

Week 1	
<b>Massachusetts Performance Standards</b> <b><i>Massachusetts and Its Cities and Towns</i></b>	
<p><i>The students will:</i> Understand and recognize artifacts as part of history  Recognize time periods</p>	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
<p>1. CH 1 History Close to Home  2. CH 1 History Close to Home</p>	
<b>Objectives (Students will...)</b> <b>Concepts and skills</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>Understand and use related vocabulary in context</li> <li>Explain the meaning of time periods or dates in historical narratives and use them correctly in writing; <i>decade, century, 1600s, 1776</i></li> <li>Describe what constitutes artifacts and how they relate to history</li> </ol>	<ol style="list-style-type: none"> <li>What is history?</li> <li>Why and how do we study history?</li> <li>How do people's choices affect history?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>Examples of artifacts, both local and personal</li> <li>Local Historical Society resources; Web sites</li> <li>Teacher manual</li> <li>Student text</li> </ol>	<ol style="list-style-type: none"> <li>Computer</li> <li>Videos</li> <li>Interactive technology</li> </ol>
<b>Evaluation/Activities</b>	
<ol style="list-style-type: none"> <li>Make a poster showing "What you do today will be the history of tomorrow."</li> <li>Ch 1 Test</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

<b>Week 2</b>	
<b>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</b>	
<i>The students will: Standard 3.1</i> 3.8	
<b>UNIT Massachusetts, Our Home</b>	
<ol style="list-style-type: none"> <li>1. CH 2 The Land We Call Home</li> <li>2. CH 2 The Land We Call Home</li> </ol>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. On a map of the US, locate New England</li> <li>2. Identify the 6 New England states, the Atlantic Ocean, Canada,</li> <li>3. On a map of Massachusetts, locate and identify major cities, towns, regions, landmarks, and landforms</li> <li>4. Understand and use related vocabulary in context</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is New England in relation to the United States?</li> <li>2. What makes Massachusetts unique?</li> <li>3. How do maps help us understand where we are and where we're going?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. New England map puzzles for small groups</li> <li>2. Massachusetts travel brochures</li> <li>3. Teacher manual</li> <li>4. Student text</li> </ol>	<ol style="list-style-type: none"> <li>1. Interactive technologies</li> <li>2. Computer</li> <li>3. Videos</li> </ol>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
<ol style="list-style-type: none"> <li>1. Student product: Brochure/booklet "Visitors' Guide to Massachusetts."</li> <li>2. Ch 2 Test</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.</p> <p><b>Class work:</b> To be done on each topic/concept as needed for understanding.</p> <p><b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.</p> <p><b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.</p> <p><b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<b>Technology Used/ Date Used:</b>
	<b>Completed By:</b>
	<b>Comments:</b>

Week 3	
<b>Massachusetts Performance Standards</b> <i>Massachusetts and Its Cities and Towns</i>	
<i>The students will:</i> Standard 3.2	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
1. CH 3 The First People	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
1. Use a Venn diagram to compare and contrast the seasonal lives of the Wampanoags 2. Write a legend in the style of the Native Americans	1. Who were the first people to live in Massachusetts and where did they live? 2. How did the Wampanoags' lives change over the course of the 4 seasons?
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
1. Teacher SS manual 2. Student Text 3. Maps (interactive) of 1600s Wampanoag villages and contemporary MA	1. Computer 2. Interactive technologies
<b>Evaluation/Activities</b>	
1. Wampanoag Spring/Summer vs. Fall/Winter Quiz (Venn Diagram)	
<b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available. <b>Class work:</b> To be done on each topic/concept as needed for understanding. <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher. <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students. <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.	
<b>Lesson Completion Date:</b> <b>Technology Used/ Date Used:</b> <b>Completed By:</b> <b>Comments:</b>	

Week 4		
<b>Massachusetts Performance Standards</b> <i>Massachusetts and Its Cities and Towns</i>		
<i>The students will:</i> Standard 3.2		
<b>UNIT</b> <b>Massachusetts, Our Home</b>		
1. CH 3 The First People      Lesson 3		
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Understand the leadership of Wampanoag tribes</li> <li>2. Recognize that the Wampanoag still live locally today</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1. What was the structure of the Wampanoag tribe?</li> <li>2. How does the Wampanoag tribe exist today?</li> </ol>	
<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Teacher SS Manual</li> <li>2. Student Text</li> <li>3. Wampanoag boy's life story "Tapetum's Day" by Karen Waters</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Computer/ Internet</li> <li>2. Interactive technology</li> </ol>	
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <ol style="list-style-type: none"> <li>1. Ch 3 Test</li> </ol> <p> <b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.         </p>		<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

<b>Week 5</b>	
<b>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</b>	
<i>The students will: Standard 3.3/A 3.3/B</i>	
<b>UNIT Massachusetts, Our Home</b>	
1. CH 4 The Pilgrims Lesson 1	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. Explain why the Pilgrims left England/Europe for the New World</li> <li>2. Understand the parts/significance of the Mayflower Compact</li> <li>3. Write journal entries from the perspective of a Pilgrim child</li> </ol>	<ol style="list-style-type: none"> <li>1. Why did the Pilgrims leave Europe?</li> <li>2. What was their journey to America like?</li> <li>3. How did they establish Plimoth Colony and survive their first winter?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Teacher SS manual</li> <li>2. Student Text</li> <li>3. Historical Fiction “Samuel Eaton’s Day” and “Sarah Morton’s Day” by Karen Waters</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer</li> <li>2. Interactive technologies</li> </ol>
<b>Evaluation/Activities</b>	<b>Lesson Completion</b>
<ol style="list-style-type: none"> <li>1. Venn Diagram Quiz – Pilgrims vs. Wampanoags</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<b>Date:</b>  <b>Technology Used/ Date Used:</b>  <b>Completed By:</b>  <b>Comments:</b>

<b>Week 6</b>	
<b>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</b>	
<i>The students will:</i> Standard 3.3/B 3.3/C	
<b>UNIT Massachusetts, Our Home</b>	
1. CH 4 The Pilgrims Lesson 2 & 3	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>Describe everyday life for Pilgrims (men, women, and children) in the early Plimoth colony.</li> <li>Understand the relationship between the Pilgrims and the Wampanoag.</li> <li>Understand and use related vocabulary in context</li> </ol>	<ol style="list-style-type: none"> <li>How did the Wampanoag and the Pilgrims coexist?</li> <li>What was the significance of the first Thanksgiving?</li> <li>What was the everyday life of a Pilgrim (man, woman, child) like?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>Teacher SS manual</li> <li>Student Text</li> <li>PowerPoint of Plimoth Village</li> <li>Vistors' video guide to Plimoth Plantation</li> <li>Non-fiction texts of the first Thanksgiving</li> </ol>	<ol style="list-style-type: none"> <li>Computer /Internet</li> <li>Video</li> <li>Interactive technologies</li> </ol>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
<ol style="list-style-type: none"> <li>In-school Plimoth Plantation visit as reasonable</li> <li>Chapter 4 Test</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<b>Technology Used/ Date Used:</b>  <b>Completed By:</b>  <b>Comments:</b>

<b>Week 7</b>	
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>	
<i>The students will: 3.4</i>	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
1. Ch 5 The Puritans	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. Compare and contrast Puritans and Pilgrims using a Venn diagram</li> <li>2. Visualize the layout and significance of the Puritan village</li> <li>3. 3. Understand and use related vocabulary in context</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the differences between the Pilgrims and Puritans?</li> <li>2. What were the main parts of the Puritan village?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Teacher manual</li> <li>2. Student Text</li> <li>3. Matching game cards</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer/Internet</li> <li>2. Interactive Technologies</li> <li>3. Videos</li> </ol>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
<ol style="list-style-type: none"> <li>1. Venn diagram Quiz comparing Pilgrims and Puritans</li> <li>2. Puritans traveling to America picture and word card and matching game</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<b>Technology Used/ Date Used:</b>
	<b>Completed By:</b>
	<b>Comments:</b>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
<p><b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Technology Used/ Date Used:</b>
	<b>Completed By:</b>
	<b>Comments:</b>

<b>Week 8</b>	
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>	
<i>The students will:</i> 3.4 3.5.a	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
Ch 5 The	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. Create themselves in a visual 2-dimensional Puritan child presentation</li> <li>2. Compose a journal entry describing their daily life (dress, chores, food, education, and play) as a Puritan child.</li> <li>3. Describe the ways Puritan men earned a living</li> <li>4. Understand and use related vocabulary in context</li> </ol>	<ol style="list-style-type: none"> <li>1. What was the daily life of the Puritan child like?</li> <li>2. How did Puritan men earn their living?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Teacher manual</li> <li>2. Student text</li> <li>3. 18" paper doll template and sample Puritan Child product</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer</li> <li>2. Videos</li> <li>3. Interactive technologies</li> </ol>
<b>Evaluation/Activities</b>	<b>Lesson Completion</b>
<ol style="list-style-type: none"> <li>1. Puritan child visual and written presentation</li> <li>2. Ch 5 Test</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<b>Date:</b>  <b>Technology Used/ Date Used:</b>  <b>Completed By:</b>  <b>Comments:</b>

<b>Week 9</b>	
<b>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</b>	
<p><i>The students will:</i> 3.5.b 3.5.c 3.5.d 3.6.</p>	
<b>UNIT Massachusetts, Our Home</b>	
1. Ch 6 Massachusetts in the American Revolution	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. Understand and use related vocabulary in context</li> <li>2. Identify the Declaration of Independence</li> <li>3. Explain details leading to the Boston Tea Party</li> <li>4. Explain how the Battle of Lexington and Concord started the American Revolutionary War</li> </ol>	<ol style="list-style-type: none"> <li>1. Why is the American Revolution the beginning of America as we know it today?</li> <li>2. What events led to the Boston Tea Party?</li> <li>3. How did the Battle of Lexington and Concord spark the official start of the American Revolution</li> <li>4. What are the basic provisions of the Declaration of Independence?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. The Midnight Ride of Paul Revere, poem</li> <li>2. Teacher manual</li> <li>3. Student text</li> <li>4. Nonfiction, grade appropriate titles on the American Revolution</li> <li>5. Copy of the Declaration of Independence</li> <li>6. Historic maps of Massachusetts during the 1700s</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer/Internet</li> <li>2. Interactive technologies</li> <li>3. Videos</li> <li>4. Map software</li> </ol>
<b>Evaluation/Activities</b>	
<ol style="list-style-type: none"> <li>1. Research Revolutionary era landmarks in and around Boston (including the Freedom Trail)</li> <li>2. Create a digital or paper map of Paul Revere's ride</li> <li>3. Vocabulary quiz</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

Week 10		
<p><i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i></p> <p><b>The students will: 3.5E</b></p> <p>3.7B 3.7E</p>		
<p><b>UNIT</b> <b>Massachusetts, Our Home</b></p> <p>1. Ch 6 Massachusetts in the American Revolution Lesson 3 “<i>Famous Patriots</i>”</p>		
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Read a biography of an American Patriot or historical figure from the Revolution from Massachusetts</li> <li>2. Prepare a final visual and written product detailing the person’s life and achievements</li> <li>3. Understand and use related vocabulary in context</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1. How were certain Massachusetts people important to the American Revolution?</li> </ol>	
<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Teachers manual</li> <li>2. Student text</li> <li>3. School and local library for biographies</li> <li>4. PowerPoint software</li> <li>5. Sample biography presentations</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Computer/Internet</li> <li>2. Interactive technologies</li> </ol>	
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <ol style="list-style-type: none"> <li>1. Student biography products</li> <li>2. Famous Patriot whole school display</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>		<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

<b>Week 11</b>	
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>	
<i>The students will:</i> 3.5E	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
1. CH 6 Massachusetts in the American Revolution Lesson 3 “Famous Patriots” (projects continued)	
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Read a biography of an American Patriot or historical figure from the Revolution from Massachusetts</li> <li>2. Prepare a final visual and written product detailing the person’s life and achievements</li> <li>3. List and describe five (5) Massachusetts patriots of the American Revolution</li> <li>4. Understand and use related vocabulary in context</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1. How were certain Massachusetts people important to the American Revolution?</li> </ol>
<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Teachers manual</li> <li>2. Student text</li> <li>3. School and local library for biographies</li> <li>4. PowerPoint software</li> <li>5. Sample biography products</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Computer/Internet</li> <li>2. Interactive technologies</li> </ol>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <ol style="list-style-type: none"> <li>1. Student biography products</li> <li>2. Famous Patriot whole school display</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

Week 12	
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>	
<i>The students will:</i> 3.6	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
1. CH 6 Massachusetts in the American Revolution -- Lesson 4: The Results of the Revolution (Key American documents)	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. Recognize and understand key documents of the American Revolution (The US Constitution and Bill of Rights)</li> <li>2. Understand and use related vocabulary in context</li> </ol>	Why is the US Constitution as important today as it was for the colonists during the Revolutionary years?
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Teacher manual</li> <li>2. Student Text</li> <li>3. Copies of Historical documents: The US Constitution and Bill of Rights</li> </ol>	<ol style="list-style-type: none"> <li>1. Computers/Internet</li> <li>2. Videos</li> <li>3. Interactive technologies</li> </ol>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
<ol style="list-style-type: none"> <li>1. Chapter 6 test</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<b>Technology Used/ Date Used:</b>  <b>Completed By:</b>  <b>Comments:</b>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
<p><b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Technology Used/ Date Used:</b>  <b>Completed By:</b>  <b>Comments:</b>

<b>Week 13</b>		
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>		
<i>The students will:</i> 3.8 3.9 3.11 3.12		
<b>UNIT</b> <b>Massachusetts, Our Home</b>		
1. Ch 7	Your Hometown: History, Government, and Economics in Your Community	Lesson 1
<b>Objectives (Students will...)</b>		<b>Essential Question</b>
<ol style="list-style-type: none"> <li>Understand and use related vocabulary in context.</li> <li>Explain 3 ways that Saugus has changed through time.</li> <li>Analyze and compare historic and contemporary photographs and maps to determine concrete and abstract changes in town over the centuries.</li> <li>Interview Saugus residents/ business owners for contemporary knowledge</li> </ol>		<ol style="list-style-type: none"> <li>How has Saugus changed over the years since its settlement?</li> <li>What do pictures and maps tell us about a towns evolution over time?</li> <li>Who lives and works in Saugus today?</li> </ol>
<b>Teacher Resources</b>		<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>Local Historical Society/museum</li> <li>Official Town Web page</li> <li>Local Landmarks/ Historic sites</li> <li>Local businesses and business owners</li> <li>teacher manual</li> <li>Student text</li> <li>Nonfiction text on town history</li> <li>Paper and digital maps of Saugus</li> <li>Paper and digital photos of Saugus</li> </ol>		<ol style="list-style-type: none"> <li>Computer/Internet</li> <li>Mapmaking software</li> <li>Photo software</li> <li>Digital camera</li> <li>Interactive technologies</li> <li>Videos</li> </ol>
<b>Evaluation/Activities</b>		<b>Lesson Completion Date:</b>
<ol style="list-style-type: none"> <li>Begin a Webquest focused on Saugus history, contemporary government, and economics.</li> <li>Create an oral and visual report on contemporary Saugus residents and businesses.</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>		<b>Technology Used/ Date Used:</b>  <b>Completed By:</b>  <b>Comments:</b>

<b>Week 14</b>	
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>	
<i>The students will:</i> 3.8 3.9 3.11 3.12	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
1. Ch 7 Your Hometown: History, Government, and Economics in Your Community Lesson 1 (Continued)	
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>Understand and use related vocabulary in context.</li> <li>Compare/contrast historic and contemporary Saugus citing 3 changes.</li> <li>Analyze and compare historic and contemporary photographs and maps to determine concrete and abstract changes in town over the centuries.</li> <li>Interview Saugus residents/ business owners for contemporary knowledge</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>How has Saugus changed over the years since its settlement?</li> <li>What do pictures and maps tell us about a town's evolution over time?</li> <li>Who lives and works in Saugus today?</li> </ol>
<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>Local Historical Society/museum</li> <li>Official Town Web page</li> <li>Local Landmarks/ Historic sites</li> <li>Local businesses and business owners</li> <li>Teacher manual</li> <li>Student text</li> <li>Nonfiction text on town history</li> <li>Paper and digital maps of Saugus</li> <li>Paper and digital photos of Saugus</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>Computer/Internet</li> <li>Mapmaking software</li> <li>Photo software</li> <li>Digital camera</li> <li>Interactive technologies</li> <li>Videos</li> </ol>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <ol style="list-style-type: none"> <li>Continue Webquest focused on Saugus history, as well as contemporary government, and economics.</li> <li>Create an oral and visual report on contemporary Saugus residents and businesses.</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

<b>Week 15</b>	
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>	
<i>The students will:</i> 3.13 3.14	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
1. Ch 7 Your Hometown: History, Government, and Economics in Your Community	Lessons 2 & 3
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Give examples of goods and services provided by Saugus businesses and industries.</li> <li>2. Give examples of tax-supported facilities/services provided by the local government, i.e. schools, parks, recreational facilities, public safety, libraries</li> <li>3. Understand and use related vocabulary in context</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1. What goods and services come from Saugus?</li> <li>2. What public needs do local governments meet?</li> <li>3. How do taxes support the town?</li> </ol>
<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Official Town Web page</li> <li>2. Local businesses and business owners</li> <li>3. Teacher manual</li> <li>4. Student text</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Computer/Internet</li> <li>2. Digital camera / Photo software</li> <li>3. Interactive technologies</li> <li>4. Videos</li> </ol>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <ol style="list-style-type: none"> <li>1. Complete `Webquest focused on Saugus history, as well as contemporary government, and economics.</li> <li>2. Create an oral and visual report on contemporary Saugus residents and businesses.</li> <li>3. Chapter 7 Test (Optional)</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

<b>Week 16</b>	
<i>Massachusetts Performance Standards Massachusetts and Its Cities and Towns</i>	
<i>The students will:</i> 3.7A, B, C D, E 3.10	
<b>UNIT</b> <b>Massachusetts, Our Home</b>	
<ol style="list-style-type: none"> <li>1. Ch 8 People in Our Past</li> <li>2. CH 6 American Revolution/ Symbols of America: The US Flag (Flag Day June 14)</li> </ol>	
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <ol style="list-style-type: none"> <li>1. Examine the lives and achievements of famous Americans from Massachusetts</li> <li>2. Produce an oral and visual biography of a Massachusetts resident who impacted the US</li> <li>3. Understand and use related vocabulary in context</li> <li>4. Perform a simple skit about the history and importance of the US flag and its etiquette</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1. What significant contributions did famous Massachusetts residents make to America as we know it today?</li> <li>2. How does the US flag represent both history and the US today?</li> </ol>
<p style="text-align: center;"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>1. Teacher manual</li> <li>2. Student text</li> <li>3. Biographies of famous Massachusetts residents</li> <li>4. Encyclopedias (both digital and hard copy)</li> </ol>	<p style="text-align: center;"><b>Media and Technology Resources</b></p> <ol style="list-style-type: none"> <li>1. Computer/Internet</li> <li>2. Interactive technologies</li> <li>3. Computer Software PowerPoint</li> </ol>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <ol style="list-style-type: none"> <li>1. Produce a PowerPoint presentation of famous Massachusetts resident</li> <li>2. Ch 8 Vocabulary quiz</li> <li>3. Fold the US flag correctly</li> </ol> <p><b>Lecture/Demonstration:</b> Each concept/topic will be introduced by the teacher using any resources that are available.  <b>Class work:</b> To be done on each topic/concept as needed for understanding.  <b>Homework:</b> To be given daily on each introduced topic as determined by the teacher.  <b>Review:</b> All weekly concepts will be reviewed and connections to concepts should be made by the students.  <b>Quiz:</b> Formal assessments will be given as warranted by the curriculum.</p>	<p><b>Lesson Completion Date:</b></p> <p><b>Technology Used/ Date Used:</b></p> <p><b>Completed By:</b></p> <p><b>Comments:</b></p>

