

The goal of an effective social science curriculum is to enable students to participate intelligently, justly, and responsibly in civic life. It enables students to understand the history, civics and government, geography, and economics of the local community, state, nation and world. The focus of study in grades K-5 is on local, regional and national history, geography, civics, and economics. Building on this foundation, Middle School students systematically study the world beyond North America.

The enduring understanding that students gain through their study of social science in Littleton is: I am part of a local, national, and global community. In order to understand myself and my role in those communities, I must learn from the past, examine the present, and plan for the future.

Students examine these essential questions:

- What are personal and group responsibilities to a community?
- What freedoms or individual rights do people in a community have or do not have? Why?
- How has geography influenced the community or civilization?
- How and why are governments formed? Why do they change?
- How has religion influenced the community or civilization?
- How has the economy developed and influenced the civilization?
- How has Science/Technology influenced the community or civilization?
- How did the community or civilization decline or end (if applicable)?
- What role does culture (art, music, architecture, education, traditions, etc.) play in the community or civilization?
- How and why does conflict arise in communities or civilizations? What changes does it bring?



Core Values

 Respect

 Responsibility

 Integrity

 Accountability

The Littleton Public Schools are committed to providing a challenging and comprehensive curriculum that meets the needs of all students and is consistent across grade levels. This guide provides an overview of the essential learning outcomes for a given subject area in a specific grade level and describes what students should know and be able to do. More detailed information is available at each school or Central Services.

SHAKER LANE SCHOOL

Grades PreK - 2
978-486-3959
35 Shaker Lane
Littleton, MA 01460

RUSSELL STREET SCHOOL

Grades 3 – 5
978-486-3134
55 Russell Street
Littleton, MA 01460

MIDDLE SCHOOL

Grades 6 – 8
978-486-8938
55 Russell Street
Littleton, MA 01460

HIGH SCHOOL

Grades 9 – 12
978-952-2555
56 King Street
Littleton, MA 01460

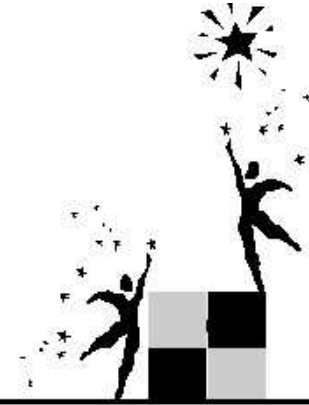
CENTRAL SERVICES

Office of the Superintendent
Office of the School Committee
978-486-8951
Town Office Building
33 Shattuck Street
Littleton, MA 01460

www.littletonps.org

The Littleton Public School District does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, disability, or age.

K - 5 ELEMENTARY SOCIAL STUDIES CURRICULUM



*Our mission
is to inspire and
sustain learning
and achievement,
preparing each student
for the challenges
of life in
the 21st century.*

**LITTLETON
PUBLIC SCHOOLS**

LITTLETON, MA



KINDERGARTEN

Students will:

- Give at least one fact about Christopher Columbus
- Tell who came to the first Thanksgiving & why it was started
- Explain what Martin Luther King did for black people in our country
- Give their street address, city and state. Identify Shaker Lane and Littleton
- Identify 5 values taught in the HEART (Honesty, Effort, Acceptance, Respect, Take responsibility) program & tell about them
- Identify the flag, its colors and shapes and say the pledge of allegiance
- Name the current president
- Tell or show what a map and globe are

GRADE 1

Students will:

- Locate MA on a U.S. map and label Littleton, MA
- Identify current president and where he/she lives
- Identify and explain the meaning of these national symbols: the American flag, bald eagle, White House and Statue of Liberty
- Recite the pledge of allegiance from memory
- Identify important patriotic holidays and their meanings
- Identify HEART qualities in literary characters and biological figures
- Complete a timeline of life events and holidays
- Learn that a map is a representation of space
- Identify cardinal directions (North, East, South, West)
- Identify products and services within a community

GRADE 2

Students will:

- Use a calendar to identify days, weeks, months, years, and seasons
- Use correct words and phrases related to time and historical periods
- Describe how maps and globes depict geographical information in different ways
- Identify cardinal directions (north, south, east, west) and apply them to maps, locations in the classroom, school, playground, and community
- Give examples of the rights and responsibilities that students as citizens have in the school
- Give examples of fictional characters or real people who were good leaders and citizens, and explain the qualities that made them admirable
- Define buyers and sellers and give examples of goods and services in the community
- On a map of the world locate all the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica
- Locate major oceans: the Arctic, the Atlantic, the Pacific, and the Indian
- Explain the difference between a continent and a country and give examples of each
- On a map of the world, locate the continent, regions or countries from which students, their parents/guardians, grandparents, or other relatives or ancestors come from
- Describe traditional foods, customs, sports/games, or music of the place they came from



- With assistance, give examples of traditions or customs from other countries that can be found in America today
- Describe and compare different ways people have achieved great distinction after reading or listening to a variety of true stories about individuals recognized for their achievements

GRADE 3

Students will:

- Locate the New England states and the Atlantic Ocean. Locate Boston, Littleton, Worcester, Springfield, the Connecticut and Merrimack Rivers
- Identify the Wampanoags and their leaders at the time of the Pilgrims' arrival
- Identify the Pilgrims and tell why they left Europe
- Explain how the Pilgrims and Puritans differed
- Identify early leaders in Massachusetts
- Identify the Declaration of Independence, the Constitution, and Bill of Rights
- Observe and describe historical sites in Littleton
- Give examples why it is necessary for communities to have governments
- Give examples of different governmental officials in Littleton

GRADE 4

Students will:

- Use and compare different types of maps
- Interpret a map using the title, compass rose, scale, and legend/map keys
- Explore using longitude and latitude to find the absolute location on maps and globes
- Describe the climate, major physical features and major natural resources in each region of the United States
- Research national historic sites and monuments and describe their significance
- Explore the climate, major physical features and natural resources of Canada and Mexico and compare to the United States

GRADE 5

Students will:

- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century
- Explain the development of colonial governments and describe how these developments contributed to the Revolution
- Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies
- Describe the major battles of the Revolution and the factors leading to American victory
- Describe the life and achievements of important leaders during the Revolution and the early years of the United States
- Explain the reasons for the adoption and later failure of the Articles of Confederation
- Identify the three branches of the United States government (judicial, executive, legislative); describe their functions and relationships, and identify what features of the Constitution were unique at the time
- Identify the rights in the Bill of Rights and explain reasons for inclusion in the Constitution
- Explain the main causes and impact of the Civil War

