

## Trail Guide to Learning Paths of Settlement

### Paths of American History—Elementary Grades

*PATHS of American History is intended to take three school years to complete. (Although we strongly encourage you to go at the pace that fits your family and school schedule.) These three Paths steps model nation building, helping students understand the significance that freedom and sound leadership played in establishing our country. Once students grasp the principles of freedom this country was built upon, this foundation forms a frame of reference for them to compare and contrast America with other nations in World History during middle school.*

**Exploration.** *The first step in the Paths of American History is Exploration, which shows the role that explorers played in the opening of America. It also models the way thoughts begin. When you begin thinking about something you may only have questions. When the explorers came to our land they had more questions than answers. Then they began exploring and discovered much new information, just as you do when you start to think about a question.*

**Settlement.** *The second step, Settlement, introduces those who did come next—the builders and settlers. These citizens and leaders came to pursue the dream of freedom and began to build homes, communities, towns, and states that would give that opportunity to all who followed. Men and women devoted their lives to providing the structure of good government, good citizenship, and good examples for others to follow, so that they too could receive the blessings of freedom.*

**Progress.** *The third step, Progress, tells about those who came along to help solve the many problems and difficulties our people and nation encountered. The focus in this level is on the scientists and inventors who devoted their time, understanding, and hopes to finding answers for those struggles and limitations. The nature of these determined people teaches us much about the thinking process and how to share answers that others can understand. Inventors and scientists work together, building on each other's work to further the help that they give to others. The various topics studied in this level show the problem-solving process, the resulting improvements, and the way systems—such as those in the human body—work together to create success for the whole. <https://geomatters.com/pages/pos>*

This curriculum targets grades 4, 5, and 6 but can be easily adapted for third grade abilities

**Box 1 Course Description:** Cut and paste the following sentence in red

This year-long all inclusive course covers the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade history/geography, word study (vocabulary, spelling, and grammar), science and reading content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course.

**Box 2 Learning Materials:**

The curriculum, books, supplies, materials, web-sites, and other sources used for this course are Trail Guide to Learning: Paths of Settlement Teachers guides books 1-6 and corresponding student pages units 1-6. Also includes the following resources and readers: Abigail Adams, Ambush in the Wilderness, The Courage of Sarah Noble, The Matchlock Gun, National Geographic Guide to Weather of North America, NG Kids Ultimate Field Guide to Rocks and Minerals, Watercolor for Young Artists, US Atlas and History Atlas, State Notebook and stickers, Discovering Americas Founders DVD, The American Revolution, Guns for General Washington, The Eve of Revolution, The Cabin Faced West, Francis Scott, Robert E Lee, Abraham Lincoln,

Clara Barton, Yankee Blue and Rebel Grey?, Laura Ingalls Wilder, Janie's Freedom, Samuel Francis, Good Ol' Cowboy Stories, The Klondike Gold Rush, and Theodore Roosevelt.

### **Box 3 Learning Goals/Performance Objectives:**

Paths of Settlement includes 6, 6 week Units. They will be completed as follows

September- Unit 1 week 1-4

October- Unit 1, week 5-Unit 2 week 3

November Unit 2, week 4 - Unit 3 week 1

December Unit 3, week 2 - Unit 3, week 4

January Unit 3, week 5 -unit 4 week 2

February Unit 4 week 3 - Unit 4 week 6

March Unit 5, week 1 - Unit 5 week 4

April Unit 5 week 5 - unit 6 week 1

May unit 6 week 2 - Unit 6 week 6

June Any catch up work to complete and Review Projects

Primary learning goals and objectives covered in each of the 6 Units covered are Steps for Thinking (main idea), copywork and Dictation, quotation notebook, reader and Read-a-loud, discussion and narration, word study including spelling, vocabulary, grammar and editing, history/science, states, doing (art), cooking, writing and independent reading and review.

### **Box 4 Learning Activities:**

Each week the student will complete parts 1-4/5 for six weeks until they complete the entire unit. They will repeat this for 6 weeks until the entire course is complete. This weekly work will be done in the student's workbook and will include daily reviewing the main topic, completing dictation/copywork and correcting it as needed, reading in their reader out loud to a parent or sibling and discussing, learning new spelling and vocabulary words related to their reading, and completing each day with a history/science/art/states lesson taught by the parent for that day.

### **Box 5 Progress Criteria/Methods of Evaluation:**

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher: 1. observation and/or correction of daily and/or weekly work and progress 2. daily or weekly discussion of assignments, readings, writings 3. correction of work done incorrectly 4. portfolio kept of student work, at least weekly 5. completion an oral review of work to check for understanding

### **Box 6 Weekly Hours:**

Please estimate the number of hours you student will work on this course each week.