

## Social Studies Assessment:

### Checks for Content Knowledge and Application of Standards

Multiple assessment purposes and formats have been provided to allow for a variety of opportunities to inform instruction as well the body of evidence. They are excellent practice for CMAS. They also provide opportunities for students to apply ELA standards in Social Studies. The intention is to provide a more balanced view of students' content and standards mastery. Below is a menu of options to meet the needs of each school, teacher, and class while also allowing flexibility in how and when they are used. These may be used as guided practice, formative checks for understanding, or summative assessments. Feedback on student work will provide students with an understanding of proficiency.

Check for Understanding	Purpose & Format	Location
Chapter Review and Assessment	Text based questions used to assess content of a lesson and/or chapter	End of each chapter in the student worktext
Big Question	Written global understanding of the chapter focus and application in the student's life	Beginning and end of each chapter in the student worktext
SCR	Short constructed responses asking students to make connections between the standards and lessons	In the social studies curriculum guide (S.S. standards focused section)
Check for Understanding	Focus questions using targeted social studies and literacy skills in the worktext	2 questions are highlighted per lesson on the curriculum guide ("At a Glance" document)
Chapter Wrap-up	Content knowledge and standards (ELA & Social Studies) based questions in a CMAS format	Separate document in the curriculum guide packet
Project/Culminating Activities	Collaborative projects and activities where students apply the standards and content knowledge using research, writing, reading, speaking, and listening skills.	In the curriculum guide by chapter-scope and pacing may vary depending on whether or not the chapter text is being read in Literacy or Social Studies.

## 3rd Grade *myWorld Social Studies* AT A GLANCE

<b>Big Question: How can I participate?</b>						
Chapter Opener: myStory Spark; <b>Volunteering</b> , myStory Video, introduce and discuss Big Question Reading Skill: Fact and Opinion pages 123-124 Teacher's Guide						
Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
1	Good Citizens, Good Deeds	Descriptive	Photographs & Captions	Fact & Opinion	Summarize	<span style="color: red;">A.Question 4 pg. 165</span> <span style="color: blue;">B.Question 5 pg. 165</span>
21 <sup>st</sup> Century Skill: Collaboration and Creativity; Conflict and Cooperation						
2	Taking Action for Our Rights	Descriptive	Photographs & Captions	Fact & Opinion	Compare & Contrast	<span style="color: red;">A.Question 4 pg. 173</span> <span style="color: blue;">B.Question 6 pg. 173</span>
3	Taking Action for a Cause	Cause & Effect	Types of Print	Fact & Opinion	Predict	<span style="color: red;">A.Question 3 pg. 181</span> <span style="color: blue;">B.Question 5 pg. 181</span>
Unit Review: Closure of Big Question. Review and assessment pages 182-184 and myStory Book page 185; check for understanding of chapter objectives.						
<b>CULMINATING ACTIVITY: Determine a topic and have a class debate. Divide the class; half of the class supports the topic and the other half argues against it.</b>						
<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Joe Foss Institute- Speaker on American History</a>						

**Chapter 5  
2 Weeks**

**A-** indicate Social Studies Content  
**B-** indicate Literacy Content



Greeley-Evans School District 6		3rd Grade	Social Studies Curriculum Guide
Chapter 5: Citizenship		Timeline: 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher's Guide)	
Grade Level Expectations (GLE): Civics 1- Respecting the views and rights of others is a key component of a democratic society		Academic Vocabulary: civil rights, amendment, volunteer	
<b>Big Question: How can I participate?</b>			
<b>Instructional Notes</b> The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.		<b>Evidence Outcomes</b> <b>Bolded</b> words below and in the student WorkText/Assessments are academic "process" vocabulary that should be explicitly taught.	
<b>Lesson 1- Objective:</b> I will know my rights and responsibilities as a citizen. <b>Content Vocabulary:</b> Deed <b>Inquiry Question:</b> Why is personal advocacy important in a community with diverse views?		<b>C. 1.a Identify</b> and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner (DOK 1-3)	
<b>Lesson 2- Objective:</b> I will know about people who fought for the rights and freedoms of our country's citizens. <b>Content Vocabulary:</b> convention, suffrage, segregate, delegate <b>Inquiry Question:</b> Why might an individual make a choice to participate in the community?		<b>C. 1.c Give examples</b> of the relationship between rights and responsibilities (DOK 1-2)	
<b>Lesson 3- Objective:</b> I will know how people took action for important causes. <b>Content Vocabulary:</b> cause, union, motto, strike, boycott <b>Inquiry Question:</b> What would a community be like if individuals from various groups did not respect each other's rights and views? What are the essential elements of compromise that enable conflict to be transformed into agreement?		<b>C. 1.b Identify</b> important economic and personal rights and how they relate to others (DOK 1-2)	
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>Culminating Activity: Determine a topic and have a class debate. Divide the class in half; half of the class supports the topic and the other half argues against it.</li> <li>myStory Book WT page 185</li> </ul>		<b>Additional Assessments</b> <ul style="list-style-type: none"> <li>Questions suggested under "Checks for Understanding" on At a Glance</li> <li>An additional summative assessment can be found in your Schoology teacher resources.</li> </ul>	
<b>Resources:</b> Leveled nonfiction readers- <i>Thurgood Marshall</i> , Technology resources, Atlas, primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and <i>myWorld</i> Activity cards. Mentor Text: <i>Enemy Pie</i> by Derek Munson			

<b>BIG QUESTION: How do people get what they need?</b>						
Chapter Opener: myStory Spark; <b>Farmers Market</b> , myStory Video, introduce and discuss Big Question						
Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
<b>1</b>	Meeting Our Needs and Wants & Reading Skill	Descriptive	Charts	Main Idea & Details	Compare & Contrast	<i>A.Question 5 pg. 230</i> <i>B.Question 6 pg. 231</i>
<b>2</b>	Producers and Consumers	Descriptive	Types of Print	Main Idea & Details	Draw Conclusions	<i>A.Question 4 pg. 238</i> <i>B.Question 6 pg. 239</i>
<b>3</b>	Exchanging Goods and Services	Descriptive	Illustrations & Photographs	Main Idea & Details	Cause & Effect	<i>A.Question 6 pg. 245</i> <i>B.Question 2 pg. 242</i>
<b>4</b>	Spending and Saving & 21 <sup>st</sup> Century Skill	Descriptive	Diagram & Graphs	Main Idea & Details	Making judgments	<i>A.Question 5 pg. 251</i> <i>B.Question 6 pg. 251</i>
<b>5</b>	Many Different Jobs	Descriptive	Headings & Titles	Main Idea & Details	Analyze Visuals	<i>A.Question 6 pg. 259</i> <i>B.Question 4 pg. 259</i>
Unit Review: Closure of Big Question. Review and assessment pages 260-262 and myStory Book page 263; check for understanding of chapter objectives.						
<b>CULMINATING ACTIVITY: Students create a product to sell within the grade level. They need produce, price, market, and sell their product.</b>						
<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Denver Mint</a>						

**Chapter 7**  
2 Weeks

### 3rd Grade *myWorld Social Studies*

#### AT A GLANCE

**A- indicate Social Studies Content**  
**B- indicate Literacy Content**

**Chapter 7: Working in Our Communities** | **Timeline:** 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher's Guide)

**Grade Level Expectations (GLE):**

Economics 1- Describe producers and consumers and how goods and services are exchanged.

Economics 2- Describe how to meet short term financial goals.

**Academic Vocabulary:**

wants, needs, goods, services, supply, demand

## Big Question: How do people get what they need?

Instructional Notes	Evidence Outcomes	Assessment
<p>The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.</p>	<p><b>Bolded</b> words below and in the student WorkText/Assessments are academic “process” vocabulary that should be explicitly taught.</p>	<p>These summative “check for understanding” options are from: Chapter Review &amp; Assessment.</p>
<p><b>Lesson 1- Objective:</b> I will know the difference between needs and wants.  <b>Content Vocabulary:</b> Scarcity, abundance, opportunity cost, value  <b>Inquiry Question:</b> What would happen if there was no such item as money?</p>	<p><b>E. 1.a Describe</b> the difference between producers and consumers and explain how they need each other (DOK 1-2)  <b>E. 1.b Describe</b> and give examples of forms of exchange topics to include but not limited to trade and barter (DOK 1-2)</p>	<p>WT Page 260- Questions 1-2</p>
<p><b>Lesson 2- Objective:</b> I will know the difference between goods and services, and between producers and consumers.  <b>Content Vocabulary:</b> producer, consumer, human resource, capital resource, profit  <b>Inquiry Question:</b> What would happen if consumers did not want what a producer made?</p>	<p><b>E. 1.e Give examples</b> of how trade benefits individuals and communities and increases interdependency (DOK 1-2)</p>	<p>WT Page 260- Question 3</p>
<p><b>Lesson 3- Objective:</b> I will know different ways people trade goods and services and the effects of supply and demand.  <b>Content Vocabulary:</b> barter, trade, free market, import, export  <b>Inquiry Question:</b> What would the world look like if there were no transportation that could move goods more than 50 miles?</p>	<p><b>E. 1.c Describe</b> how the exchange of goods and services between businesses and consumers affects all parties (DOK 1-2)  <b>E. 1.d Recognize</b> that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value (DOK 1-2)</p>	<p>WT Page 261- Questions 4-5</p>
<p><b>Lesson 4- Objective:</b> I will know different ways people pay for goods and services and how they save money.  <b>Content Vocabulary:</b> credit, credit card, savings, bank, interest, deposit, loan, budget  <b>Inquiry Question:</b> What would happen if an individual spent all earnings on entertainment?</p>	<p><b>E. 2.a Identify</b> sources of income including gifts, allowances, and earnings (DOK 1)  <b>E. 2.b Recognize</b> that there are costs and benefits associated with borrowing to meet a short-term financial goal (DOK 1-2)</p>	<p>WT Page 261- Question 6</p>
<p><b>Lesson 5- Objective:</b> I will know how to describe how specialization and division of labor help people make products.  <b>Content Vocabulary:</b> Specialization, division of labor, interdependence  <b>Inquiry Question</b></p>	<p><b>E. 2.c Identify</b> jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals (DOK 1)  <b>E. 2.d Create</b> a plan for a short-term financial goal (DOK 1-3)</p>	<p>WT Page 262- Questions 7-8</p>

How would an individual decide between purchasing a want or a need?	<b>E.2.e</b> Describe the steps necessary to reach short-term financial goals (DOK 1-2)	
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Culminating Activity: Students create a product to sell within the grade level. Students need to produce, price, market, and sell their product.</li> <li>• myStory Book WT page 263</li> </ul>		<b>Additional Assessments</b> <ul style="list-style-type: none"> <li>- Questions suggested under “Checks for Understanding” on At a Glance</li> <li>-An additional summative assessment can be found in your Schoology teacher resources.</li> </ul>
<b>Resources:</b> Leveled nonfiction readers- <i>Wally Amos</i> , Technology resources, Atlas, primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and <i>myWorld</i> Activity cards. Mentor Texts: <i>The Hard Times Jar</i> by Ethel Footman Smothers, <i>ROXABOXEN</i> by Alice McLerran		

## 3rd Grade *myWorld Social Studies* AT A GLANCE

<b>Chapter 1</b> 2 Weeks	<b>BIG QUESTION: What makes a good community?</b>						
	Introduction: myStory Spark: <b>Arizona Communities</b> ; myStory Video; Introduce and discuss Big Question Reading Skill: Generalize pages 9 and 10 in Teacher's Guide						
	Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
	<b>1</b>	What Makes a Community?	Descriptive	Photographs/ Captions	Generalize based on facts	Main Idea/ Details	<i>A. Question 4 pg. 21</i> <i>B. Question 3 pg. 23</i>
	<b>2</b>	Where Communities are Located?	Descriptive	Maps	Generalize based on facts	Main Idea/ Details	<i>A. Question 2 pg. 25</i> <i>B. Question 7 pg. 29</i>
	21 <sup>st</sup> Century Skill: Map Skill: Latitude and Longitude						
	<b>3</b>	Three Types of Communities	Compare/ Contrast	Feature Analysis Chart	Generalize based on facts	Compare/Contrast	<i>A. Question 3 pg. 36</i> <i>B. Question 5 pg. 37</i>
	Unit Review: Closure of Big Question. Review and assessment pages 38-40 and myStory Book page 41; check for understanding of chapter objectives.						
	<b>CULMINATING ACTIVITY: Create a map complete with a key (bedroom, classroom, park, etc.)</b>						
	<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Science on a Sphere- Boulder, CO</a>						

A. indicates Social Studies Content

B. indicates Literacy Content

**Chapter 1: Our Communities** | **Timeline:** 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher's Guide)

**Grade Level Expectations (GLE):**

History 2- People in the past influence the development and interaction of different communities or regions

Geography 1- Use various types of geographic tools to develop spatial thinking

**Academic Vocabulary:**

community, region, culture

## Big Question: What makes a good community?

<b>Instructional Notes</b> The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.	<b>Evidence Outcomes</b> <b>Bolded</b> words below and in the student WorkText/Assessments are academic "process" vocabulary that should be explicitly taught.	<b>Assessment</b> These summative "check for understanding" options are from: Chapter Review & Assessment.
<b>Lesson 1- Objective:</b> I will know ways in which communities are the same and different. <b>Content Vocabulary:</b> location, natural resource, mineral, diverse <b>Digital resource:</b> Vocabulary Review <b>Inquiry Question:</b> How have different groups of people both lived together and interacted with each other in the past?	<b>H.2.c.</b> Give examples of people and events, and developments that brought important changes to a community or region (DOK 1-2) <b>H.2.d Describe</b> the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)	Worktext (WT) Page 38- Question 1 & 2
<b>Lesson 2- Objective:</b> I will know how to use different types of maps. <b>Content Vocabulary:</b> cardinal direction, intermediate direction, symbol, relative location, absolute location, hemisphere <b>Inquiry Question:</b> How do physical features provide opportunities and challenges to regions?	<b>H.1.b</b> Use a variety of historical sources including artifacts, pictures and documents to help <b>define</b> factual historical evidence (DOK 1-2) <b>G.1.a</b> Read and <b>interpret</b> information from geographic tools and formulate geographic question (DOK 1-2)	WT Page 39- Questions 3 and 4
<b>Lesson 3- Objective:</b> I will know what rural, suburban, and urban communities are like. <b>Content Vocabulary:</b> rural, urban, suburban <b>Inquiry Question:</b> How does the geography of where we live influence how we live?	<b>G.1.d</b> <b>Identify</b> geography-based problems and examine the ways that people have tried to solve them (DOK 1-2)	WT Page 40- Questions 5-7
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Culminating Activity: Create a map complete with a key (bedroom, classroom, park, etc.)</li> <li>• myStoryBook WT Page 41</li> </ul>		<b>Additional Assessments</b> - Questions suggested under "Checks for Understanding" on At a Glance -An additional summative assessment can be found in your online teacher resources.

**Resources:** Leveled nonfiction readers- *Bradford Washburn*, Technology resources, Atlas, [www.myworldsocialstudies.com](http://www.myworldsocialstudies.com), primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and *myWorld* Activity cards. Mentor Text: *Know and Follow Rules* by Cheri J. Meiners



## 3rd Grade *myWorld Social Studies* AT A GLANCE

<b>BIG QUESTION: How do we interact with our planet?</b>						
Introduction: myStory Spark: <b>Jacques-Yves Cousteau</b> ; myStory Video; Introduce and discuss Big Question Reading Skill: Compare and Contrast pages 42 and 43 in Teacher’s Guide						
Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
<b>1</b>	Land and Water	Descriptive	Headings	Cause and Effect	Noting Details	<i>A. Question 4 pg. 51</i>
<b>2</b>	Weather and Climate	Cause and Effect	Map Keys	Cause and Effect	Main Idea/Details	<i>A. Question 2 pg. 55</i> <i>B. Question 4 pg. 57</i>
21 <sup>st</sup> Century Skill: Map Skill: Interpret Maps						
<b>3</b>	Using Earth’s Resources	Descriptive	Graph	Cause and Effect	Noting Details	<i>A. Question 2 pg. 63</i> <i>B. Question 4 pg. 65</i>
<b>4</b>	Interacting with the environment	Cause and Effect	Bolded vocab and Glossary	Cause and Effect	Noting Details	<i>A. Question 3 pg. 73</i> <i>B. Question 4 pg. 73</i>
Unit Review: Closure of Big Question. Review and assessment pages 74-76 and myStory Book page 77; check for understanding of chapter objectives.						
<b>CULMINATING ACTIVITY: Have groups write down positive and negative ways that humans interact with the planet. Share out by conducting a Socratic Seminar. Refer to page 49 in teacher’s guide.</b>						
<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Science on a Sphere- Boulder, CO</a>						

**Chapter 2**  
2 Weeks

**A- indicate Social Studies Content**  
**B- indicate Literacy Content**

**Chapter 2: Our Environment**

Timeline: 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher's Guide)

**Grade Level Expectations (GLE):**

Geography 1- Use various types of geographic tools to develop spatial thinking

Geography 2- The concept of regions is developed through an understanding of similarities and differences in places

**Academic Vocabulary:**

climate, continent, erosion, adapt

**Big Question: How do we interact with our planet?**

Instructional Notes	Evidence Outcomes	Assessment
The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.	<b>Bolded</b> words below and in the student WorkText/Assessments are academic "process" vocabulary that should be explicitly taught.	These summative "check for understanding" options are from: Chapter Review & Assessment.
<b>Lesson 1- Objective:</b> I will know how land and water change from place to place. <b>Content Vocabulary:</b> landform, mine, adobe <b>Inquiry Question:</b> How do physical features provide opportunities and challenges to regions?	<b>G.1.a</b> Read and <b>interpret</b> information from geographic tools and formulate geographic question (DOK 1-2) <b>G.1.b</b> Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps (DOK 1) <b>G.2.a</b> <b>Observe</b> and <b>describe</b> the physical characteristics and the cultural and human features of a region (DOK 1-2)	WT Page 74- Questions 1 and 2
<b>Lesson 2- Objective:</b> I will know how climate affects the land, plants, and animals. <b>Content Vocabulary:</b> weather, elevation, vegetation, ecosystem <b>Inquiry Question:</b> How do physical features provide opportunities and challenges to regions?	<b>G.2.c</b> Give examples of places that are similar and different from a local region (DOK 1-2)	WT Page 74- Question 3
<b>Lesson 3- Objective:</b> I will know how natural resources are used. <b>Content Vocabulary:</b> agricultural region, industrial region, renewable resource, nonrenewable resource, conserve, recycle <b>Inquiry Question:</b> How does the geography of where we live influence how we live?	<b>G.1.d</b> <b>Identify</b> geography-based problems and examine the ways that people have tried to solve them (DOK 1-2) <b>G.2.d</b> <b>Characterize</b> regions using different types of features such as physical, political, cultural, urban and rural (DOK 1-3)	WT Page 75- Questions 4-6
<b>Lesson 4- Objective:</b> I will know how people affect the environment. <b>Content Vocabulary:</b> modify, irrigate	<b>G.1.d</b> <b>Identify</b> geography-based problems and examine the ways that people have tried to solve them (DOK 1-2) <b>G.2.b</b> <b>Identify</b> the factors that make a region unique including cultural diversity, industry and agriculture, and land forms (DOK 1-2)	WT Page 76- Questions 7-9 WT Page 76- Question 10
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Culminating Activity: Have groups write down positive and negative ways that humans interact with the planet. Share out by conducting a Socratic Seminar. Refer to page 49 in teacher's guide.</li> <li>• myStory Book WT page 77</li> </ul>		<b>Additional Assessments</b> <ul style="list-style-type: none"> <li>- Questions suggested under "Checks for Understanding" on At a Glance</li> <li>- An additional summative assessment can be found in your Schoology teacher resources.</li> </ul>

**Resources:** Leveled nonfiction readers-*Rachel Carson*, Technology resources, Atlas, primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and *myWorld* Activity cards. Mentor Text: *MANFISH: A Story of Jacques Cousteau* by Jennifer Berne

## 3rd Grade *myWorld Social Studies* AT A GLANCE

Chapter 3 2 Weeks	BIG QUESTION: How does our past affect our present?						
	Introduction: myStory Spark: <b>Mission San Luis</b> ; myStory Video; Introduce and discuss Big Question Reading Skill: Sequence pages 59 and 60 in Teacher's Guide						
	Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
	1	America's First Peoples	Descriptive	Photos/ Illustrations	Sequence	Compare and Contrast	<i>A.Question 3 pg. 84</i> <i>B.Question 6 pg. 87</i>
	2	Early Explorers	Sequence	Maps (routes)	Sequence	Main Idea/ Details	<i>A.Question 5 pg. 95</i> <i>B.Question 4 pg. 95</i>
	21 <sup>st</sup> Century Skill: Graph Skill: Timelines						
	3	Early Spanish Communities	Sequence	Captions	Sequence	Summarize	<i>A.Question 2 pg. 101</i> <i>B.Question 4 pg. 103</i>
	4	Early French Communities	Sequence	Illustrations	Sequence	Noting Details	<i>A.Question 2 pg. 106</i> <i>B.Question 5 pg. 109</i>
	5	Early English Communities	Sequence	Headings	Sequence	Fact and Opinion	<i>A.Question 7 pg. 115</i> <i>B.Question 5 pg. 115</i>
	6	Creating a New Nation	Problem/ Solution	Dates	Sequence	Summarize	<i>A.Question 6 pg. 121</i> <i>B.Question 5 pg. 121</i>
Unit Review: Closure of Big Question. Review and assessment pages 122-124 and myStory Book page 125; check for understanding of chapter objectives.							
<b>CULMINATING ACTIVITY: Make a timeline that includes at least 15 events/dates OR make a tri-fold for the Spanish, French and English communities including sequence of events.</b>							
<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Museum to You</a>							

**A- indicate Social Studies Content**  
**B- indicate Literacy Content**

**Chapter 3: Communities Build a Nation** **Timeline:** 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher’s Guide)  
**This chapter pairs well with Chapter 6. Consider teaching them consecutively.**

**Grade Level Expectations (GLE):**

History 2- People in the past influence the development and interaction of different communities or regions  
 Economic 1- Describe producers and consumers and how goods and services are exchanged  
 Geography 2- The concept of regions is developed through an understanding of similarities and differences in places

**Academic Vocabulary:**

custom, tradition, government

## Big Question: How does our past affect our present?

Instructional Notes	Evidence Outcomes	Assessment
The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.	<b>Bolded</b> words below and in the student WorkText/Assessments are academic “process” vocabulary that should be explicitly taught.	These summative “check for understanding” options are from: Chapter Review & Assessment.
<b>Lesson 1- Objective:</b> I will know how geography influences communities and how the past connects to the present. <b>Content Vocabulary:</b> longhouse, confederacy, cooperate, reservation <b>Inquiry Question:</b> How have different groups of people both lived together and interacted with each other in the past?	<b>H.2.d Describe</b> the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2) <b>G.1.d Identify</b> geography-based problems and examine the ways that people have tried to solve them (DOK 1-2)	WT Page 122- Question 1
<b>Lesson 2- Objective:</b> I will know the causes and effects of European exploration. <b>Content Vocabulary:</b> explorer, route <b>Inquiry Question:</b> What types of questions do people ask to learn about the past?	<b>H.2.a Compare</b> past and present situations and events (DOK 1-2)	WT Page 122- Question 2
<b>Lesson 3- Objective:</b> I will know about early Spanish explores and settlers in North America. <b>Content Vocabulary:</b> legend, fort, colony, colonize, mission, citizen <b>Inquiry Question:</b> Why do people describe regions using human or physical characteristics?	<b>G.2.b Identify</b> the factors that make a region unique including cultural diversity, industry and agriculture, and land forms	WT Page 123- Questions 3 and 4
<b>Lesson 4- Objective:</b> I will know about early French explorers and settlers in North America. <b>Content Vocabulary:</b> Expedition, territory <b>Inquiry Question:</b> How has the region changed and yet remained the same over time?	<b>H.2.d Describe</b> the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)	WT Page 123- Question 5

<p><b>Lesson 5- Objective:</b> I will know why settlers came from England to North America.  <b>Content Vocabulary:</b>  drought, debt, interpreter, Quaker, pilgrim  <b>Inquiry Question:</b>  How does the geography of where we live influence how we live?</p>	<p><b>G.1.d Identify</b> geography-based problems and <b>examine</b> the ways that people have tried to solve them (DOK 1-2)</p>	<p>WT Page 124- Question 6</p>
<p><b>Lesson 6- Objective:</b> I will know the causes and effects of the American Revolution.  <b>Content Vocabulary:</b>  tax, protest, legislature, patriot, independence, revolution, constitution  <b>Inquiry Question:</b>  How do historical thinkers determine the accuracy of history?</p>	<p><b>H.2.b Chronologically sequence</b> important events in a community or region (DOK 1)  <b>H.1.b Use</b> a variety of historical sources including artifacts, pictures and documents to help <b>define</b> factual historical evidence (DOK 1-2)</p>	<p>WT Page 124- Question 7 and 8</p>
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Culminating Activity: Make a timeline that includes at least 15 events/dates OR make a tri-fold for the Spanish, French and English communities, including sequence of events.</li> <li>• myStory Book WT page 125</li> </ul>		<p><b>Additional Assessments</b></p> <ul style="list-style-type: none"> <li>- Questions suggested under “Checks for Understanding” on At a Glance</li> <li>-An additional summative assessment can be found in your Schoology teacher resources.</li> </ul>
<p><b>Resources:</b> Leveled nonfiction reader-<i>Sequoyah</i>, Technology resources, Atlas, primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and <i>myWorld</i> Activity cards. Mentor Texts: <i>Pilgrim Cat</i> by Carol Antoinette Peacock paired with ReadWorks article- <a href="http://www.readworks.org/passages/first-thanksgiving">http://www.readworks.org/passages/first-thanksgiving</a> to meet evidence outcome H.1.A (which is not covered in myWorld Social Studies), <i>Dear America</i> book series.</p>		

## 3rd Grade *myWorld Social Studies* AT A GLANCE

<b>Chapter 4</b> 2 Weeks	<b>BIG QUESTION: Why do we have government?</b>						
	Chapter Opener: myStory Spark; <b>George Washington</b> , myStory Video, introduce and discuss Big Question						
	Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
	<b>1</b>	Our Democracy & Reading Skill	Descriptive	Types of Print	Summarize	Cause & Effect	<i>A.Question 4 pg. 135</i> <i>B.Question 2 pg. 133</i>
	<b>2</b>	Branches of Government	Descriptive	Photographs & Captions	Summarize	Main Idea & Details	<i>A.Question 4 pg. 143</i> <i>B.Question 2 pg. 141</i>
	<b>3</b>	Levels of Government	Compare & Contrast	Headings	Summarize	Sequence	<i>A.Question 6 pg. 149</i> <i>B.Question 4 pg. 148</i>
	21 <sup>st</sup> Century Skill: Critical Thinking: Compare Viewpoints pages 104-105 Teacher's Guide						
	Unit Review: Closure of Big Question. Review and assessment pages 152-154 and myStory Book page 155; check for understanding of chapter objectives.						
	<b>CULMINATING ACTIVITY: Follow Teacher's Guide page 106- <i>myWorld</i> Activity Choice B</b>						
	<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Joe Foss Institute- Speaker on American History</a>						

**A- indicate Social Studies Content**  
**B- indicate Literacy Content**

**Chapter 4: U.S. Government** | **Timeline:** 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher's Guide)

**Grade Level Expectations (GLE):**

Civics 1- Respecting the views and rights of others is a key component of a democratic society

Civics 2- The origins, structure, and functions of local government

**Academic Vocabulary:**

Democracy, liberty, represent

## Big Question: Why do we have government?

Instructional Notes	Evidence Outcomes	Assessment
The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.	<b>Bolded</b> words below and in the student WorkText/Assessments are academic “process” vocabulary that should be explicitly taught.	These summative “check for understanding” options are from: Chapter Review & Assessment.
<p><b>Lesson 1- Objective:</b> I will know why we need government and what America’s government is about.</p> <p><b>Content Vocabulary:</b> Democracy, liberty, represent</p> <p><b>Inquiry Question:</b> What would a community be like if individuals from various groups did not respect each other’s rights and views?</p>	<p><b>C.1.c</b> Give <b>examples</b> of the relationship between rights and responsibilities (DOK 1-2)</p> <p><b>C.2.a</b> <b>Identify</b> the origins, structure, and functions of local government (DOK 1)</p>	WT Page 152- Questions 1-4
<p><b>Lesson 2- Objective:</b> I will know about the three parts of government.</p> <p><b>Content Vocabulary:</b> Legislative, executive, judicial, Congress, representative, bill, veto, Cabinet</p> <p><b>Inquiry Question:</b> Why do people create governments?</p>	<b>C.2.c</b> <b>Identify</b> and <b>explain</b> a variety of roles leaders, citizens, and others play in local government (DOK 1-2)	WT Page 153- Questions 5-9
<p><b>Lesson 3- Objective:</b> I will know why the United States has three levels of government and what each level does.</p> <p><b>Content Vocabulary:</b> mayor, council, governor, census</p> <p><b>Inquiry Question:</b> How are local governments and citizens interdependent?</p>	<p><b>C.2.a</b> <b>Identify</b> the origins, structure, and functions of local government (DOK 1)</p> <p><b>C.2.b</b> <b>Identify</b> and <b>explain</b> the services local governments provide and how those services are funded (DOK 1-2)</p> <p><b>C.2.c</b> <b>Identify</b> and <b>explain</b> a variety of roles leaders, citizens, and others play in local government (DOK 1-2)</p>	WT Page 154- Questions 10-13
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>Culminating Activity: Follow Teacher’s Guide page 106- <i>myWorld</i> Activity Choice B myStory Book WT pg. 155</li> </ul>		<p><b>Additional Assessments</b></p> <ul style="list-style-type: none"> <li>Questions suggested under “Checks for Understanding” on At a Glance</li> <li>An additional summative assessment can be found in your Schoology teacher resources.</li> </ul>

**Resources:** Leveled nonfiction readers-*Thomas Jefferson*, Technology resources, Atlas, primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and *myWorld* Activity cards. **Mentor Texts:** We the Kids by David Catrow, My Senator and Me by Ted Kennedy, and So, You Want to be President by Judith St. George.



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<b>BIG QUESTION: How does life change throughout history?</b>						
Chapter Opener: myStory Spark; <b>Benjamin Franklin</b> , myStory Video, introduce and discuss Big Question Reading Skill: Draw Conclusions pages 150-151 in Teacher’s Guide						
Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
<b>1</b>	New Ways to Travel & Reading Skill	Sequence	Maps	Draw Conclusions	Analyze Maps	<i>A.Question 4 pg. 195</i> <i>B.Question 5 pg. 195</i>
21 <sup>st</sup> Century Skill: Critical Thinking; Primary and Secondary Sources						
<b>2</b>	A New Home in America	Cause & Effect	Special Diagrams- Artifacts	Draw Conclusions	Draw Inferences	<i>A.Question 5 pg. 203</i> <i>B.Question 6 pg. 203</i>
<b>3</b>	New Ways to Communicate	Sequence	Timeline	Draw Conclusions	Analyze Visuals	<i>A.Question 3 pg. 207</i> <i>B.Question 6 pg. 209</i>
<b>4</b>	New Ideas	Descriptive	Headings & Captions	Draw Conclusions	Summarize	<i>A.Question 6 pg. 217</i> <i>B.Question 3 pg. 215</i>
Unit Review: Closure of Big Question. Review and assessment pages 218-220 and myStory Book page 221; check for understanding of chapter objectives.						
<b>CULMINATING ACTIVITY: Create a poster illustrating improvements to a current everyday object.</b>						
<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Centennial Village- History Fest</a>						

**Chapter 6**  
2 Weeks

**A- indicate Social Studies Content**  
**B- indicate Literacy Content**



**Chapter 6: A Growing Nation****Timeline:** 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher's Guide)**Lessons 1 and 2 are critical for future Colorado history learning in 4<sup>th</sup> grade.****Grade Level Expectations (GLE):**

History 1- Use a variety of sources to distinguish historical fact from fiction

History 2- People in the past influence the development and interaction of different communities or regions

Geography 1- Use various types of geographic tools to develop spatial thinking

Geography 2- The concept of regions is developed through an understanding of similarities and differences in places

**Academic Vocabulary:**

Transcontinental, immigrant, technology, communicate

**Big Question: How does life change throughout history?**

Instructional Notes The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.	Evidence Outcomes <b>Bolded</b> words below and in the student WorkText/Assessments are academic "process" vocabulary that should be explicitly taught.	Assessment These summative "check for understanding" options are from: Chapter Review & Assessment.
<b>Lesson 1- Objective:</b> I will know how new ways of traveling have changed people's lives. <b>Content Vocabulary:</b> canal, wagon train, toll <b>Inquiry Question:</b> How has the region changed and yet remained the same over time?	<b>H.2.c</b> Give <b>examples</b> of people and events, and developments that brought important changes to a community or region (DOK 1-2) <b>H.2.d</b> <b>Describe</b> the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)	WT Page 218- Questions 1-3
<b>Lesson 2- Objective:</b> I will know how people's lives change when they move to a new country. <b>Content Vocabulary:</b> frontier, homestead, gold rush, exclusion <b>Inquiry Question:</b> How do physical features provide opportunities and challenges to regions?	<b>H.2.c</b> Give <b>examples</b> of people and events, and developments that brought important changes to a community or region (DOK 1-2) <b>G.2.b</b> <b>Identify</b> the factors that make a region unique including cultural diversity, industry and agriculture, and land forms (DOK 1-2)	WT Page 218- Question 4
<b>Lesson 3- Objective:</b> I will know the different ways people have communicated throughout history. <b>Content Vocabulary:</b> Invention, patent, telegraph <b>Inquiry Question:</b> How do you communicate with people who live far away?	<b>H.1.b</b> Use a <b>variety</b> of historical sources including artifacts, pictures and documents to help define factual historical evidence (DOK 1-2) <b>H.2.c</b> Give <b>examples</b> of people and events, and developments that brought important changes to a community or region (DOK 1-2) <b>G.1.d</b> <b>Identify</b> geography-based problems and <b>examine</b> the ways that people have tried to solve them (DOK 1-2)	WT Page 219- Questions 5-6
<b>Lesson 4- Objective:</b> I will know how new ideas and machines changed people's lives throughout history. <b>Content Vocabulary:</b> equal rights, assembly line, vaccine, activist <b>Inquiry Question</b> What types of questions do people ask to learn about the past?	<b>H.1.c</b> <b>Compare</b> information from multiple sources recounting the same event (DOK 1-2) <b>H.2.d</b> <b>Describe</b> the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)	WT Page 220- Questions 7-10
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>Culminating Activity: Create a poster illustrating improvements that have been made to a current everyday object.</li> </ul>	<b>Additional Assessments</b>	

- myStory Book WT page 221
- WT page 210

- Questions suggested under “Checks for Understanding” on At a Glance  
-An additional summative assessment can be found in your Schoology teacher resources.

**Resources:** Leveled nonfiction readers-*Jane Adams*, Technology resources, Atlas, primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and *myWorld* Activity cards. **Mentor Text:** Now and Ben by Gene Barretta.

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Chapter 8 2 Weeks	<b>BIG QUESTION: How is culture shared?</b>						
	Chapter Opener: myStory Spark; <b>Joseph Bruchac</b> , myStory Video, introduce and discuss Big Question						
	Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
	<b>1</b>	People and Cultures & Reading Skill	Compare & Contrast	Photographs/ Caption	Compare & Contrast	Draw Conclusions	<i>A.Question 4 pg. 273</i> <i>B.Venn Diagram pg. 275</i>
	<b>2</b>	Culture Through the Arts	Descriptive	Types of Print	Compare & Contrast	Draw Conclusions	<i>A.Question 3 pg. 279</i> <i>B.Question 5 pg. 281</i>
	<b>3</b>	Cultural Celebrations	Compare & Contrast	Headings	Compare & Contrast	Draw Inferences	<i>A.Question 2 pg. 285</i> <i>B.Question 4. pg. 287</i>
	<b>4</b>	Our Nation's Diversity	Descriptive	Titles & Headings	Compare & Contrast	Main Idea & Details	<i>A.Question 2 pg. 290</i> <i>B.Question 5. pg. 293</i>
	21 <sup>st</sup> Century Skill: Critical Thinking: Research						
	Unit Review: Closure of Big Question. Review and assessment pages 296-298 and myStory Book page 299; check for understanding of chapter objectives.						
	<b>CULMINATING ACTIVITY: Brainstorm 10 questions as a class. Use the questions to create an interview template which will guide students to learn more about other cultures.</b>						
<b>FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines):</b> <a href="#">Centennial Village- History Fest</a> Greeley Neighborhood Tours: Contact Betsy Kellums, Historic Preservation Specialist for the City of Greeley: <a href="mailto:betsy.kellums@greeleygov.com">betsy.kellums@greeleygov.com</a>							

**A- indicate Social Studies Content**  
**B- indicate Literacy Content**

**Chapter 8: Celebrating Our Communities** | **Timeline:** 2 weeks (60 minute sessions using the quick pacing suggestions in the Teacher's Guide)

**Grade Level Expectations (GLE):**

History 1- Use a variety of sources to distinguish historical fact from fiction

History 2- People in the past influence the development and interaction of different communities or regions

Geography 1- Use various types of geographic tools to develop spatial thinking

Geography 2- The concept of regions is developed through an understanding of similarities and differences in places

**Academic Vocabulary:**

cultural region, arts, diversity

**Big Question: How is cultured shared?**

<b>Instructional Notes</b> The Big Question should be a focus in each lesson. Refer to the At A Glance document for the Literacy focus, lesson pacing, and formative assessment options.	<b>Evidence Outcomes</b> <b>Bolded</b> words below and in the student WorkText/Assessments are academic “process” vocabulary that should be explicitly taught.	<b>Assessment</b> These summative “check for understanding” options are from: Chapter Review & Assessment.
<b>Lesson 1- Objective:</b> I will know how culture is shaped by people and climate. <b>Content Vocabulary:</b> recreation <b>Inquiry Question:</b> How have different groups of people both lived together and interacted with each other in the past?	<b>H.2.a Compare</b> past and present situations and events (DOK 1-2) <b>H.2.c Give examples</b> of people and events, and developments that brought important changes to a community or region (DOK 1-2)	WT Page 296- Question 1
<b>Lesson 2- Objective:</b> I will know how people share culture through the arts. <b>Content Vocabulary:</b> anthem, oral history, folk tale, hero, symbol <b>Inquiry Question:</b> How has the region changed and yet remained the same over time?	<b>H.2.d Describe</b> the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)	WT Page 296- Questions 2-4
<b>Lesson 3- Objective:</b> I will know how people share their culture through celebrations. <b>Content Vocabulary:</b> harvest, landmark <b>Inquiry Question:</b> How do cultures lead to similarities and differences between regions?	<b>G.2.c Give examples</b> of places that are similar and different from a local region (DOK 1-2) <b>G.2.d Characterize</b> regions using different types of features such as physical, political, cultural, urban and rural (DOK 1-3)	WT Page 297- Questions 5-7
<b>Lesson 4- Objective:</b> I will know how people share and express their culture. <b>Content Vocabulary:</b> ancestor, pow wow <b>Inquiry Question:</b> Why does diversity help communities?	<b>H.1.c Compare</b> information from multiple sources recounting the same event (DOK 1-2) <b>G.2.d Characterize</b> regions using different types of features such as physical, political, cultural, urban and rural (DOK 1-3)	WT Page 298- Questions 8-11
<b>Performance Tasks</b>	<b>Additional Assessments</b>	

- Culminating Activity: Brainstorm 10 questions as a class. Use the questions to create an interview template which will guide students to learn more about other cultures.
  - Consider visiting [www.unco.edu/cie/](http://www.unco.edu/cie/)
  - Skype in the Classroom
- myStory Book WT page 299

- Questions suggested under “Checks for Understanding” on At a Glance  
-An additional summative assessment can be found in your Schoology teacher resources.

**Resources:** Leveled nonfiction readers-*Queen Liliuokalani*, Technology resources, Atlas, primary and secondary source list, Document Based Questioning (DBQ) Wrap Ups and *myWorld* Activity cards. Mentor Texts: *I, Too, Am America* by Langston Hughes, *APPALACHIA: The Voices of Sleeping Birds* by Cynthia Rylant, *Chicken Sunday* by Patricia Polacco.

