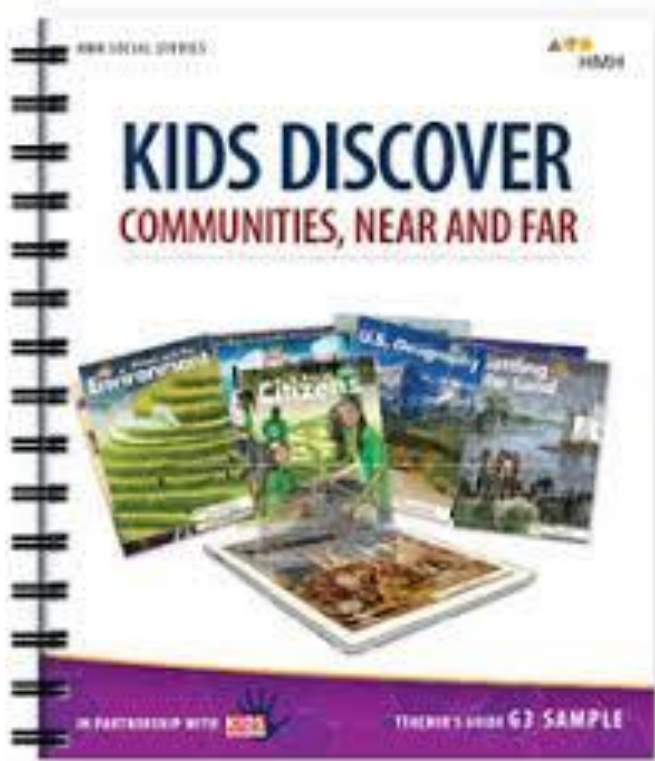


3rd Grade Social Studies Pasco Curricular Guide
Pasco School District
Created: June 2018



HMH SOCIAL STUDIES

G3 Kids Discover Communities Near and Far

ABSTRACT

This document contains information based on work of the Social Studies PCG Team. This document may be used in connection with OSPI's adopted social studies curriculum and mandated web-based curriculum. Features of the curriculum and unit outlines are provided in draft form.

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Overview of Terms and Resources

Since Time Immemorial (STI) – OSPI’s Web-based Washington State Tribal Sovereignty Curriculum.

Overview: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf>

Elementary Website Link: www.k12.wa.us/IndianEd/TribalSovereignty/Primary.aspx

This curriculum is state mandated. 3rd Grade should utilize “Pathway 1: Stories and Histories of Our Place”.

HMH Social Studies – Kids Discover Communities Near and Far: Adopted Social Studies Curriculum includes web-based content and features, consumable magazines, and teacher manuals. Additional resources are available, please contact louise.matlasz@hnhco.com with questions.

Suggested Unit Outlines for Social Studies Grade Level Expectations (GLEs):

This document contains the required social studies standards for 3rd grade,

<http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesThirdGrade.pdf>.

Outline was derived from the Washington State K-12 Social Studies document;

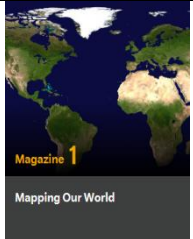





<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>. *The GLE codes (Example: GLE 4.1.1) found within this document do NOT represent grade level indicators consistent with CCSS, please review page 13 for GLE code breakdown.*

Journey's Correlation to KD GR. 3 - This document is located at <https://padlet.com/hnhco/kd> and provides direct correlations between Journeys Units and HMH Kids Discover Social Studies.





Rubrics – Rubrics are available in print and digital for performance task-based activities and are found in the teacher’s manual along with connected activities.

For additional HMH documents relevant to Social Studies PCG work, see <https://padlet.com/hnhco/kd>.




HMH G3 Magazine Catalog

1	<i>Mapping Our World</i> Lexile Level: 740	
2	<i>Communities</i> Lexile Level: 730	
3	<i>U.S. Geography</i> Lexile Level: 690	
4	<i>People and the Environment</i> Lexile Level: 760	
5	<i>Protecting Resources</i> Lexile Level: 770	
6	<i>Communities Change</i> Lexile Level: 770	

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7	<i>Amazing Inventions</i> Lexile Level: 800	 The cover of Magazine 7, titled 'Amazing Inventions', features a smartphone displaying a city skyline at night.
8	<i>Ancient Civilizations</i> Lexile Level: 750	 The cover of Magazine 8, titled 'Ancient Civilizations', features a stylized profile of an ancient Egyptian pharaoh wearing a crown.
9	<i>The First People</i> Lexile Level: 770	 The cover of Magazine 9, titled 'The First People', features a portrait of a Native American man with traditional braids and a feathered headdress.
10	<i>Settling the Land</i> Lexile Level: 760	 The cover of Magazine 10, titled 'Settling the Land', features a group of pioneers in 19th-century attire standing in a field.
11	<i>Role of Citizens</i> Lexile Level: 760	 The cover of Magazine 11, titled 'Role of Citizens', features two young girls in green shirts, one holding a recycling symbol.
12	<i>How America Works</i> Lexile Level: 770	 The cover of Magazine 12, titled 'How America Works', features the United States Capitol building in Washington, D.C.
13	<i>America: Heritage and Culture</i> Lexile Level: 790	 The cover of Magazine 13, titled 'America: Heritage and Culture', features the Statue of Liberty.

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14	<i>Culture: Expressions Around the World</i> Lexile Level: 780	 Magazine 14 Culture: Expressions Around the World
15	<i>Producers and Consumers</i> Lexile Level: 790	 Magazine 15 Producers and Consumers
16	<i>Saving and Spending</i> Lexile Level: 700	 Magazine 16 Saving and Spending

**Some magazines do not align with grade level standards or are supplemental and have been marked.*

User Manual

What am I looking at?

These unit outlines provide a quick snapshot of information pulled directly from OSPI's adopted social studies curriculum. Essential components of a unit are listed in a table format for convenience and contain page numbers, suggested assessments, vocabulary information, performance task suggestions, underlying skills, and other connected documents or resources. This is not a stand-alone document; teacher discretion is advised.

Grade Level Indicators are in the headers.
(Ex. G5 Kids Discover the United States)

Title of the Unit

Student magazines are in a suggested order of instruction.

Questions taken directly from the curriculum.

TG, VI = Teacher's Guide, Volume 1

Required GLEs

These codes (Ex. 4.2.1) are **NOT** grade level indicators; See pg. 1

Date Created: 06.25.18		Unit Overview – Setting in Time and Place	
Magazine # 1		Titles of Magazine(s): Regions of North America	
Skills Overview:			
Magazine 1		Map and Globe Skills – Reading a Map / Use Latitude and Longitude Reading Social Studies – Main Idea and Details (Informational)	
Compelling Question(s):			
TG, VI	p. 1	Magazine 1	“How did the variety of landforms, climates, and vegetation regions make North America so attractive to immigrants with different goals
Vocabulary:			
TG, VI	p. 6	12 vocabulary words	
Suggested Assessment(s):			
TG, VI	p. 8	Get Set to Read Activity (Print/Digital)	
Source	Page #	Language Objectives Connected to Assessments (Performance Task Bas	
TG, VI	26	Read Aloud geographic names using correct pronunciation.	
Required GLEs		Description:	
4.2.1		Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: <ul style="list-style-type: none">Development of indigenous societies in North America (time immemorial to 1791).Encounter, colonization, and devastation (1492 – 1763)Revolution and the Constitution (1763 – 1791)	
Teacher Notes			
The Since Time Immemorial (STI) curriculum and the HMH Magazine #1: Regions of North America magazine present different viewpoints and theories as to the presence of Native American’s in the United States. STI discusses that Native Americans have always been “s HMH discusses how scientists believe Native Americans crossed a land bridge t			

Skills practiced in the lesson are described here.

Vocabulary quantity and location

Language Objectives targeted in Performance Tasks

Additional notes, comments, resources, or standards connections may be listed here.

HMH Social Studies Kids Discover Communities Near and Far

The following unit breakdowns are based on Office Superintendent of Public Instruction's (OSPI) suggested grade level expectations (GLEs). These documents are designed to assist with the utilization of the adopted HMH Social Studies Curriculum in connection with the GLEs and components of OSPI's mandated web-based Since Time Immemorial – Native American Sovereignty Curriculum.

You will find the following units presented in this document:

Unit 1 – Regions of North America

Unit 2 – The Cultures of North America

Unit 3 – Culture, Government, and Economics

Unit 4 – Environment, Community, and Citizens

Unit 5 – Extension / Stand Alone Magazines

Date Created: 06.27.18		Unit 1 – Regions of North America	
Magazine #		Titles of Magazine(s):	
1		Mapping Our World	
2		Communities	
3		U.S. Geography	
Magazine #		Skills Overview:	
1		Reading Social Studies – Main idea and details	
		Map and Globe Skills – Use intermediate directions	
		Map and Globe Skills – Use a map grid	
		Map and Globe Skills – Use latitude and longitude	
2		Reading Social Studies – Categorize and classify	
		Map and Globe Skills – Read a road map	
3		Reading Social Studies – Compare and contrast	
		Map and Globe Skills – Read a landform map	
Source	Page #	Magazine #	Compelling Question(s):
TG, VI	1	1	“How do we use maps to learn about the world around us?”
	29	2	“What factors shape and make communities different?”
	57	3	“How does geography help us understand the Earth and where we live?”
Vocabulary:			
TG, VI	6	1	16 vocabulary words
	34	2	11 vocabulary words
	62	3	16 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VI	26	1	Use latitude and longitude
			Area atlas
	28		Magazine Assessment
	54	2	Create a postcard of your community
			Research a community and make a poster
	56		Magazine Assessment
	82	3	Community atlas – explain that an atlas is a reference guide
	84		Create a postcard
			Magazine Assessment
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VI	26	“Use academic language to discuss map and map features.”	
	54	“Research and present information about a community in writing with visuals.”	
	82	“Describe a unique landform of one U.S. region in a presentation.”	
Required GLEs		Description:	
3.1.1		Geography – Understands and applies how maps and globes are used to display the regions of North America in the past and present.	

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3.1.2	Geography – Understands the physical, political, and cultural characteristics of places, regions, and people in North America including the location of the fifty states within the regions of the U.S.
*3.2.1	Geography – Understands how the environment affects cultural groups and how cultural groups affect the environment.
3.3.1	Geography – Understands that learning about the geography of North America helps us understand the global issues of culture.
*This GLE is addressed in multiple units.	
Additional Comments	
STI	WA State History Units 1-3 (4 th grade) connect well for GLE 3.2.1 if you need additional resources.

Date Created: 06.27.18		Unit 2 – The Cultures of North America	
Magazine #		Titles of Magazine(s):	
8		Ancient Civilizations	
9		First People	
10		Settling the Land	
Magazine #		Skills Overview:	
8		Reading Social Studies – Compare and contrast	
		Chart and Graph Skills – Understanding time periods	
9		Reading Social Studies – Cause and effect	
		Chart and Graph Skills – Read a table	
10		Reading Social Studies – Sequence	
		Map and Globe Skills – Compare history maps	
Source	Page #	Magazine #	Compelling Question(s):
TG, VI	197	8	“How were ancient civilizations similar to and different from each other?”
TG, VII	225	9	“How did America Indians live before and after European settlers arrived?”
	253	10	“What motivated people to immigrate to the United States and settle in different areas?”
Vocabulary:			
TG, VI	202	8	15 vocabulary words
TG, VII	230	9	16 vocabulary words
	258	10	16 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VI	222	8	Role play
			Create a poster
	224		Magazine Assessment
TG, VII	250	9	Create a poster about an American Indian Tribe
			Storytelling
	252		Magazine Assessment
	278	10	Create a community history scrapbook
	280		Write an invitation
			Magazine Assessment
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VI	222	“Discuss ancient civilizations.”	
TG, VII	250	“Share and compare American Indian stories and facts in visual and oral presentations.”	
	278	“Use domain-specific vocabulary to complete a performance task.”	
Required GLEs		Description:	
4.2.2		History – Understands how contributions made by various cultural groups have shaped the history of the community and world.	

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3.2.1	Geography – Understands how the environment affects cultural groups and how cultural groups affect the environment.
3.2.2	Geography – Understands the cultural universals of place, time, family, life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.
1.1.1	Civics – Understands the key ideals of unity and diversity.
1.1.2	Civics – Understands and applies the key ideals of unity and diversity within the context of the community.
<i>Each GLE above is addressed in multiple units.</i>	
Additional Notes	
STI	WA State History Units 1-3 (4 th grade content) aligns well with Magazine #9 if you need supplemental materials or videos.

Date Created: 06.27.18		Unit 3 – Culture, Government, and Economics	
Magazine #		Titles of Magazine(s):	
12		How America Works	
13		America: Heritage and Culture	
14		Culture: Expressions Around the World	
Magazine #		Skills Overview:	
12		Reading Social Studies – Summarize	
		Chart and Graph Skills – Use a bar graph	
13		Reading Social Studies – Cause and effect	
		Critical Thinking Skills – Tell fact from fiction	
14		Reading Social Studies – Categorize and classify	
		Critical Thinking Skills – Compare primary and secondary sources	
Source	Page #	Magazine #	Compelling Question(s):
TG, VII	309	12	“How do the levels and branches of government make democracy work in the United States?”
	337	13	“What represents America’s heritage, or our shared history and traditions?”
	365	14	“How do people around the world express their culture?”
Vocabulary:			
TG, VII	314	12	14 vocabulary words
	364	13	8 vocabulary words
	370	14	13 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VII	334	12	Create a government handbook
			Write a speech
	336	13	Magazine Assessment
	362		Design a brochure
			Patriotic show
	364		Magazine Assessment
	390	14	Design clothing
			Create trading cards
	392		Magazine Assessment
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VII	334	“Use domain-specific vocabulary in discussion about the function of government.”	
	362	“Use academic and domain-specific vocabulary to complete a performance task.”	
	390	“Express ideas about different cultures using academic and domain-specific vocabulary.”	
Required GLEs		Description:	
*3.2.1		Geography – Understands how the environment affects cultural groups and how cultural groups affect the environment.	

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2.2.1	Economics – Understands how the economic systems of groups are influenced by laws, values, and customs.
*4.2.2	History – Understands how contributions made by various cultural groups have shaped the history of the community and world.
5.3.1	Social Studies Skills – Engages in discussions that attempt to answer questions about cultural similarities and differences.
*5.4.2	Social Studies Skills – Prepares a list of resources, including the title and author for each source.
*5.1.2	Social Studies Skills – Evaluates if information is clear, specific, and detailed.
*1.1.1	Civics – Understands the key ideals of unity and diversity.
*1.1.2	Civics – Understands and applies the key ideals of unity and diversity within the context of the community.
<i>*These GLEs are addressed in multiple units.</i>	
Additional Resources	

Date Created: 06.27.18		Unit 4 – Environment, Community, and Citizens	
Magazine #		Titles of Magazine(s):	
4		People and the Environment	
5		Protecting the Resources	
6		Communities Change	
11		Role of Citizens	
15		Producers and Consumers	
Magazine #		Skills Overview:	
4		Reading Social Studies – Generalize	
		Map and Globe Skills – Read a resource map	
5		Reading Social Studies – Compare and contrast	
		Critical Thinking Skills – Solve a problem	
		Chart and Graph Skills – Read a picture graph	
6		Reading Social Studies – Sequence	
		Map and Globe Skills – Use a line graph	
11		Reading Social Studies – Main idea and details	
		Chart and Graph Skills – Read a flow chart	
15		Reading Social Studies – Generalize	
		Critical Thinking Skills – Tell fact from opinion	
Source	Page #	Magazine #	Compelling Question(s):
TG, VI	85	4	“How does our environment affect the way we live?”
	113	5	“What can we do to protect Earth’s resources?”
	141	6	“How and why do communities change?”
TG, VII	281	11	“What are the rights and responsibilities of U.S. Citizens?”
	393	15	“How do producers and consumers
Vocabulary:			
TG, VI	90	4	16 vocabulary words
	118	5	13 vocabulary words
	146	6	14 vocabulary words
TG, VII	286	11	11 vocabulary words
	398	15	15 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VI	110	4	Identify ways people have changed the environment...
			Explain the features ... settle in their community
	112		Magazine Assessment
	138	5	Reduce, reuse, recycle
			Write a story
	140		Magazine Assessment
	166	6	Prepare and make a presentation
			Prepare a time capsule

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	168		Magazine Assessment
TG, VII	306	11	Vote
			Good citizen bulletin board
	308		Magazine Assessment
	418	15	Conduct an interview
			Send an email
420		Magazine Assessment	
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VI	110	“Write information texts using vocabulary and domain-specific words.”	
	138	“Use information about Earth’s resources to brainstorm ideas and conduct peer conferences.”	
	166	“Plan and conduct a brief presentation.”	
TG, VII	306	“Identify and describe the character traits of good citizens.”	
	418	“Ask questions about a local business.”	
Required GLEs		Description:	
5.2.2		Social Studies Skills – Uses a graphic organizer to organize main ideas and supporting details from visuals and literary, narrative, informational, and expository texts.	
*5.1.2		Social Studies Skills – Evaluates if information is clear, specific, and detailed.	
*5.4.2		Social Studies Skills – Prepares a list of resources, including the title and author for each source.	
5.4.1		Social Studies Skills – Draws conclusions using at least two clear, specific, and accurate examples in a paper or presentation.	
*3.2.2		Geography – Understands the cultural universals of place, time, family, life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.	
*4.2.2		History – Understands how contributions made by various cultural groups have shaped the history of the community and world.	
*These GLEs are addressed in multiple units.			
Additional Resources			
Magazines 11/15		These magazines compliments 5 th grade content well.	

Date Created: 06.27.18		Unit 5 – Extension / Stand Alone Magazines	
Magazine #		Titles of Magazine(s):	
7		Amazing Inventions	
16		Saving and Spending	
Magazine #		Skills Overview:	
7		Reading Social Studies – Cause and effect	
		Chart and Graph Skills – Read a cut away diagram	
16		Reading Social Studies – Summarize	
		Critical Thinking Skills – Make an economic choice	
		Critical Thinking Skills – Make a thoughtful discussion	
Source	Page #	Magazine #	Compelling Question(s):
TG, VI	169	7	“How do inventions affect the way people live?”
TG, VII	421	16	“How can we save and spend money wisely?”
Vocabulary:			
TG, VI	174	7	12 vocabulary words
TG, VII	426	16	13 vocabulary words
Source	Page #	Magazine	Assessments and Performance Task Suggestion(s):
TG, VI	194	7	Conduct research
			Write an essay
	196		Magazine Assessment
TG, VII	466	16	Write a letter or email
			Take a survey
	468		Magazine Assessment
Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)	
TG, VI	194	“Share information about inventors and inventions in visual and oral presentations.”	
TG, VII	466	“Use domain-specific vocabulary to complete a performance task.”	
Required GLEs		Description:	
3.2.2		Geography – Understands the cultural universals of place, time, family, life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.	
5.1.2		Social Studies Skills – Evaluates if information is clear, specific, and detailed.	
5.4.2		Social Studies Skills – Prepares a list of resources, including the title and author for each source.	
All GLEs are addressed in multiple units.			
Standards Connections (Optional)			