze examples of the protection of rights in court cases or from current events. (MLR B2 B-C)

High School Performance Indicators

- A. Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. (MLR B1 A-C)
- B. Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends, and events. (MLR B1 D-E; B3 A)
- C. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. (MLR B2 B-D)

- D. Using examples of historical or current issues, describe the government structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in Maine and the United States, and various cultures in the world. (MLR B3 A, B)
- E. Compare the structures and processes of the United States government with examples of other forms of government. (MLR B1 C, F)
- D. Using examples of historical or current issues, analyze the political structures, power, and perspectives of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in Maine and the United States, and various cultures in the world. (MLR B3 A-B)

Social Studies Graduation Standard 4

ECONOMICS

Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and the world. (MLR C)

Fifth-Grade Performance Indicators

- A. Explain that economics includes the study of scarcity, which leads to economic choices about what goods and services will be produced, how they will be distributed, and for whom they will be produced. (MLR C1 A)
- B. Describe situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings, and investment) and financial institutions (e.g. banks, interest rates). (MLR C1 C)
- C. Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources. (MLR C1 B)
- D. Describe economic similarities and differences within the community, Maine,

Eighth-Grade Performance Indicators

- A. Explain how the concept of scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance. (MLR C1 A)
- B. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of personal financial choices. (MLR C1 C)
- C. Describe the functions and roles of key economic structures and processes including government, taxes, businesses, trade, and financial institutions. (MLR C1 B)
- D. Describe factors in economic development and how states, regions,

High School Performance Indicators

- A. Explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary, and trade policies in personal, business, and national economies. (MLR C1 A-B, D-E)
- B. Evaluate the different strategies of money management, and the positive and negative impacts that credit can have on personal finances, using economic reasoning. (MLR C1 C)
- C. Explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues. (MLR C1 F-G)
- D. Compare different economic systems in a variety of regions and groups including Maine, Maine Native Americans, the United States, and various regions of the world;

the United States, and various cultures in the world, including economic influences related to Maine Native Americans. (MLR C2 A, B)

and nations, including Maine Native Americans, work together to promote economic unity and interdependence. (MLR C2 A-B)

explain the relationship between the region's economic system and its government, and the resulting costs and benefits. (MLR C2 A-C)

Social Studies Graduation Standard 5

GEOGRAPHY

Analyze the physical, human, and environmental geography of Maine, the United States, and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present, and future. (MLR D)

Fifth-Grade Performance Indicators

- A. Identify and create visual representations of the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools and representations. (MLR D1 A, B, C)
- B. Describe the human and physical factors that influence a current event or issue and predict the effect the event or issue will have on the community or region. (MLR D1 D)
- C. Describe and compare the physical and human characteristics as exemplified by different countries at different latitudes and differences between urban and rural locations in the United States. (MLR D2 A)
- D. Identify and describe the positive and negative ways humans modify the physical environment and how humans have used technology to do so. (MLR D2 A)
- E. Describe the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world. (MLR D2 B)

Eighth-Grade Performance Indicators

- A. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations. (MLR D1 A-C)
- B. Using geographical concepts, skills, and tools, describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future. (MLR D1 A-B, D)
- C. Analyze the ways physical and human processes define and change people's perceptions of places and regions. (MLR D2 A)
- D. Explain how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places. (MLR D2 A)
- E. Identify and explain how the

High School Performance Indicators

- A. Analyze the spatial organization of people, places, and environments on the Earth's surface using mental maps, geographic data, and representations, geospatial technologies, and spatial thinking. (MLR D1 B-C)
- B. Apply geographical concepts, skills, and tools to interpret the past, address the present, and plan for the future. (MLR D1 A, D)
- C. Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions. (MLR D1 D)
- D. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution, and importance of resources in various regions of the world. (MLR D1 C, D2 A)
- E. Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of the Earth's surface historically and in the present. (MLR D2 B)



forces of cooperation and conflict, as well as the movement and interactions of various people groups, including Native Americans in Maine, have influenced the division and control of the Earth's surface historically and in the present. (MLR D2 B)

Social Studies Graduation Standard 6

HISTORY

Apply and demonstrate knowledge of major eras, enduring themes, turning points, and historic influences to analyze the forces of continuity and change in the community, the state, the United States, and the world. (MLR E)

Fifth-Grade Performance Indicators

- A. Identify various historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, Maine, and the United States. (MLR E1 B)
- B. Explain that history includes the study of past human experience based on available evidence from a variety of sources. (MLR E1 A)
- C. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine, and the United States. (MLR E1 C)
- D. Explain why individuals and groups during the same historical period differed in their perspectives, comparing various cultural traditions and the contributions of Maine Native Americans and various people groups in the community, Maine, and the United States. (MLR E2; CCSS RI 6)

Eighth-Grade Performance Indicators

- A. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. (MLR E1 B; E2 C)
- B. Analyze interpretations of historical events that are based on different perspectives and evidence. (MLR E1 D)
- C. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. (MLR E1 C)
- D. Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently. (MLR E1 D; E2 A-C; CCSS RH 6)

High School Performance Indicators

- A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation, and the world. (MLR E1 B, E2 B)
- B. Select and organize evidence from primary and secondary sources to support an historical interpretation or argument. (MLR E1 A)
- C. Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration), and their impact on societal issues, trends and events. (MLR E1 C)
- D. Identify and critique diverse perspectives on societal issues, trends, and events and articulate priorities different groups or people hold in their perspectives. (MLR E1 D, E2 A; CCSS RH 6)
- E. Apply an understanding of causality, connections, and significance to develop credible explanations of historical events based on reasoned interpretation of

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IV. Record Requests

1. Records re: curriculum - See attached folder of K-12 curriculum PDF files. Social Studies standards are embedded within English Language Arts in grades K-5.

Curriculum/lesson plan support

June 2019 Zeke Crofton McDonald and Saige Purser from Wabanaki Public Health joined the Social Justice Class presenting information on history, historical trauma, social injustices, treaties and the importance of what they mean.

September 2018 and March 2019 John Dennis, Aroostook Band of MicMacs Cultural Director, presented to four high school english classes grades 11 & 12, two fourth grade classes, and the after school program. His presentation was storytelling, traditions, and language. This presentation incorporated awareness of the local Native American culture within the myths and legends unit utilizing stories from Wabanaki tribal nations.

May 2018 All grade 7 students attended the Wabanaki Field Day. This day long event was held in the Maliseet Village. Students traveled in groups through 6 different presentations by Maliseet and MicMac Tribal members. This event has taken place at the conclusion of the Wabanaki Studies unit over the past several years. It was cancelled in 2019 due to weather and the condition of the field and did not take place in 2020 due to Covid.

May 2018 Mr. Dennis, Cultural Director, worked with four third and fourth grade teachers to support their lesson plans to incorporate local Native American tribal perspectives on environmental science and resource management practices into their science, social studies, and ELA lesson plans.

Each year we invite many Maliseet and MicMac tribal members (including students) to present within the classrooms to supplement the Native American curriculum in ELA, science, social studies, and art. These classes included: English grade 11 & 12, grade 4, grade 5, grade 7, Elementary school, Social Justice, Breaking Ground, and Freshman History Seminar. Topics covered include government systems, tribal history and treaties, storytelling, and economic systems. Speakers come from various departments within the Maliseet and MicMac tribal services to include: Natural Resources Department, The Maliseet Education Department, The Maliseet Women's Group, MicMac Cultural Director, Tribal Chiefs, Tribal Administrators, Community Elders, and Maliseet Knowledge Keepers. This has not been an option under Covid guidelines.

This is a list of information shared with staff and is updated as information is received. We continue to update regularly and are in the beginning stages of creating a database within the library of curated content that can support students and the curriculum.

BOOK EVALUATION INFORMATION

The links below are excellent resources and tips we use for Choosing Culturally Appropriate Books & Resources.

<https://ailanet.org/about/publications/i-is-not-for-indian/>

<https://umaine.edu/hudsonmuseum/education/curriculum/resources/>

<https://www.colorincolorado.org/article/tips-choosing-culturally-appropriate-books-resources-about-native-americans>

<https://americanindiansinchildrensliterature.blogspot.com>

<https://www.colorincolorado.org/article/tips-choosing-culturally-appropriate-books-resources-about-native-americans>

<https://wcls.bibliocommons.com/list/share/606377252/606389837>

TEACHER RESOURCES/LESSON PLAN IDEAS:

These resources are provided to all teachers within the district:

Maine Native American Studies: in the schools, Historical overview, benefits of, Maine tribal governments, resources, statute

<https://www.maine.gov/doe/learning/content/socialstudies/resources/mainenativestudies>

Historical Overview:

<https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Wabanakis.pdf>

Maine Indians: A Web Resource List for Teachers

<https://umaine.edu/hudsonmuseum/education/curriculum/resources/>

Abbe Museum. Educator Hub: The Abbe Museum offers educators a wide variety of resources to bring Wabanaki history and culture into their classrooms and meet the goals of LD291. Many resources, links, and lesson plans.

<https://www.abbemuseum.org/educatorhub>

Culture and Historical Preservation: Stereotype Unit

This unit, which should be taught first, deconstructs common stereotypes of Native Americans and helps students identify and understand their own preconceived notions. The unit includes five activities: readings in social consciousness, a study of Native American groups across the country, two scavenger hunts, and “identifying stereotypes,” which teaches students how to identify their own attitudes toward Native Americans and encourages them to evaluate books, movies and other resources that may contain stereotypes.

<https://www.penobscotculture.com/index.php/curriculum/stereotypes>

Q&A: Native Knowledge 360° The same limited stories about American Indians persist in textbooks. The National Museum of the American Indian’s new program is looking to change that. <https://www.tolerance.org/magazine/qa-native-knowledge-360deg>

The Wabanakis of Maine and the Maritimes: A resource book by and about Penobscot, Passamaquoddy, Maliseet, Micmac and Abenaki Indians with extensive resources for all educational levels including sample lesson plans

<https://files.eric.ed.gov/fulltext/ED602803.pdf>

<https://eric.ed.gov/?id=ED602803> to download

HOME: The Story of Maine is a historical documentary series telling the story of the Pine Tree State from prehistory 12,000 years ago through the 20th century. This series is an historic collaboration between the Maine State Museum and MPBN.

<https://www.pbs.org/show/home-story-maine/>

National Museum of the American Indian's Native Knowledge 360°: check out our lessons and resources on the website

<https://americanindian.si.edu/nk360/resources.cshtml>

Thanksgiving Mourning: students explore the perspectives of two Native American authors about the meaning of the Thanksgiving holiday and then write journal entries.

<https://www.tolerance.org/classroom-resources/tolerance-lessons/thanksgiving-mourning>

Decolonizing Thanksgiving: A toolkit for combatting racism in schools

<https://medium.com/age-of-awareness/decolonizing-thanksgiving-a-toolkit-for-combating-racism-in-schools-5d4e3023a2f8>

Finding Katahdin: Lesson plans to go with the book. Book is available in the high school library.

<https://www.mainememory.net/bin/LessonPlans/1/>

Houlton Band of Maliseet Indians: website <http://www.maliseets.com/index.htm>

Our Lives In Our Hands examines the traditional Native American craft of basketmaking as a means of economic and cultural survival for Aroostook Micmac Indians of northern Maine.

<https://www.wabanakicollection.com/videos/our-lives-in-our-hands/>

I heard a story today: Read a sampling of stories and plays, including Gluskabe, and then learn about his importance to the Wabanaki people. This unit is designed to be an introduction to the complex subject of Oral Traditions and Wabanaki Legends.

<https://www.penobscotculture.com/index.php/curriculum/i-heard-a-story-today>

Maine Wabanaki-State Child Welfare Truth and Reconciliation:

Focus is on the Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission.

<https://www.pbs.org/video/maine-watch-jennifer-rooks-maine-wabanaki-state-child-welfare-truth-and-reconciliation/>

Maine Indian Tribal-State Commission - Educational resources and Tribal Sites

<https://www.mitsc.org/education-resources>

Mi'kmaq Creation Story:

https://www.historymuseum.ca/history-hall/origins/_media/Mikmaq-Creation-Story-EN.pdf

Four Directions Learning activities to go with Mi'kmaq Creation Story grades 1-6

http://www.fourdirectionsteachings.com/mikmaq_junior.pdf

Four Directions Learning activities to go with Mi'kmaq Creation Story grades 7-9

http://www.fourdirectionsteachings.com/mikmaq_intermediate.pdf

Maliseet information:

<https://www.encyclopedia.com/history/united-states-and-canada/north-american-indigenous-peoples/maliseet>

Harvest Ceremony: Beyond the Thanksgiving Myth: A Study Guide

https://americanindian.si.edu/sites/1/files/pdf/education/NMAI_Harvest_Study_Guide.pdf

American Indian Perspectives on Thanksgiving: National Museum of the American Indian:

https://americanindian.si.edu/sites/1/files/pdf/education/thanksgiving_poster.pdf

The Miseducation of Native American Students: Dehumanizing myths and misconceptions hurt Native students

<https://www.edweek.org/ew/articles/2016/11/30/the-miseducation-of-native-american-students.html>

How a Hunter visited the Thunder Spirits who dwell in Mount Katahdin: Passamaquoddy
<https://www.firstpeople.us/FP-HTML-Legends/How-A-Hunter-Visited-The-Thunder-Spirits-Who-Dwell-In-Mount-Katahdin-Passamaquoddy.html>

Maine Indian Land Claims Settlement Act of 1980: Overview, Summary, Details, Study Guide

<https://www.govtrack.us/congress/bills/96/hr7919>

Wabanaki Timeline 1950-present

<https://static1.squarespace.com/static/56a8c7b05a5668f743c485b2/t/5a590db8419202e5cdacae0c/1515785661122/Wabanaki+Timeline+-+A+New+Dawn.pdf>

Recorded Webinar and Training/information:

Native Knowledge 360°: Foundations for Teaching and Learning about Native Americans:

Webinar 1: Changing the Narrative about Native Americans

https://smithsonian.zoom.us/rec/play/DR_jkqYhWqWdstpqjIKzOzIVwsdYTN2HJ4gsHUowo9WQBjPZikDrQWEla1pGojGCqIFCrBtRZGXIHXLU.SFklwnV2CAOjCWRV?continueMode=true&_x_zm_rtaid=ZOqf_ieIRbO2fW3HYydbZA.1599231611736.ba480677fb61642f5e47a4e59a4329fb&_x_zm_rtaid=694

CODE: QW%+Z?2!

Native Knowledge 360°: Foundations for Teaching and Learning about Native Americans: Webinar 2: Strategies and tools to tell more complete narratives about Native Americans

<https://smithsonian.zoom.us/rec/share/2I9vNZHorGVLH6Oc81nnZbd7N5-8aaa8gXAerKIFnx1CtaACUpoKdtUNysv-G1Q1>

Native Knowledge 360°: Foundations for Teaching and Learning about Native Americans:

Webinar 2: Native Knowledge 360 in your classroom

https://smithsonian.zoom.us/rec/share/ydFkEu3M6WhOZc_DsGPCQfI6HYvVX6a82iMb8qUJz0xoNQYm6px-RhiwQYrz6qrJ

Password: 9*taC0h&

Recorded Webinars

<https://americanindian.si.edu/nk360/professional-development/recorded-webinars>

Food Sovereignty Ted Talk

<https://www.tedxrainier.com/speakers/valerie-segrest/>

North American Traditional Indigenous Food Systems (NāTIFS), founded by James Beard award winners The Sioux Chef

<https://www.natifs.org>

WABANAKI LANGUAGE INFORMATION

Captive Expression is a youtube channel. There you can find dozens of Mi'kmaw language video lessons and other Mi'kmaw language videos. The organization is based in Newfoundland. Here's the link to their channel:

<https://www.youtube.com/channel/UCnbSevk4EAS7XYIZ-Z4e86A>

ARTICLES:

With and About: Inviting Contemporary American Indian Peoples Into the Classroom:

There's a long history of U.S. schools failing Indigenous peoples, cultures and histories. In this story, Native parents and educators share examples of how educators and schools still get it wrong—and the steps they can take to fix their mistakes.

<https://www.tolerance.org/magazine/summer-2017/with-and-about-inviting-contemporary-american-indian-peoples-into-the>

What to know as Maine lawmakers finalize negotiations with tribal leaders:

<https://bangordailynews.com/2019/12/20/news/what-to-know-as-maine-lawmakers-finalize-negotiations-with-tribal-leaders/>

Sask. First Nation chief says tobacco offering from visiting school's coach a step toward reconciliation. Also includes links to residential school information.

<https://www.tolerance.org/magazine/qa-native-knowledge-360deg>

CULTURAL INFORMATION:

DSIA Handbook - The Native Women's Association of Canada (NWAC) is founded on the collective goal to enhance, promote, and foster the social, economic, cultural and political well-being of First Nations and Métis women within First Nation, Métis and Canadian societies. As a national organization representing Aboriginal women since 1974, NWAC's mandate is to achieve equality for all Aboriginal women in Canada. NWAC is actively involved with partner organizations across the globe towards this goal, including the United Nations and Amnesty International to end the discrimination against Indigenous women.

<https://www.nwac.ca/wp-content/uploads/2015/05/2014-NWAC-DSIA-Handbook.pdf>

Drum Making: Ernest Johnson

https://www.youtube.com/watch?v=e9G_XNw3cVw

Swi'te - Sweet Grass - MicMac

https://www.youtube.com/watch?v=I_AZzXlcvs8

The Three Sacred Plants

http://elnuabenakitribe.org/essays_and_articles/three_sacred_plants

2. Professional Development -

November 2020 One staff attended the Wabanaki Reach training *Interacting with Wabanaki Maine History*.

August 2020 One staff attended the National Park Service Park for Every Classroom about diversity and equity in the classroom sponsored by Friends of Katahdin Woods and Waters

June 2020 Three staff attended *De-Colonizing Your Thanksgiving Toolkit*

August 2019 Brittany Rae presented on Trauma and Adverse Childhood Experiences and touched upon best practices to support different subgroups, including Native American students.

October 2019 Two staff attended the *Maine Learning Results for Social Studies with an emphasis on teaching about Maine Native Americans* presented by Joe Schmidt.

October 2019 A team of six staff attended a Social Studies Workshop on new standards revision with Joe Schmidt at UMPI

March 2018 Two staff attended *Trauma Responsive Services* by Wabanaki Women's Coalition.

October 2018 Three staff attended *Dawnland in the Classroom*.

Many other training and informational meetings have been attended by various staff and administration which are not directly related to the curriculum, but support our Native American students. These trainings include: ICWA, Historical Trauma, Restorative Justice Cultural Healing Practices, Wabanaki Tribal Leadership Summit, and Wabanaki Vocational Rehabilitation Services.

Prior to Covid, we were corresponding with Wabanaki-Reach regarding hosting a school-wide in-service. This has not happened due to the pandemic, however next school year we are planning to host one inservice quarterly to be open to students, staff, and community members regarding Wabanaki Studies requirements.

Book/Library Evaluation

Over the past three years the Librarians and teachers have evaluated the books being utilized and pulled out of our collection books that are culturally biased and stereotype Native Americans. We have updated the library with books to ensure all Native American books/literature are appropriate, accurate, and includes a range of genres by Native American authors, with an emphasis on books containing information from the Wabanaki Tribes of Maine and on local authors. This continues to be an ongoing effort and we are working towards a database of the books available in all schools.

The MS/HS Librarian has been working with the Houlton Band of Maliseet Parent Advisory Committee to design a label to designate books to support the Native American curriculum, but also Native American authors.

RSU #29 was the recipient of the *One Shelf Book Project* by Gedakina in December 2020.

3. Outreach to State of Maine

We have not reached out directly to MDOE regarding support or resources. The Maine DOE website has been updated with Wabanaki information. Also, we reach out to the local tribal nations and consult with the Parent Advisory Committee on Native American Education for input and information has resulted in more interactive communication and information to support the curriculum. The Houlton Band of Maliseet Indians and the Aroostook Band of MicMacs staff and administration sends information as they receive it regarding websites, training, webinars, and newly released books pertaining to Wabanaki history, culture, and authors.

4. Guidance from MDOE

RSU 29 receives regular updates from MDOE regarding any and all changes to Social Studies Standards (Maine Learning Results). These updates come from a variety of resources including Monthly Updates, Priority Notices, Social Studies ListServe (Joe Schmidt, SS Specialist), etc.

5. Financial Needs

Implementation of the Wabanaki Studies requirement does not require specific financial needs beyond the implementation of any other content area for RSU 29.

6. Obstacles Regarding Implementation

The pandemic has slowed progress on our continuation of Social Studies curriculum updates and revisions since MDOE released the new learning results last year. Several workshops and most of our early release work time has been devoted to remote learning. We have pulled back from previously planned curriculum work.