Essential Questions:
- What makes Coventry what it is today?
- What are the characteristics unique to the different villages in Coventry?
- What influences people's decision to relocate to a different community?
- How do people make changes in their town or community?

Social Studies Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
1. CULTURE	Describe the common characteristics of a community Explore and describe similarities and differences in the way communities address similar human needs and concerns Identify some different cultures in Coventry	Define what a community is, who lives there, where communities are located, and why people live in communities Compare and contrast Coventry to another community in Rhode Island Create a poster, using magazine pictures, etc. to show food, clothing, shelter Holiday activities – at appropriate times of the year, holiday activities can be used to explore a variety of individual and community celebrations	Video: Neighborhood and Community, Sunburst, 2000 Video: How Communities Are Alike and Different 100% Education Video, 1998 What is a Community? By Bobbie Kalman	Compare, contrast neighborhoods and determine what is necessary in a community List those characteristics and activities that make communities the same or different
2. TIME, CHANGE, CONTINUITY	Demonstrate an ability to use correctly past, present, future, long ago	Compare and contrast Coventry's past and present (population, transportation, industry, schools)		List ways in which communities change

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	Explain how and why the population has changed in Coventry Read and construct simple timelines that identify change and cause and effect relationships Reconstruct the past, with documents, letters, photos, etc., in Coventry	Illustrated timelines – history of Coventry Discuss the reasons for the development of the different villages in Coventry (Anthony, Washington, Greene, Coventry Center, Rice, Summit)	Interview senior citizens of Coventry Internet: www.harcourtschool.com Primary sources -artwork -clothing -documents Suggested field trips: - Read Schoolhouse - Nathaniel Greene Homestead - Paine House	
3. PEOPLE, PLACES, ENVIRONMENTS	Construct and use maps of locales, regions, and the world which show understanding of relative location, direction, size and shape Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grids, graphs, charts, and maps to generate and interpret information	Draw and label a community map of Coventry Create a model of Coventry using a variety of materials; discuss the importance of each structure Create graphs, charts to display data Follow directions on a grid to create a picture		Indicate the importance of various town landmarks on a map Use a grid or map to label town structures

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	Estimate distance and calculate scale	Use a variety of maps, including maps of Coventry, to apply map skills		
	Use a map key to locate and distinguish among varying land forms and geographic features, such as mountains, plateaus, oceans, and continents	Make relief maps

Make a geography handbook, an illustrated glossary showing what each geographical term means | | |
| | Describe physical system changes such as seasons, climate, weather, water cycle | Write definitions, draw pictures | | |
| | Investigate the role people have played in history and inventing new technology | Water – see Science Curriculum

Read biographies; respond through plays, puppet shows, songs, power point, or create picture books | www.harcourtschool. multimedia.com biographies

Guided reading books | Details provided on family interviews |
| 4. INDIVIDUAL DEVELOPMENT AND IDENTITY | Identify and describe ways family and community influence the daily individual's life and personal choices | Children will create a family tree and research a historical figure from the tree

Interview an elderly relative | | |

Social Studies Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
	Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions	Interest inventory ;personal narrative oral presentations		
5. INDIVIDUALS, GROUPS, INSTITUTIONS	Identify examples of institutions and describe the interactions of people with institutions (ex. banks, government) Give examples of the role of institutions in furthering both continuity and change	Create a pamphlet depicting different institutions in Coventry Display and discuss a community map of Coventry	Suggested field trips: Senior Center Police Station	
6. POWERS, AUTHORITY, GOVERNANCE	Examine the rights and responsibilities of the individual in relation to community Give examples of how government does and does not provide for needs and wants of people Distinguish among local, state and national government and identify officials at each level	Develop rules and explore consequences of groups without rules Define government; discuss the role of government in our lives Write a letter to a local government leader, asking what community problems are most important Create posters to show the hierarchy of government in Coventry	Visit Town Hall, interview town council members and town manager	

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7. PRODUCTIION, DISTRIBUTION AND CONSUMPTION	Give examples that show how scarcity and choice govern economic decisions Distinguish between needs and wants Explain and demonstrate the role of money in everyday life Describe the relationship of price to supply and demand	Mini-Society - Create a mini-society - Develop the currency - Production of goods or provide services - Business days - Debriefing sessions - Calculate profit and loss - Advertise and hold an auction	Sneetches by Dr. Seuss Boom Town	
8. SCIENCE, TECHNOLOGY AND SOCIETY	Identify and describe examples in which science and technology have changed the lives of people such as in homemaking, transportation and communication	Read about the influence of technology in Coventry Create a graphic organizer to investigate technology inventions, include: What It Is, How It Works, Why It Helps Research the railroad that used to travel through Coventry; find out when it was built, what it carried, and its destination		
9. GLOBAL CONNECTIONS	Explore causes, consequences and possible solutions to emerging global issues, such	Animal Report-Endangered Species		

Social Studies Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
	as pollution and endangered species	-Make animal models, murals of habitats, or posters of the animals - Host an Animal Museum		
10. CIVIC, IDEALS, PRACTICES	Define citizen and citizenship Identify examples of rights and responsibilities of citizens	Community Service Learning Projects		
	Explain actions citizens can take to influence public policy decisions	Persuasive essay	City Green Signatures	