

History | Scope & Sequence

study the passage of time

	P3	P4	K	1	2	3	4	5	6
Identify sequential actions such as first, next, last in stories and use them to describe personal experiences.	●	●	● ^k						
Create a personal history by placing photos of him/herself at various ages on the Personal Timeline (Year 2)				●	●	● ³			
Use the 1st Timeline to represent relative ages of people in their family (Year 1)				● ¹	● ²				
Prepare his/her family tree for at least 3 generations (Year 3)				●	●	● ³			
Record a simple history of the class year: e.g.daily temperature, weather (Year 1,2,3)				●	●	● ³			
Use a standard calendar				●	●	● ³			
Use a standard calendar to keep track of events				●	●	● ³			
Understand the concept of day and night/rotation and its consequence (Earth Story;Year 2 LE)				●	●	● ³			
Position of the earth with respect to the sun/inclination of the earth's axis (Earth Story;Year 2)				●	●	●			
Understand the concept of a year and the seasons	●	●	●	●	●	● ³			
Study of the months of the year/days of the week (Year 1,2,3)	●	●	●	●	● ²	● ³			
Use correct words and phrases related to time e.g. now, in the past, in the future, other periods of time	●	●	●	●	●	● ³			
Explain that a year is the time that it takes the Earth to go around the Sun one time (Earth Story: Year 2)	●	●	●	●	● ²	● ³			
Understand the affects of the Earth's axis and orbit on climate and seasons; torrid zone, frigid zone, temperate zone (Earth Story: Year 2)				●	●	● ³			
Sort pictures of outdoor scenes into the different seasons they represent		●	●	● ¹					
Describe how our area typically changes during each of the seasons, including weather	●	●	●	●	●	● ³			
Discuss reasons for noting the days that mark the changes in the seasons	●	●	●	● ^{1,6}	●	●			
Read an analog clock			●	●	●	● ³			
Indicate what time it will be 1-10 hours from the present time				●	●	● ³			
Study of time zones (Earth Story: Year 2)						●	●	●	● ⁵

study of prehistory/earth history

	P3	P4	K	1	2	3	4	5	6
Use the 1st Timeline of Earth History				●	●	● ³			
Use the clock of Eons				●	●	● ³			
Briefly describe the "Big bang" theory of the creation of the universe (Year 1,2,3 LE)				●	●	● ³			● ⁶
Briefly describe the cosmic cloud theory of the formation of the solar system (Year 1LE)				●	●	● ³			
Briefly describe the differences between the geologic eras of the Earth's history (Year 2)				●	●	● ³			● ⁶
Briefly describe the concept of continental drift and plate tectonics				●	●	●			● ⁶
Describe the major forms of life that were found at each era (year 2 LE)				●	●	● ³			● ⁶
Participate in the study of fossils (Year 2)				●	●	●			
Describe, in general terms, the stages of human evolution							●	●	●
Describe the fundamental human needs: vertical/horizontal:						● ³	●	● ⁵	● ⁶
Observe and identify details in, cartoons, photographs, charts and graphs relating to a historical narrative							●	● ⁵	●
Observe and describe local and regional historical artifacts, and sites and generate questions about their function, construction and significance			●	●	●	● ³	● ⁴	●	●
Apply the fundamental human needs to civilizations				●	●	● ³	●	●	●
Use picture sets and artifacts of early people (Year 1,2,3)				●	●	● ³			● ⁶

first study of history

	P3	P4	K	1	2	3	4	5	6
Identify given centuries along the Timeline of History				●	●	● ³	●	● ⁵	●
Explain why we record dates as being B.C or A.D. (Year 2)				●	●	● ³			
Use picture sets and artifacts on the Timeline of History				●	●	●	●	●	●
Participate in the observances of historical holidays	●	●	●	●	●	●	●	●	●
Participate in informal dramatizations of famous historical events				●	●	●			
Participate in performances of a play from or about the past civilization				●	●	●			

study of ancient civilizations

	P3	P4	K	1	2	3	4	5	6
Study Ancient Egypt (cycle 1)				●	●	●			
Study Ancient Greece (cycle 2)				●	●	●			
Study the Middle Ages (cycle 3)				●	●	●			
Study American Studies: Pre-Columbian Cultures to the American Revolution							●	●	●
Study Mesopotamia: Sumerians, Phoenicians							●	●	●
Describe the first migration of Cro-Magnon people to the New World (Year 1,2)							●	●	●

study of native americans

	P3	P4	K	1	2	3	4	5	6
Explain the motives that led the European discoverers to search for an ocean route to China							●	●	●
Retell the stories of the early explorers to the New World (Year 3)							●	●	●
Study the Renaissance and major early explorers				●	●	● ³			
Retell the story of the founding of the first settlement at Jamestown				●	●	●	●	●	●

study of american history

	P3	P4	K	1	2	3	4	5	6
Study American monuments, holidays and symbols (e.g.eagle, national anthem, pledge of Allegiance, flag) nation's cpaital (Washington DC),state capital (Boston), identify the president		●	●	● ^{11,12,13,14}	●	●			
Discuss reasons for celebrating or people in national and MA holidays e.g. Labor Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Patriot's Day, Flag Day, and Independence Day		●	●	● ⁵	●	●			
Describe the main characters and their qualities after reading or listening to stories from America and around the world		●	●	● ⁷	●	●			
Describe qualities and traits after reading or listening to stories about famous Americans		●	●	● ⁸	●	●			
Explain that Americans have a variety of different religious community, and family celebrations and customs.		●	●	● ⁹	●	●			
Use demographic terms correctly: ethnic groups, religious groups and linguistic groups		●	●	●	●	●	●	●	● ⁶
Retell the story of the Pilgrim's and the founding of the Plymouth colony		●	●	●	●	●	●	●	●
Identify the original 13 American colonies				●	●	●	●	●	●
Study the Salem Witch Trials							●	●	●
Describe the role of women in early America							●	●	●
Identify the major cities of Colonial America							●	●	●
Describe the major forces and events that led to the Declaration of Independence and the American Revolution						●	●	●	●

study of american history (continued)

	P3	P4	K	1	2	3	4	5	6
Participate in the study of settlement and immigration of the United States							●	●	●
Study the Industrial Revolution							●	●	●
Study the Westward expansion							●	●	●
Study the Articles of Confederation, Constitution, Bill of Rights							●	●	●
Study the three Branches of Government							●	●	●

civics & government

	P3	P4	K	1	2	3	4	5	6
Give examples that show the meaning of : authority, fairness, justice, responsibility, and rules.	●	●	● ^k						
Give examples that show the meaning of : politeness, achievement, courage, honesty, and reliability.	●	●	●	● ¹	●	●			
Define and give examples of rights and responsibilities that students as citizens have in the school e.g vote in class and school rules	●	●	●	●	● ²	●			
Give examples of fictional/ real people who were good leaders and good citizens and explain the qualities that made them admirable.				●	● ²	●			
Give examples of why it is necessary for communities to have governments.				●	●	● ³	●	●	●
Give examples of different ways people in a community can influence their local government.				●	●	● ³	●	●	●
Give examples of the major rights that immigrants have acquired as citizens of USA							● ⁴	●	●
Give examples of the different ways immigrants can become citizens of USA							● ⁴		
Define and use correctly words related to government e.g.citizen, suffering, rights, representation, federal, state, county, and municipal							●	● ⁵	●
Give examples of responsibilities and powers associated with major federal and state officials.								● ⁵	
Explain the structure of student's city or town government.								● ⁵	
Define what a nation is and give examples of different ways nations are formed.									● ⁶
Give examples of several well-known international organisations and explain their purposes and function e.g. UN, World Bank, NATO									● ⁶

economics

	P3	P4	K	1	2	3	4	5	6
Use words relating to work e.g. jobs, money, buying and selling			● ^k	●	●	●			
Give examples of how family members, friends, or acquaintances use money directly or indirectly to buy things they want.			● ^k	●	●	●			
Give examples of products that people buy and use.				● ¹	●	●			
Give examples of services that people do for each other.				● ¹	●	●			
Give examples of choices people have about the goods or services they buy and why they have to make choices.				● ¹	●	●			
Give examples of people in the school and community for both producers and consumers.				●	● ²	●			
Explain what buyers and sellers are and give examples of services that are bought and sold in the community.				●	● ²	●			
Define what a tax is and the purposes for taxes e.g. property, sales and income.				●	●	● ³	●	●	●
Define specialization in jobs and businesses.						● ³	●	●	●
Define barter, give examples of bartering and explain how money makes it easier for people to get things they want.						● ³	●	●	●
Define and give examples of natural resources of USA.				●	●	●	● ⁴	●	●
Give examples of limited and unlimited resources and explain how scarcity compels people to make choices about goods and services, giving up some things to get other things.							● ⁴	●	●
Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets.				●	●	●	● ⁴		
Give examples of the ways people save their money and discuss advantages and disadvantages of each.							● ⁵	●	●
Define what an entrepreneur is and give examples from colonial history of an entrepreneur e.g. Benjamin Franklin, Peter Fanueil.							● ⁵	●	●
Define profit and how describe how profit is an incentive for entrepreneurs.							● ⁵	●	●
Give examples how changes in supply and demand affected prices in colonial history e.g. fur, lumber, fish, metal.							● ⁵	●	●
Provide examples of currencies from different countries and explain why international trade requires a system for exchanging currency between nations.			●	●	●	●	●	●	● ⁶
Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.									● ⁶
Define supply and demand and describe how changes in supply and demand affect prices of specific products.									● ⁶
Identify the key elements of a market economy.									● ⁶
Describe how different economic systems try to answer the basic economic questions of what to produce, how to produce and for whom to produce.									● ⁶
Compare the standard of living in various countries today using gross domestic product per capita as an indicator.									● ⁶

geography

	P3	P4	K	1	2	3	4	5	6
Study the Work of Air (cycle 3)				●	●	●			● ⁶
Study the Work of Water (cycle 2)				●	●	●			● ⁶
Study the Work of Glaciers (cycle 3)						●			● ⁶

physical geography

	P3	P4	K	1	2	3	4	5	6
Study the composition of the earth: land, air, water, fire (Earth Story:Cycle 2 LE)	●	●	●	●	●	● ³	●	●	● ⁶
Study the inner layers of the earth; inner core, outer core, mantle, crust (Earth Story:Cycle 2)	●	●	●	●	●	● ³	●	●	● ⁶
Study of the outer layers of the earth atmosphere, lithosphere and hydrosphere (Earth Story:Year 2)				●	●	● ³	●	●	● ⁶
Study minerals (Cycle 1 LE)				●	●	●	●	●	●
Study rocks (Cycle 1 LE) (Geology: Year 2)				●	●	●	●	●	●
Study volcanoes (Earth Story:Cycle 2)				●	●	● ³			
Identify the seven continents	●	●	● ^k	●	●	●			
Describe maps and globes to depict geographical information in different ways	●	●	● ^k	●	● ²	●			
Describe a map as a representation of a space e.g. the classroom, the school, the neighborhood, town, city, state, country or world.			● ^k	● ¹	●	●			
Study the continents	●	●	●	●	●	●			
Describe the difference between a contemporary map and the map in earlier centuries						● ³	●	● ⁵	●
Study basic land forms e.g. lake/island, cape/bay, peninsula/gulf, isthmus/strait, archipelago/chain of lakes			●	● ¹	●	● ³	●	●	● ⁶
Study advanced land forms e.g. reefs/coasts/beaches/ mountains/valleys/plains/canyons/gorges				●	●	● ³	●	●	● ⁶
Study latitude and longitude lines e.g. North and South poles, Eastern, Western, Northern and Southern Hemispheres, Prime Meridian, Equator, Tropic of Cancer, Tropic of Capricorn (Earth Story:Cycle 2)				● ¹	●	●	● ⁴	● ⁵	● ⁶
Identify and discuss time zones						●	●	●	● ⁶
Describe ways to indicate absolute and relative location for countries or cities across the world									● ⁶
Interpret a map using information from its title, compass rose, scale and legend						●	● ⁴	●	● ⁶
Read globes and maps and follow narrative accounts using them.					● ²	●	●	●	● ⁶
Study the atlas				●	●	●	●	●	●
Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change					● ²	●	●	● ⁵	● ⁶
Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information e.g. rainfall, temperature or population size.		●	●	●	●	●	●	●	● ⁶
Use the following demographic terms correctly: ethnic group, religious group and linguistic group.		●	●	●	●	●	●	●	● ⁶
Study of biomes				●	●	●	●	● ⁵	● ⁶

political geography

	P3	P4	K	1	2	3	4	5	6
Study Countries and Cities (Year 1,2,3)				●	●	●	●	●	● ⁵
Study of Flag nomenclature (Year 3)				●	●	● ³			
Identify country flags				●	●	●			
Study Civics and Government (Year 3)							●	●	●
Identify forms of government (LE Year 1,2,3)							●	●	●
Study the Articles of Confederation and the Constitution							●	●	●
Study the three main branches of government: Legislative, Judicial, Executive							●	●	●
Study of Cultures of Countries	●	●	●	●	●	● ³	●	●	● ⁶

economic geography

	P3	P4	K	1	2	3	4	5	6
Study the importance of a river system (Year 1)				●	●	●			
Study the interrelatedness and dependence of all people (Year 1,2,3)				●	●	●	●	●	● ⁶
Study of currency and exchange				●	●	●	●	●	● ⁶
Identify migration patterns and reasons for migration (Year 3)							●	●	●