

Content Area: *Social Studies*

Grade Level: *Grade 3 - Core* **Quarter: *1st***

This standards map is developed with the following premises:

- Core CNMI PSS benchmarks for Social Studies – Grade 3 has been **modified to address schools on half-day sessions and/or remote learning.**
- Benchmarks slated for a given quarter should at all events be taught in the designated quarter in order to allow for horizontal alignment with other schools in the district.
- Enduring understandings are the big generalizations for the topic/concept.
- For grade 3 NMI context shall be embedded for 20-25% of instructional time.

Primary Instructional Materials (BOE Approved):
Pearson MyWorld Grade 3 Social Studies; We Are Connected; 2013 National + Realize
* Accommodations: Closed Captioned Videos, Songs, Digital Audio Text, Visual Cues, ELL and Differentiation lesson support

Enduring Understandings:

- **People use geographic representation to organize, analyze, and share information based on location, place, region, and human-environment interaction.**
- People establish different types of communities to meet their basic needs.
- A community or region has unifying characteristics.
- There are different types of communities but they all share the same characteristics.
- Maps and globes can be used to locate places, physical features such as landforms, bodies of water, and features made by humans.
- The environment (the landscape and natural resources) varies from one place to another and influences how and where people, plants, and animals live.

Essential Questions:

- **Where is my Community?**
- **What makes a good community?**
- Where are communities located?
- What are three types of communities?
- **How/Why do people join communities?**
- How do landforms and bodies of water (in geographical regions) affect where people, plants, and animals live?
- How do we interact with our planet?

Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):	
<p align="center">Week 1</p> <p align="center">Chapter 1: Our Communities</p> <p>Mon: Chapter Opener: Big Q; myStory Video (4:12); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 1: <u>Lesson 1: What Makes a Community?</u></p> <p>Tue: Lesson Intro; Envision + Read Wed: Read + Got It, Thu: My Story Idea</p>	<p align="center">Welcome & practice lesson format</p> <p>* Lesson 1 meets a benchmark to be assessed. Take some time for understanding. Review next week if needed.</p>	
<p align="center">Week 2</p> <p align="center">Ch. 1: <u>Lesson 2: Where Communities are Located</u></p> <p align="center">1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p> <p align="center"><u>21C Skills (Maps)</u> <i>Latitude/ Longitude</i></p>	<p align="center">G.3.3.1</p>	<p>Describe the basic elements of maps and globes and how to find locations and follow directions</p>
<p align="center">Week 3</p> <p align="center">Ch. 1: <u>Lesson 3: Three Types of Communities</u></p> <p align="center">1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p> <p align="center">Leveled Readers: Brad Washburn</p>	<p align="center">G.3.3.2</p>	<p>Explain the migration and distribution of populations in various regions, the customs of diverse communities, and changes in cultures over time</p>
<p align="center">Week 4</p> <p align="center"><u>Chapter Closer</u></p> <p align="center">Vocab Review, Activity: That Doesn't Belong, myStoryBook</p>	<p align="center">G.3.3.1, G.3.3.2</p> <p align="center">Projects, Extension activities, Applying local context</p>	
<p align="center">Chapter 1</p> <p align="center">Review/ Assess (Ch. 1: L1-3)</p> <p align="center">Review the Big Q, Video Assessment Choices: myStoryBook, *Chapter Assessment</p>	<p align="center">G.3.3.1, G.3.3.2</p> <p align="center">Exams, Projects, Extension activities</p>	
<p align="center">Week 5</p> <p align="center">Chapter 2: Our Environment</p> <p align="center">Chapter Opener: Big Q; myStory Video (2:07); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p align="center">Ch. 2: <u>Lesson 1: Land & Water</u></p> <p align="center">1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p>	<p align="center">G.3.4.1</p>	<p>Describe the geographic factors that influence where people start communities</p>
<p align="center">Week 6</p> <p align="center">+ <u>21C Skills (Interpret Maps)</u> <i>elevation</i></p>	<p align="center">G.3.3.1</p>	<p>Describe the basic elements of maps and globes and how to find locations and follow directions</p>

Ch. 2: <u>Lesson 3: Using Earth's Resources</u> ¹ . Lesson Intro; Envision+ Read; ² . Read + Got It; ³ . My Story Idea + <u>Reading (Cause/Effect)</u> *Try it!	G.3.4.2	Describe how people alter their environment and how the physical and human features of a community change over time
	E.3.5.1	Describe how people use the natural resources from their environment to satisfy their wants and needs
<p style="text-align: center;">Week 7</p> Ch. 2: <u>Lesson 4: Interacting With the Environment</u> ¹ . Lesson Intro; Envision+ Read; ² . Read + Got It; ³ . My Story Idea Leveled Readers: Rachel Carson <u>Chapter Closer</u> Vocab Review, *Activity: Ch. 2 Drawography, Ch.3 Come to Our Colony, myStoryBook	G.3.4.2	Describe how people alter their environment and how the physical and human features of a community change over time
	E.3.5.1	Describe how people use the natural resources from their environment to satisfy their wants and needs
	G.3.3.1, G.3.4.1, G.3.4.2, E.3.5.1 Projects, Extension activities, Applying local context	
<p style="text-align: center;">Week 8</p> Review/ Assess (Ch. 2: L1, 3, 4) Review the Big Q, Video Assessment Choices: myStoryBook, *Activity: Ch. 2 Drawography, Ch.3 Come to Our Colony, Chapter Assessment	G.3.3.1, G.3.4.1, G.3.4.2, E.3.5.1 Exams, Projects, Extension activities	

Content Area: <i>Social Studies</i>	
Grade Level: <i>Grade 3- Core</i>	Quarter: <i>2nd</i>
Enduring Understandings: <ul style="list-style-type: none"> • People investigate concerns in communities. • Communities change over time. • Conflicts arise over resources. • Our nation has been shaped by events and actions of the past. • The actions of individuals can affect history. 	Essential Questions: <ul style="list-style-type: none"> • How does my community sustain itself? • How does our past affect our present? • Who are America's/ NMI's first people? • Who where the early explorers, and where did they come from? • What happened in early communities? • How do economic activities help or hurt my community?

<ul style="list-style-type: none"> • Economic exchange involved making choices. • See Civics Understandings in Quarter 3 	<ul style="list-style-type: none"> • See Civics Questions in Quarter 3 	
<p align="center">Pacing Map (by weeks):</p>	<p align="center">Standards and Benchmarks: (BOE Approved):</p>	
<p>Grade 2 missed in 4th Quarter Sy2019-2020</p> <p>H.2.7.1: Describe major historical events and developments involving interaction between groups on an island, in the CNMI, or in the Pacific region.</p> <p>H.2.7.2: Identify people in the past who made important contributions to the CNMI.</p> <p>H.2.7.3: Describe the accomplishments of major explorers, inventors, and scientists (e.g., Ferdinand Magellan, Chief Aghurubw, Thomas Edison, Marie Curie, Albert Einstein)</p> <p>H.2.8.1: Compare daily activities, traditions and objects (e.g., clothes, home, food, technology) between families now and in the past.</p> <p>H.2.8.2: Describe the meaning of time in terms of events from the past to the present (e.g., reading timeline).</p>		
<p align="center">Week 1</p> <p>Chapter 3: Communities Build a Nation Chapter Opener: Big Q; myStory Video (5:19); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 3: <u>Lesson 1: America’s First Peoples</u> ¹ Lesson Intro; Envision+ Read; ² Read + Got It; ³ My Story Idea</p>	<p>H.3.8.1 H.2.8.1</p>	<p>Describe various changes in family life in different cultures over time</p>
<p align="center">Week 2</p> <p>Reading (Sequencing) <i>Pioneers/Trailblazers</i></p> <p>Leveled Readers *Sequoya and the Cherokee Language (sequencing)</p> <p>+ Ch. 3: <u>Lesson 2: Early Explorers</u> ¹ Lesson Intro; Envision+ Read; ² Read + Got It; ³ My Story Idea</p>	<p>H.3.8.2 H.2.7.1</p>	<p>Explain how differences in perception affect people’s interactions & contributions with the world.</p>
	<p>H.3.7.1 H.2.8.2 H.2.7.3</p>	<p>Explain calendar time in years, decades, and centuries</p>
<p align="center">Week 3</p> <p>21C Skills (Graphing) <i>Timelines</i></p> <p>+ Ch. 3: <u>Lessons 3, 4, 5</u> <u>Early Spanish, French, English Communities</u> ¹ Lesson Intro; Envision+ Read;</p> <p>*Create a multi-tiered illustrative timeline to display the events of all three colonists consecutively. Add a separate row below, to show modern day.</p>	<p>H.3.7.1 H.2.7.1 H.2.8.2</p>	<p>Explain calendar time in years, decades, and centuries</p>
	<p>H.3.8.1 H.2.8.1</p>	<p>Describe various changes in family life in different cultures over time</p>
	<p>H.3.8.2 H.2.7.3</p>	<p>Explain how differences in perception affect people’s interactions & contributions with the world.</p>
<p align="center">Week 4</p> <p>Ch. 3: <u>Lesson 6: Creating a New Nation</u></p>	<p>H.3.7.1 H.2.7.1</p>	<p>Explain calendar time in years, decades, and centuries</p>

¹ . Lesson Intro; Envision+ Read; ² . Read + Got It; ³ . My Story Idea *Add Lesson 6 to the timeline.	H.2.8.2	
	H.3.8.2 H.2.7.1	Explain how differences in perception affect people’s interactions & contributions with the world.
	E.3.5.3	Describe the taxation policies and public spending budgets of the CNMI and the United States
<p align="center">Chapter Closer Vocab Review, Gallery Walk/ Jigsaw Ch. 6.</p> <p align="center">Begin a timeline for CNMI colonial eras and major events.</p>	<p align="center">H.3.7.1, H.3.8.1, H.3.8.2 Projects, Extension activities, Applying local context</p>	
<p align="center">Week 5 Review/ Assess (Ch. 2: L1 - 6) Review the Big Q, Video Assessment Choices: Activity Ch. 6: A Timeline of Change Chapter Assessment</p>	<p align="center">H.3.7.1, H.3.8.1, H.3.8.2 Exams, Projects, Extension activities</p>	
<p align="center">Week 7</p> <p align="center">Chapter 4: U.S. Government Chapter Opener: Big Q; myStory Video (2:02); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p align="center">+ Ch. 4: <u>Lesson 1: Our Democracy</u> ¹. Lesson Intro; Envision+ Read; ². Read + Got It; ³. My Story Idea ⁴. CNMI Context</p>	<p align="center">Begin Chapter 4 – If time is not available in Quarter 3 for Assessment, all grades for Civics may be moved for Quarter 4 *Especially if applying CNMI context will need more time. (See assessment week in quarter 4)</p>	
	C.3.1.1	Describe how a democratic government is made up of people and institutions with the authority to make, carry out, and enforce laws in order to provide for a safe, free, and orderly society.
	C.3.2.1	Describe the U.S./ <u>CNMI Constitution</u> as a written document created by the people in order to protect individual rights and promote the common good
<p align="center">Week 8</p> <p align="center">+ Ch.4: <u>Lesson 2: Branches of Government</u> ¹. Lesson Intro; Envision+ Read; ². Read + Got It; ³. My Story Idea ⁴. CNMI Context</p>	C.3.1.1	Describe how a democratic government is made up of people and institutions with the authority to make, carry out, and enforce laws in order to provide for a safe, free, and orderly society.
	C.3.2.2	Describe the roles of US/CNMI national and community leaders (<i>e.g., president, governor, mayor, senator, congressman/woman, judge</i>).

Grade Level: <i>Grade 3- Core</i>	Quarter: <i>3rd</i>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The relationship with the U.S. Government and the other countries/CNMI. • Democratic institutions have rules and laws. • The US/ CNMI Government was founded on democratic principles and beliefs. • The three branches of government were established to limit each branch’s power and to protect the rights of citizens. Local, state, and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens. • In a democracy people have rights and responsibilities. • Good citizens participate in their communities and work for the common good. • Civic organizations and individuals in our country and around the world have made contributions to important causes that benefit the common good. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have government? • What are rules for governing in communities? • What is a democracy? • What are the three branches of government? • What are the levels of government? • What are rules for governing in communities? • How can I participate in my community? • What are some rights and responsibilities of citizens? 	
Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):	
<p style="text-align: center;">Week 1</p> <p>Ch. 4: <u>Lesson 3: Levels of Government</u></p> <p>1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea 4. CNMI Context</p>	<p>C.3.1.1</p>	<p>Describe how a democratic government is made up of people and institutions with the authority to make, carry out, and enforce laws in order to provide for a safe, free, and orderly society.</p>
<p style="text-align: center;">Week 2</p> <p style="text-align: center;"><u>Chapter 4 Closer</u></p> <p style="text-align: center;">Vocab Review, *Activity: Who Am I?, myStoryBook</p> <p style="text-align: center;">Leveled Readers: Thomas Jefferson (summarizing)</p>	<p>C.3.2.2</p>	<p>Describe the roles of US/CNMI national and community leaders (<i>e.g., president, governor, mayor, senator, congressman/woman, judge</i>).</p>
<p style="text-align: center;">Week 3</p> <p style="text-align: center;">Review/ Assess (Ch. 4, L1-3)</p>	<p style="text-align: center;">C.3.1.1, C.3.2.2 Projects, Extension activities, Applying local context</p> <p style="text-align: center;">C.3.1.1, C.3.2.2 Exams, Projects, Extension activities</p>	

<p>Review the Big Q, Video Assessment Choices: myStoryBook, *Activity: Who Am I?, Chapter Assessment</p>	<p>*C.3.2.1 will be assessed with Chapter 5</p>	
<p>Week 4 Chapter 5: Citizenship Chapter Opener: Big Q; myStory Video (2:14); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>+ Ch. 5: Lesson 1: Good Citizens, Good Deeds ¹. Lesson Intro; Envision+ Read; ². Read + Got It; ³. My Story Idea</p>	<p>C.3.1.1</p>	<p>Describe how a democratic government is made up of people and institutions with the authority to make, carry out, and enforce laws in order to provide for a safe, free, and orderly society.</p>
	<p>C.3.2.1</p>	<p>Describe the U.S./ CNMI Constitution as a written document created by the people in order to protect individual rights and promote the common good</p>
<p>Week 5 Chapter 5 <u>Local Context:</u> Bills of Rights, CNMI Personal Rights *CNMI Constitution</p>	<p>C.3.2.1</p>	<p>Describe the U.S./ CNMI Constitution as a written document created by the people in order to protect individual rights and promote the common good</p>
<p>Week 6 <u>Chapter Closer</u> Vocab Review, **Personal Rights</p> <p><i>Only covered Lesson 1 in Pearson. Activity: Life-Sized Heroes & myStoryBook is a "nice to do" lesson extension. Only if you have sufficient time.</i></p>	<p>C.3.2.1 Projects, Extension activities, Applying local context</p>	
<p>Week 7 Review/ Assess (Ch. 5, L1 + Personal Rights) Review the Big Q, Video, and Vocab *Personal Rights</p>	<p>C.3.2.1 Exams, Projects, Extension activities</p>	
<p>Week 8 Chapter 7: Working in Our Communities Chapter Opener: Big Q; myStory Video (3:06); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch7: Lesson 1: Meeting Our Needs & Wants ¹. Lesson Intro; Envision+ Read; ². Read + Got It; ³. My Story Idea</p>	<p>Begin Chapter 7... Assess in 4th Quarter</p>	
	<p>E.3.5.1</p>	<p>Describe how people use the natural resources from their environment to satisfy their wants and needs</p>

Content Area: <i>Social Studies</i>		
Grade Level: <i>Grade 3- Core</i>		Quarter: <i>4th</i>
Enduring Understandings: <ul style="list-style-type: none"> • The interaction between the natural environment and human society. • Recognize that producers and consumers work together to drive the economy. • The characteristics of different economic systems in terms of domestic needs and international trade. • Recognize that countries depend on one another through the exchange of resources. • The economic role of supply and demand, prices, resources, market structures, and government economic policies. • That Economic exchange involves making choices. • People make choices about needs and wants because all resources are limited. • People trade resources, goods, and services locally, within a country, and world-wide. • People are both producers and consumers of goods and services. • Recognize that people can trade or barter, or use money because it has a fixed value, to exchange goods and services. • Culture is the way of life of a group of people that includes food, clothing, language, stories, music, art, and community life. • Different cultural groups meet their need in diverse ways. • Cultural groups live together to create communities around the world. • Celebrations are a reflection of cultural heritage. 		Essential Questions: <ul style="list-style-type: none"> • How do economic activities (positive factors that influence economic activities) help or hurt my community? • How do people get what they need? • How do producers and consumers work together to drive the economy? • How are goods and services exchanged? • How is Culture Shared? • How do people and climate shape culture? • How do people share culture through the arts and/or celebrations?
Pacing Map (by weeks):		Standards and Benchmarks: (BOE Approved):
Week 1 Ch. 7: <u>Lesson 2: Producers & Consumers</u> ¹ Lesson Intro; Envision+ Read; ² Read + Got It; ³ My Story Idea		E.3.5.1 Describe how people use the natural resources from their environment to satisfy their wants and needs

<p>Leveled Readers: Wally Amos (Main Idea & Details)</p>		
<p>Week 2 Ch. 7: <u>Lesson 3: Exchanging Goods & Services</u> 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p>	E.3.5.2	Describe goods produced in the local and regional communities for export and foreign produced goods for import, past and present
<p>Week 3 <u>Chapter 7 Closer</u> Vocab Review, *Activity: Working Steps, myStoryBook</p>		E.3.5.1, E.3.5.2 Projects, Extension activities, Applying local context
<p>Week 4 Review/ Assess (Ch. 7, L1, 2, 3) Review the Big Q, Video, and Vocab *Activity: Working Steps</p>		E.3.5.1, E.3.5.2 Exams, Projects, Extension activities
<p>Chapter 7: Lesson 4: Spending & Saving & Lesson 5: Many Different Jobs *Recommended learning.... No benchmark for assessment. <i>If you have time.</i></p>		
<p>Week 5 Chapter 8: Celebrating Our Communities Chapter Opener: Big Q; myStory Video (2:07); myStory Spark; (Words to Know, Reading Skill Practice) + Ch. 8: <u>Lesson 1: People & Cultures</u> 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p>	Culture 1: Comparing Cultures through family	▶ H.3.8.1: Describe various changes in family life in different cultures over time.
<p>Week 6 + Ch. 8: <u>Lesson 2: Culture Through the Arts</u> 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea + Ch. 8: <u>Lesson 3: Cultural Celebrations</u> 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p>	Culture 2: Perception through Art and Music	▶ H.3.8.2: Explain how differences in perception affect people's interactions with the world.
<p>Week 7 Ch. 8: <u>Lesson 4: Our Nation's Diversity</u> 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p>	Culture 1: Comparing Cultures through family	▶ H.3.8.1: Describe various changes in family life in different cultures over time.
<p>Week 8 Leveled Readers: Liliuokalani (Compare & Contrast) <u>Chapter Closer</u> Vocab Review, *Activity: World Passport,</p>		Culture 1 & 2: H.3.8.1, H.3.8.2 Projects, Extension activities, Applying local context Exams

myStoryBook

Review/ Assess (Ch. 7, L1, 2, 3)
Review the Big Q, Video, and Vocab
*Activity: World Passport,
myStoryBook

Appendix A : Multi-tiered timeline

