

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.

2nd Grade *myWorld Social Studies*
AT A GLANCE

BIG QUESTION: How do people best cooperate?						
Chapter Opener: Worktext Option: myStory Spark, Song, Vocabulary Digital Option: Big Question, myStory Spark, myStory Video, Song, introduce vocabulary Target Reading Skill: Draw Conclusions p. 28,29 *Introduce Reading Vocabulary: Text Features, Table of Contents, and Glossary						
Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
1	My Community, My Country	Descriptive	Photographs	Draw Conclusions	Main Idea/Details	p. 17 Question 4
21 st Century Skill	Collaboration and Creativity: Taking Action	Sequence	Illustration	Sequence	Problem Solving	p. 19 Question 1 p. 19 Question 2
2	Our Rights as Citizens	Descriptive	Captions	Draw Conclusions	Main Idea/Details	p. 23 Question 5
3	We Follow Rules and Laws	Descriptive Cause/Effect (p. 26,27)	Headings	Draw Conclusions	Cause/Effect	p. 27 Question 4
4	Our Government	Compare/Contrast	Photograph	Draw Conclusions	Compare/Contrast	p. 33 Question 3
5	Our Leaders	Compare/Contrast	Map	Draw Conclusions	Fact/Opinion	p. 37 Question 4
6	Our Country's Symbols	Descriptive	Sidebar	Draw Conclusions	Main Idea/Details	p. 41 Question 5
Unit Review: Closure of Big Question: Review and assessment at the discretion of the teacher; possible opportunity to teach academic language, model and practice test taking skills and check for understanding of chapter objectives						
CULMINATING ACTIVITY OPTIONS: See Social Studies Curriculum Guide for suggested activities.						
FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines): Police department visit						

Chapter 1: My Community, My Country
10-13 Days

Chapter 1: My Community, My Country

Timeline: 10-13 days (45-60 min. sessions)

*Chapter Opener and Culminating Activity(s) may take multiple days.

Grade Level Expectations (GLE): Priority Standards

Civics 4.1 Responsible community members advocate for their ideas

Civics 4.2 People use multiple ways to resolve conflicts or differences

Concept Vocabulary: Cooperation, Civic

Big Question: How do people best cooperate?

Instructional Notes	Evidence Outcomes	Assessment
<p>The “big question” is a focus in each lesson. Refer to the At a Glance document for literacy focus, lesson pacing, and formative assessment options.</p> <p>Lesson 1 Objective: I know ways to be a good citizen. Content Vocabulary: community, citizen, respect, responsible Inquiry Questions: GLE 4.1 What civic responsibilities do you think are important? GLE 4.1 What are beliefs that help people live together in communities?</p>	<p>C.1.e. Describe important characteristics of a responsible community member C.1.c. Describe ways in which you can take an active part in improving your school or community</p>	<p>These summative “check for understanding” options from the Chapter Review & Assessment can be given at the end of each lesson or at the end of the chapter.</p> <p style="text-align: center;">Worktext (WT) p. 42 Question 1</p>
<p>Lesson 2 Objective: I will know the rights that American citizens have. Content Vocabulary: government, rights, vote, freedom</p>	<p>C.1.a List ways that people express their ideas respectfully</p>	<p style="text-align: center;">WT p. 42 Question 2</p>
<p>Lesson 3 Objective: I will know why laws are important. Content Vocabulary: law, court, consequence Inquiry Question: GLE 4.2 What do equality, justice, and responsibility look like in the world?</p>	<p>C.2.d Identify and give examples of civic responsibilities that are important to individuals, families, and communities C.2.c Identify and give examples of appropriate and inappropriate use of power and the consequences.</p>	<p style="text-align: center;">WT p. 43 Questions 3,4</p>
<p>Lesson 4 Objective: I will know how the government gives communities what they need. Content Vocabulary: service, tax, congress, supreme court Inquiry Question: GLE 4.2 What happens when someone uses power unwisely?</p>	<p>C.2.b Identify examples of power and authority</p> <p>(Lesson minimally addresses the evidence outcome listed)</p>	<p style="text-align: center;">WT p. 43 Question 5</p>

<p>Lesson 5 Objective: I will know about government leaders. Content Vocabulary: mayor, council, governor Inquiry Question: GLE 4.2 What happens when someone uses power unwisely?</p>	<p>C.2.b Identify examples of power and authority (Lesson minimally addresses the evidence outcome listed)</p>	<p>WT p. 44 Question 6</p>
<p>Lesson 6 Objective: I will know our country's symbols. Content Vocabulary: symbol, anthem, motto, independence</p>	<p>C.2.a Give examples of ways that individual, groups, and communities manage conflict and promote equality, justice, and responsibility. (Lesson minimally addresses the evidence outcome listed as this is a first grade standard)</p>	<p>WT p. 44 Questions 7,8</p>
<p>Performance Task Options (Culminating Activity):</p> <ul style="list-style-type: none"> • <u>Written:</u> myStory Book: How do people best cooperate? Worktext (WT) p. 45 • <u>Hands-on:</u> myWorld Activity using “myWorld Activity cards” Make a paper citizenship quilt (Teacher’s manual p. 27) Could also use puzzle pieces • <u>Oral Language:</u> Discussion Questions: Big Question (Teacher’s manual p. 29) • <u>Collaborative Poster:</u> Students create a poster describing a good citizen at home, school, and in their community 		
<p>Resources: Leveled readers, Technology resources at www.successnetplus.com , Atlas, and <i>myWorld</i> Activity Cards Literature that pairs well: <u>What if Everyone Did that?</u> by Ellen Javernick, <u>Officer Buckle and Gloria</u> by Peggy Rathman, <u>Do Unto Otters</u> by Laurie Keller, <u>Enemy Pie</u> by Derek Munson From WONDERS: Grace for President Unit 5 Week 1, Once Upon a Baby Brother Unit 5 Week 2, Brave Bessie Unit 5 Week 3</p>		

2nd Grade *myWorld Social Studies*
AT A GLANCE

BIG QUESTION: How do people get what they need?						
Chapter Opener: Worktext Option:myStory Spark, Song, Vocabulary Digital Option: Big Question, myStory Spark, myStory Video, Song, introduce vocabulary Target Reading Skill: Main Idea and Details p. 68,69 *Review Reading Vocabulary: Text Features, Table of Contents, Glossary						
Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
1	Needs and Wants	Descriptive	Highlighting	Main Idea/Details	Draw Conclusions	p. 53 Question 5
2	Making Good Choices	Sequence	Title	Main Idea/Details	Sequence	p. 57 Question 5
3	Producing and Consuming Goods	Compare/Contrast	Illustrations	Main Idea/Details	Compare/Contrast	p. 59 Question 2
21 st Century Skill	Graph Skills: Reading a flow chart	Sequence	Illustrations	Main Idea/Details	Sequence	p. 63 Question 2
4	Service Workers and Their Jobs	Descriptive	Photographs	Main Idea/Details	Draw Conclusions	p. 67 Question 5
5	Trading for Goods and Services	Descriptive Compare/Contrast (p.72 & 73)	Maps	Main Idea/Details	Draw Conclusions	p. 73 Question 5
6	Making Choices About Money	Descriptive	Chart	Main Idea/Details	Draw Conclusions	p. 76 Question 3
Unit Review: Closure of Big Question: Review and assessment at the discretion of the teacher; possible opportunity to teach academic language, model and practice test taking skills and check for understanding of chapter objectives						
CULMINATING ACTIVITY OPTIONS: See Social Studies Curriculum Guide for suggested activities.						
FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines): Plumb Farm						

Chapter 2: Working to meet our needs
10-13 Days

Chapter 2: Working to Meet Our Needs

Timeline: 10-13 days (45-60 min. sessions) *Chapter Opener and Culminating Activity(s) may take multiple days.

Grade Level Expectations (GLE): Priority Standards
Economics 3.1 The scarcity of resources affects the choices of individuals and communities.
Economics 3.2 Apply decision-making processes to financial decisions

Concept Vocabulary: Resources

Big Question: How do people get what they need?

<p>Instructional Notes</p> <p>The “big question” is a focus in each lesson. Refer to the At a Glance document for literacy focus, lesson pacing, and formative assessment options.</p>	<p>Evidence Outcomes</p> <p>Bolded words below and in the student Worktext/assessments are academic “process” vocabulary that should be explicitly taught.</p>	<p>Assessment</p> <p>These summative “check for understanding” options from the Chapter Review & Assessment can be given at the end of each lesson or at the end of the chapter.</p>
<p>Lesson 1 Objective: I will know the difference between a need and a want. Content Vocabulary: needs, scarce, wants, resource Inquiry Question: GLE 3.1 How does scarcity effect purchasing decisions?</p>	<p>E.1.c Give examples of choices people make when resources are scarce E.1.a Explain scarcity</p>	<p>WT p. 78 Questions 1,2</p>
<p>Lesson 2 Objective: I will know how to make good choices. Content Vocabulary: benefit, cost, opportunity cost Inquiry Question: GLE 3.1 What are some ways to find out about goods and services used in other communities?</p>	<p>E.1.c Give examples of choices people make when resources are scarce E.1.d Identify possible solutions when there are limited resources and unlimited demands E.2.a Identify components of financial decision-making including gathering, evaluation, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision.</p>	<p>WT p. 78 Question 3</p>
<p>Lesson 3 Objective: I will know why people produce and consume goods. Content Vocabulary: goods, consumer, producer, income Inquiry Question: GLE 3.1 What goods and services do you use?</p>	<p>E.1.b Identify goods and services and recognize examples of each</p>	<p>WT p. 79 Question 4</p>
<p>Lesson 4 Objective: I will know about services in my community. Content Vocabulary: skill, specialize Inquiry Question: GLE 3.1 What are some ways to find out about the goods and services used in other communities?</p>	<p>E.1.b Identify goods and services and recognize examples of each</p>	<p>WT p. 79 Question 5</p>

<p>Lesson 5 Objective: I will know how trade helps us get the things we need. Content Vocabulary: trade, barter, supply, demand Inquiry Question: GLE 3.1 How are resources used in various communities?</p>	<p>(This lesson does not address grade level evidence outcomes.)</p>	<p>WT p. 80 Questions 6,7</p>
<p>Lesson 6 Objective: I will know why people save money. Content Vocabulary: save, savings, borrow, loan Inquiry Question: GLE 3.2 How do individuals make financial decisions? What might their consequences be?</p>	<p>E.2.a Identify components of financial decision-making including gathering, evaluation, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision.</p>	<p>WT p. 80 Question 8</p>
<p>Performance Task Options (Culminating Activity):</p> <ul style="list-style-type: none"> • <u>Written:</u> myStory Book: How do people get what they need? WT p. 81 • <u>Hands-on:</u> myWorld Activity: Who Plays What Role? using “myWorld Activity cards” Act out a skit about producers and consumers. (Teacher’s manual p. 56) • <u>Oral Language:</u> Discussion Questions: Big Question (Teacher’s manual p. 58) • <u>Collaborative Poster:</u> MyStory Idea Page 57 Question 6 		
<p>Resources: Leveled readers, Technology resources at www.successnetplus.com, Atlas, and myWorld Activity Cards Literature that pairs well: <u>Do I need it? Or do I want it?</u> By Jennifer S. Larson, <u>Roxaboxen</u> by Alice McLerran From WONDERS: Money Madness Unit 6 Week 4</p>		

2nd Grade *myWorld Social Studies*
AT A GLANCE

Chapter 3: The World Around Us 12-15 Days		BIG QUESTION: What is the world like?						
		Chapter Opener: Worktext Option: myStory Spark, Song, Vocabulary Digital Option: Big Question, myStory Spark, myStory Video, Song, introduce vocabulary Target Reading Skill: Cause and Effect p. 112,113 *Review Reading Vocabulary: Text Features, Table of Contents, Glossary						
		Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
		1	Talking About Location	Compare/ Contrast	Map	Main Idea/ Details	Compare/ Contrast	p. 89 Question 5
		2	All About Maps	Descriptive	Map Key	Draw Conclusions	Main Idea/ Details	p. 91 Question 2
		21 st Century Skill	Map Skills: Using a Map Scale	Sequence	Map		Sequence	p. 95 Question 1
		3	Our Earth	Descriptive	Diagrams & Labels	Cause and Effect	Main Idea/Details	p. 96 Question 1
		4	Landforms and Bodies of Water	Compare/ Contrast	Map	Main Idea/ Details	Compare/Contrast	p. 100 Question 1
		5	Weather and Climate	Descriptive	Close-ups/ Inset picture	Cause and Effect	Main Idea/Details	p.105 Question 2
		6	Our Environment	Compare/ Contrast	Illustration/ Photographs	Cause and Effect	Compare/ Contrast	p. 111 Question 4
7	Earth's Resources	Compare/ Contrast	Charts/Tables/ Graphs	Cause and Effect	Compare/ Contrast	p. 117 Question 5		
8	Moving Ideas, People, and Things	Compare/ Contrast	Map	Cause and Effect	Compare/ Contrast	p. 121 Question 5		
Unit Review: Closure of Big Question: Review and assessment at the discretion of the teacher; possible opportunity to teach academic language, model and practice test taking skills and check for understanding of chapter objectives								
CULMINATING ACTIVITY OPTIONS: See Social Studies Curriculum Guide for suggested activities.								
FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines): Geography: Earth Systems/Weather								

Chapter 3: The World Around Us

Timeline: 12-15 days (45-60 min. sessions) *Chapter Opener and Culminating Activity(s) may take multiple days.

Grade Level Expectations (GLE): Priority Standards

Geography 2.1 Geographic terms and tools are used to describe space and place

Geography 2.2 People in communities manage, modify and depend on their environment

Concept Vocabulary: Environment

Big Question: What is the world like?

Instructional Notes The “big question” is a focus in each lesson. Refer to the At a Glance document for literacy focus, lesson pacing, and formative assessment options.	Evidence Outcomes Bolded words below and in the student Worktext/assessments are academic “process” vocabulary that should be explicitly taught.	Assessment These summative “check for understanding” options from the Chapter Review & Assessment can be given at the end of each lesson or at the end of the chapter.
Lesson 1 Objective: I will know how to talk about location. Content Vocabulary: relative location, absolute location, grid map Inquiry Question: GLE 2.2 Why are physical features often used as boundaries?	G.1.b Identify and locate various physical features on a map	WT p. 122 Question 1
Lesson 2 Objective: I will know how to use maps to locate places and things. Content Vocabulary: symbol, cardinal direction, intermediate direction Inquiry Question: GLE 2.1 Why do we use geographical tools such as maps, globes, grids, symbols, and keys?	G.1.a Use map keys, legends, symbols, intermediate directions, and compass rose to derive information from various maps	WT p. 122 Question 2
Lesson 3 Objective: I will know how Earth is shown on a globe and on a world map. Content Vocabulary: continent, ocean, equator, prime meridian	G.1.c Identify the hemispheres, equator, and poles on a globe G.1.b Identify and locate various physical features on a map	WT p. 122 Question 3
Lesson 4 Objective: I will know how to identify different kinds of land and water. Content Vocabulary: geography, landform, physical map, political map Inquiry Question: GLE 2.1 Why do we use geographical tools such as maps, globes, grids, symbols, and keys?	G.1.b Identify and locate various physical features on a map G.1.d Identify and locate cultural, human, political, and natural features using map keys and legends.	WT p. 123 Question 4

<p>Lesson 5 Objective: I will know how different kinds of weather affect people, animals, and plants. Content Vocabulary: weather, temperature, climate, region Inquiry Question: GLE 2.2 How do available resources and their uses create change in a community?</p>	<p>G.2.c Explain why people settle in certain areas G.2.d Identify examples of physical features that affect human activity</p>	<p>WT p. 123 Question 5</p>
<p>Lesson 6 Objective: I will know ways that people change their environment. Content Vocabulary: environment, urban, suburban, rural Inquiry Question: GLE 2.1 How do you define, organize, and think about the space around you?</p>	<p>G.2.b Identify local boundaries in the community G.2.d Identify examples of physical features that affect human activity</p>	<p>WT p. 123 Question 6</p>
<p>Lesson 7 Objective: I will know how to identify, use, and conserve resources. Content Vocabulary: natural resource, renewable, nonrenewable, conserve Inquiry Question: GLE 2.2 Are renewable and nonrenewable resources managed well? How do you know?</p>	<p>G.2.a Identify how communities manage and use nonrenewable and renewable resources G.2.e Describe how the size and the character of a community change over time for geographic reasons</p>	<p>WT p. 124 Question 7</p>
<p>Lesson 8 Objective: I will know ways that people, things, and ideas are moved. Content Vocabulary: technology, communication, transportation</p>	<p>(This lesson does not address grade level evidence outcomes.)</p>	<p>WT p. 124 Question 8</p>
<p>Performance Task Options (Culminating Activity):</p> <ul style="list-style-type: none"> • <u>Written:</u> myStory Book: What is the world like? WT p. 125 • <u>Hands-on:</u> myWorld Activity: Where Am I? Flip Book using “myWorld Activity cards” (Teacher’s manual p. 91) • <u>Oral Language:</u> Discussion Questions: Big Question (Teacher’s manual p. 93) • <u>Poster:</u> Make a map of your classroom or of your bedroom. 		
<p>Resources: Leveled readers, Technology resources, Atlas, and myWorld Activity Cards Literature that pairs well: <u>Follow that Map</u> by Scot Ritchie, <u>Me on the Map</u> by Joan Sweeney, <u>There’s a Map on my Lap</u> by Tish Rabe</p>		

2nd Grade *myWorld Social Studies*
AT A GLANCE

BIG QUESTION: How is culture shared?							
Chapter 4: Celebrating Our Traditions 9-12 Days - (Use after teaching Ch. 1, 2, 3, and 5)	Chapter Opener: Worktext Option: myStory Spark, Song, Vocabulary Digital Option: Big Question, myStory Spark, myStory Video, Song, introduce vocabulary Target Reading Skill: Compare and Contrast p. 138-139 *Review Reading Vocabulary: Text Features, Table of Contents, Glossary						
	Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
	1	Culture is Our Way of Life	Descriptive	Text Box	Compare/ Contrast	Main Idea/Details	p. 133 Question 4
	2	Cultures in Our Country	Compare/ Contrast	Captions	Main Idea/ Details	Compare/ Contrast	p. 137 Question 4
	3	What We Celebrate	Descriptive	Headings	Compare/ Contrast	Main Idea/ Details	p. 143 Question 5
	4	American Stories	Descriptive	Text Box *Possibly compare text boxes from lesson 1	Compare/ Contrast	Main Idea/ Details	p. 147 Question 6
	5	Two Cultures	Compare/ Contrast	Map	Main Idea/ Details	Compare/ Contrast	p. 151 Question 3
	21 st Century Skill	Graph Skills		Chart			p. 153 Question 1
	Unit Review: Closure of Big Question: Review and assessment at the discretion of the teacher; possible opportunity to teach academic language, model and practice test taking skills and check for understanding of chapter objectives						
	CULMINATING ACTIVITY OPTIONS: See Social Studies Curriculum Guide for suggested activities.						
FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines): History Fest at Centennial Village							

Chapter 4: Celebrating Our Traditions

Timeline: 9-12 days (45-60 min. sessions) *Chapter Opener and Culminating Activity(s) may take multiple days.

Grade Level Expectations (GLE): Priority Standards

History 1.1 Identify historical sources and utilize the tools of a historian

History 1.2 People have influenced the history of neighborhoods and communities

Concept Vocabulary: Culture

Big Question: How is culture shared?

Instructional Notes The “big question” is a focus in each lesson. Refer to the At a Glance document for literacy focus, lesson pacing, and formative assessment options	Evidence Outcomes Bolded words below and in the student Worktext/assessments are academic “process” vocabulary that should be explicitly taught.	Assessment These summative “check for understanding” options from the Chapter Review & Assessment can be given at the end of each lesson or at the end of the chapter.
Lesson 1 Objective: I will know each culture shares language, music, food, and art. Content Vocabulary: culture, language, tradition, artifact Inquiry Question: GLE 1.1 How can two people understand the same event differently?	H.1.a Identify community and regional historical artifacts and generate questions about their function and significance H.2.e Describe the history, interaction, and contribution of the various people and culture that have lived in or migrated to neighborhoods and communities.	WT p. 154 Question 1
Lesson 2 Objective: I will know that many cultures make our country special. Content Vocabulary: festival, custom	H.2.c Give examples of people and events and developments that brought important changes to the community.	WT p. 154 Question 2
Lesson 3 Objective: I will know why national holidays are important. Content Vocabulary: holiday, colony, hero, veteran Inquiry Question: GLE 1.2 How have events and ideas from the past shaped the identity of communities and neighborhoods today?	H.2.b Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation	WT p. 155 Question 3
Lesson 4 Objective: I will know that America’s culture can be passed on and shared through stories. Content Vocabulary: facts, fiction, folktale, tall tale	H.1.b Explain the past through oral or written firsthand accounts of history	WT p. 155 Question 4

<p>Lesson 5 Objective: I will know about two different cultures.</p> <p>Content Vocabulary: ruins, landmark</p>	<p>(This lesson does not address grade level evidence outcomes.)</p>	<p>WT p. 156 Questions 5,6</p>
<p>Performance Task Options (Culminating Activity):</p> <ul style="list-style-type: none"> • <u>Written:</u> myStory Book: How is culture shared? WT p. 157 • <u>Hands-on:</u> myWorld Activity: Culture Trail Board games using “myWorld Activity cards” (Teacher’s manual p. 117) • <u>Oral Language:</u> Discussion Questions: Big Question (Teacher’s manual p. 119) 		
<p>Resources: Leveled readers, Technology resources, Atlas, and myWorld Activity Cards Literature that pairs well: <u>Chicken Sunday</u> by Patricia Pollacco From WONDERS: Biblioburro Unit 3 Week 3, Dear Primo Unit 4 Week 3</p>		

2nd Grade *myWorld Social Studies*
AT A GLANCE

BIG QUESTION: How does life change throughout history?						
Chapter Opener: Worktext Option: myStory Spark, Song, Vocabulary Digital Option: Big Question, myStory Spark, myStory Video, Song, introduce vocabulary Target Reading Skill: Fact and Opinion p. 188-189 *Review Reading Vocabulary: Text Features, Table of Contents, Glossary						
Lesson	Text	Text Structure	Text Feature	Target Reading Objective	Connected Reading Skills	Check for Understanding
1	Life Then and Now	Compare/Contrast	Captions	Fact/Opinion	Draw Conclusions	p. 165 Question 3
21 st Century Skill	Graph Skills		Timeline			p. 167 Question 3
2	Learning About the Past	Compare/Contrast	Types of Print (Bold, highlighted, underlined)	Fact/Opinion	Main Idea/Details	p. 171 Question 3
3	The First Americans	Descriptive	Text Box	Fact/Opinion	Main Idea/Details	p. 175 Question 3
4	America's Early Settlers	Descriptive	Label *Students label pictures	Fact/Opinion	Main Idea/Details	p. 179 Question 3
5	A Growing Nation	Descriptive	Map	Fact/Opinion	Main Idea/Details	p. 182 Question 2
6	Technology Then and Now	Compare/Contrast	Captions	Fact/Opinion	Draw Conclusions	p. 187 Question 4
7	American Heroes	Descriptive	Sidebar (bottom of page)	Fact/Opinion	Main Idea/Details	p. 193 Question 2
Unit Review: Closure of Big Question: Review and assessment at the discretion of the teacher; possible opportunity to teach academic language, model and practice test taking skills and check for understanding of chapter objectives						
CULMINATING ACTIVITY OPTIONS: See Social Studies Curriculum Guide for suggested activities.						
FIELD TRIP/PRESENTATION SUGGESTIONS (see principal for fieldtrip guidelines): Greeley History Museum, Meeker Home, www.greeleyhistory.org has virtual field trips						

Chapter 5: Our Nation Past and Present

11-14 Days



Chapter 5: Our Nation Past and Present (GREELEY HISTORY)
 Throughout the chapter, teach concepts and address inquiry questions using Greeley History content along with the content provided in the *myWorld* resource.
 www.greeleyhistory.org created & maintained by Sara Brooks, Centennial Elementary

Timeline: 11-14 days (45-60 min. sessions)
 *Chapter Opener and Culminating Activity(s) may take multiple days.

Grade Level Expectations (GLE):
 History 1.1 Identify historical sources and utilize the tools of a historian
 History 1.2 People have influenced the history of neighborhoods and communities

Concept Vocabulary: History

Big Question: How has life in Greeley changed throughout history?

<p align="center">Instructional Notes</p> <p>The “big question” is a focus in each lesson. Refer to the At a Glance document for literacy focus, lesson pacing, and formative assessment options.</p>	<p align="center">Evidence Outcomes</p> <p>Bolded words below and in the student Worktext/assessments are academic “process” vocabulary that should be explicitly taught.</p>	<p align="center">Assessment</p> <p>These summative “check for understanding” options from the Chapter Review & Assessment can be given at the end of each lesson or at the end of the chapter.</p>
<p>Lesson 1 Objective: I will know that people, families, and communities have a history. Content Vocabulary: history, generation, century, monument Inquiry Question: GLE 1.1 How can putting events in order by time help describe the past? Use www.greeleyhistory.org HISTORY section</p>	<p>H.2.a Organize the historical events of neighborhoods and communities chronologically H.2.b Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation H.2.c Give examples of people and events and developments that brought important changes to the community.</p>	<p align="center">WT p. 194 Question 1</p>
<p>Lesson 2 Objective: I will know the difference between primary and secondary sources. Content Vocabulary: primary source, secondary source, journal, biography Inquiry Question: GLE 1.1 Why is it important to use more than one source for information? GLE 1.1 What kinds of tools and sources do historical thinkers use to investigate the past? Use www.greeleyhistory.org to look at sources from Greeley history</p>	<p>H.1.d Identify history as the story of the past preserved in various sources</p>	<p align="center">WT p. 194 Question 2</p>
<p>Lesson 3 Objective: I will know about different Native American cultures. Content Vocabulary: Native Americans Use www.greeleyhistory.org People section on Shawsheen</p>	<p>H.2.e Describe the history, interaction, and contribution of the various people and culture that have lived in or migrated to neighborhoods and communities. H.2.b Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation</p>	<p align="center">WT p. 195 Question 3</p>



<p>Lesson 4 Objective: I will know about the first colonies in North America. Content Vocabulary: explorer, settler, Pilgrim</p>	<p>(This lesson does not address grade level evidence outcomes.)</p>	<p>WT p. 195 Question 4</p>
<p>Lesson 5 Objective: I will know where immigrants came from and why they settled here. Content Vocabulary: immigrant, pioneer Inquiry Question: GLE 1.2 How have events and ideas from the past shaped the identity of communities and neighborhoods today? Use www.greeleyhistory.org HISTORY section</p>	<p>H.2.e Describe the history, interaction, and contribution of the various people and culture that have lived in or migrated to neighborhoods and communities.</p>	<p>WT p. 195 Question 5</p>
<p>Lesson 6 Objective: I will know how technology changed the way people live. Content Vocabulary: ancient, telegraph, invention</p>	<p>H.2.b Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation</p>	<p>WT p. 196 Question 6</p>
<p>Lesson 7 Objective: I will know about people who make a difference in the lives of others. Content Vocabulary: civil rights, innovator Inquiry Question: GLE 1.2 How can understanding the past impact decision making today?</p>	<p>H.2.e Describe the history, interaction, and contribution of the various people and culture that have lived in or migrated to neighborhoods and communities.</p>	<p>WT p. 196 Question 7</p>
<p>Performance Task Options (Culminating Activity):</p> <ul style="list-style-type: none"> • <u>Written:</u> myStory Book: How does life change throughout history? WT p.197 • <u>Hands-on:</u> myWorld Activity: Living Timeline using “myWorld Activity cards” (Teacher’s manual p. 149) • <u>Oral Language:</u> Discussion Questions: Big Question (Teacher’s manual p. 151) • <u>Flipbook:</u> All about Greeley (look on Schoology under resources for Social Studies) 		
<p>Resources: Leveled readers, Technology resources, Atlas, and myWorld Activity Cards, www.greeleyhistory.org, http://hewit.unco.edu/dohist/</p>		