

# Ganado Unified School District

## (Social Studies/3<sup>rd</sup> Grade)

1<sup>st</sup> QUARTER

### PACING Guide SY 2022-2023

RESOURCES	ASSESSMENTS
Student Worktext Table maps Graphic organizers World maps Vocabulary cards Compass Timeline maps Student Activity Map Leveled Readers <b>myWorld Interactive</b> Online Student Resources "Pearson Realize"	Inferences Compare and Contrast Check Understanding Interpret Maps Interpret Visuals Cause and Effect Summarize Chapter Assessment

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>1<sup>st</sup> Quarter</b>  Week 1 August 2 Week 2 August 8  <b>Geography Skill Handbook (pgSSH1-SSH9)</b>  <b>Writing Workshop (pgSSH10-SSH14)</b>  <b>Using Primary and Secondary Sources (SSH15-SSH19)</b>	<b>Geography Skills</b>  <b>S4.C1.PO1</b> -Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes  <b>S4.C1.PO2</b> -Interpret political and physical maps using the following elements: <ul style="list-style-type: none"> <li>Alpha-numeric grids</li> <li>Title</li> <li>Compass rose – cardinal and intermediate directions</li> <li>Symbol</li> <li>Legend</li> <li>Scales</li> </ul> <b>S4.C1.PO6</b> -Recognize characteristics of human and physical features:	<ul style="list-style-type: none"> <li>Are globes always the same shape?</li> <li>What is a hemisphere?</li> <li>How are the equator and the prime meridian similar and different?</li> <li>What is an absolute location?</li> <li>How is relative location different from absolute location?</li> <li>What are some features on a physical map?</li> <li>Why do more people tend to live in cities?</li> </ul>	I can: <ul style="list-style-type: none"> <li>Identify types of maps and what they show</li> <li>Describe the parts of a map, including its title, legend, scale, and compass rose</li> <li>Describe a globe</li> <li>Explain the purpose of latitude and longitude lines</li> <li>Differentiate between absolute and relative location</li> <li>Differentiate between physical geography and human geography</li> <li>Interpret information shown on a map, in a table, and in a geography</li> </ul>	political map title map legend map key symbol scale compass rose globe equator latitude longitude prime meridian hemisphere absolute location relative location physical geography physical map elevation human geography population map

	<p>a) Physical (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)</p> <p>b) Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)</p> <p><b>S4.C1.PO7</b>-Locate physical and human features using maps, illustrations, images, or globes:</p> <p>a) Physical (i.e., seven continents, four oceans, river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, peninsula)</p> <p>b) Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>			<p>opinion informative narrative analyze infer</p> <p>primary source architecture secondary source artifact biography oral eyewitness</p>
<p><b>1<sup>st</sup> Quarter</b></p> <p>Week 3 – AUG. 15</p> <p><b>Chptr 1 - Lesson 1</b> (Page 4-9)</p>	<p><b>Land and Water</b></p> <p><b>S4.C1.PO6</b>-Recognize characteristics of human and physical features:</p> <p>a) Physical (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)</p> <p><b>S4.C1.PO7</b>-Locate physical and human features using maps, illustrations, images, or globes:</p>	<ul style="list-style-type: none"> <li>How can land and water change from place to place?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Identify and describe physical features such as landforms and bodies of water</li> <li>* Locate physical features on a map or globe</li> <li>* Understand that regions have similar physical and cultural characteristics</li> <li>* Identify and compare the characteristics of different regions</li> <li>* Locate different regions on a map or globe</li> </ul>	<p>continent landform mine adobe area region</p>

	<p>a) Physical (i.e., seven continents, four oceans, river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, peninsula)</p> <p><b>S4.C2.PO2</b>-Describe how physical and human characteristics of places change from past to present.</p>		<p>* Describe state- and community-specific regions and physical features of significance</p>	
<p><b>1<sup>st</sup> Quarter</b></p> <p>Week 4 – AUG. 22</p> <p><b>Chptr 1 - Lesson 2</b> (Page 10-17)</p>	<p><b>Weather, Climate, and Forces of Nature</b></p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> <li>How can climate affects the land, plants, and animals</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Recognize that weather and climate vary from place to place</li> <li>* Describe the weather and climate in different places</li> <li>* Describe how weather and climate affect how and where people, plants, and animals live</li> <li>* Compare and contrast different ecosystems</li> <li>* Identify and describe natural hazards and natural disasters.</li> </ul>	<p>weather climate elevation vegetation ecosystem affect structure</p>
<p><b>1<sup>st</sup> Quarter</b></p> <p>Week 5 – AUG. 29</p> <p><b>Chptr 1 - Lesson 3</b> (Page 20-25)</p>	<p><b>Using Earth's Resources</b></p> <p><b>S5.C1.PO5</b>-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p><b>S5.C1.PO6</b>-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources</p>	<ul style="list-style-type: none"> <li>How are natural resources used?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Know how natural resources are used</li> <li>* Recognize that regions can be characterized by availability and use of resources</li> <li>* Understand that people use resources in different way and explain how humans' use of resources affects people, plants, animals, and the environment.</li> </ul>	<p>agricultural region industrial region renewable resource nonrenewable resource conserve erosion recycle consume essential</p>

	(e.g., newspapers, magazines, television, Internet, books, maps)			
<b>1<sup>st</sup> Quarter</b> Week 6 – SEPT. 6  <b>Chptr 1 - Lesson 4</b> (Page 28-35)	<p align="center"><b>Interacting with the Environment</b></p> <p><b>S5.C1.PO1</b>-Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p> <p><b>S5.C1.PO5</b>-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p><b>S5.C1.PO6</b>-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> <li>• How do people affect the environment</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Understand that the environment influences how and where people live</li> <li>* Understand that climate influences how and where people live</li> <li>* Describe ways people interact with their physical environment to meet their basic needs</li> <li>* Identify human actions that affect the environment in positive and negative ways</li> <li>* Explain how and why people protect the environment</li> </ul>	adapt modify irrigate method enable
<b>1<sup>st</sup> Quarter</b> Week 7 – SEPT. 12  <b>Chptr 2 - Lesson 1</b> (Page 48-53)  <b>Using Primary and Secondary Sources</b> (Page 54)  <b>Literacy Skills:</b> <b>Summarize</b> (Page 62)	<p align="center"><b>Goods and Services</b></p> <p><b>S5.C1.PO1</b>-Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p> <p><b>S5.C1.PO5</b>-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p>	<ul style="list-style-type: none"> <li>• How do goods and services have changed over time?</li> <li>• Where are goods produced?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Describe how producers use different types of resources to make goods and provide services</li> <li>* Explain how production and consumption of goods and services has changed over time</li> <li>* Understand that people trade to get resources and good and that companies import and export these products.</li> </ul>	goods services consumer local producer import export rely purchase

	<p><b>S5.C1.PO6</b>-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>		<ul style="list-style-type: none"> <li>* Identify factors that consumers and producers consider when making economic choices.</li> <li>*</li> </ul>	
<p><b>1<sup>st</sup> Quarter</b></p> <p>Week 8 – SEPT. 19</p> <p><b>Chptr 2 - Lesson 2</b> (Page 56-61)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Literacy Skills:</b> <b>Summarize</b> (Page 62)</p>	<p style="text-align: center;"><b>Types of Resources</b></p> <p><b>S5.C1.PO4</b>-Give examples of trade in the local community (e.g., farmers supply the grocer)</p> <p><b>S5.C1.PO5</b>-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p><b>S5.C1.PO6</b>-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> <li>• What are the three types of resources used to create a product?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Differentiate among natural, human, and capital resources</li> <li>* Describe how each type of resource contributes to the production of goods and services</li> <li>* Explain how education and training enhance human resources</li> <li>* Explain how advances in technology have changed the ways we use resources</li> </ul>	<p>human resource capital resource sufficient technology</p>
<p><b>1<sup>st</sup> Quarter</b></p> <p>Week 9 – SEPT. 26</p> <p><b>Chptr 2 - Lesson 3</b> (Page 64-69)</p> <ul style="list-style-type: none"> <li>• Table maps</li> </ul>	<p style="text-align: center;"><b>Economic Choices</b></p> <p><b>S5.C1.PO1</b>-Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p>	<ul style="list-style-type: none"> <li>• How do we make economic choices?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Understand that economic choices involve trade-offs</li> <li>• Explain the role of opportunity cost in economic choices</li> <li>• Analyze costs and benefits of sample economic choices</li> </ul>	<p>trade-off cost opportunity cost benefit need want adjust responsible</p>

<ul style="list-style-type: none"> <li>Graphic organizers</li> <li>World maps</li> <li>Vocabulary cards</li> <li>Compass</li> <li>Timeline maps</li> <li><b>myWorld Interactive</b></li> </ul> <p><b>Critical Thinking Skills: Analyze Costs and Benefits (Page 70)</b></p>	<p><b>S5.C1.PO2</b>-Identify opportunity cost in personal decision-making situations</p> <p><b>S5.C1.PO4</b>-Give examples of trade in the local community (e.g., farmers supply the grocer)</p> <p><b>S5.C1.PO5</b>-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p><b>S5.C1.PO6</b>-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>		<ul style="list-style-type: none"> <li>List steps for making economic choices</li> <li>Differentiate between needs and wants</li> </ul>	<p>option</p>
<p><b>1st Quarter</b></p> <p>Week 10 – OCT. 3</p> <p><b>Chptr 2 - Lesson 4</b> (Page 72-77)</p> <ul style="list-style-type: none"> <li>Table maps</li> <li>Graphic organizers</li> <li>World maps</li> <li>Vocabulary cards</li> <li>Compass</li> <li>Timeline maps</li> <li><b>myWorld Interactive</b></li> </ul>	<p><b>Human Capital and Your Future</b></p> <p><b>S5.C1.PO1</b>-Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p> <p><b>S5.C1.PO2</b>-Identify opportunity cost in personal decision-making situations</p> <p><b>S5.C5.PO1</b>-Discuss costs and benefits of personal spending and saving</p>	<ul style="list-style-type: none"> <li>How can I prepare for my future with my work today?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Explain how students are human resources with human capital</li> <li>* Describe ways that students can increase their human capital</li> <li>* Explain why government and taxpayers provide public education</li> <li>* Identify skills and knowledge needed to do different types of jobs</li> <li>* Explain the value of volunteer work</li> </ul>	<p>invest human capital occupation prepare future</p>

# Ganado Unified School District

## (Social Studies/3<sup>rd</sup> Grade)

2<sup>ND</sup> QUARTER

### PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p><b>2<sup>nd</sup> Quarter</b></p> <p>Week 11 – OCT.11</p> <p><b>Chptr 3 - Lesson 1</b> (Page 88-93)</p> <ul style="list-style-type: none"> <li>Table maps</li> <li>Graphic organizers</li> <li>World maps</li> <li>Vocabulary cards</li> <li>Compass</li> <li>Timeline maps</li> <li><b>myWorld Interactive</b></li> </ul> <p><b>Literacy Skills: Sequence (Page 94)</b></p>	<p><b>America's First People</b></p> <p><b>S1.C1.PO1</b>-Use timeline to identify the time sequence of historical data</p> <p><b>S1.C1.PO2</b>-Recognize how archaeological research adds to our understanding of the past.</p> <p><b>S1.C1.PO3</b>-Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past</p> <p><b>S1.C3.PO4</b>-Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land)</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> <li>How does geography influences communities?</li> <li>How does the past connects to the present?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Identify and compare different cultural groups used their available resources</li> <li>* Identify ways that Native American groups cooperated with one another and ways that they worked against one another.</li> <li>* Describe interactions between Europeans and American Indians</li> <li>* Compare and contrast American Indian cultures, past and present</li> </ul>	<p>custom longhouse confederacy cooperation reservation government tradition purpose generation</p>
<p><b>2<sup>ND</sup> Quarter</b></p> <p>Week 12 –OCT. 17</p>	<p><b>Early Explorers</b></p>	<ul style="list-style-type: none"> <li>How will I know the cause and effects of</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Identify reasons for exploration by European explorers</li> </ul>	<p>explorer route motive</p>

<p><b>Chptr 3 - Lesson 2</b> (Page 96-101)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> </ul> <p><b>myWorld Interactive</b></p> <p><b>Map and Graph Skills:</b> Timelines (Page 102)</p>	<p><b>S1.C1.PO1</b>-Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p> <p><b>S1.C1.PO2</b>-Recognize that European countries explored the New World for economic and political reasons.</p> <p><b>S1.C1.PO3</b>-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<p>European exploration?</p> 	<ul style="list-style-type: none"> <li>* Explain the reasons and resulting effects of Spanish exploration</li> <li>* Describe the findings of French exploration</li> <li>* Describe the sequence of English exploration</li> </ul>	<p>claim</p>
<p><b>2nd Quarter</b></p> <p>Week 13 –OCT. 24</p> <p><b>Chptr 3 - Lesson 3</b> (Page 104-111)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul>	<p><b>Early Spanish Communities</b></p> <p><b>S1.C1.PO1</b>-Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p> <p><b>S1.C1.PO2</b>-Recognize that European countries explored the New World for economic and political reasons.</p> <p><b>S1.C1.PO3</b>-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class</p>	<ul style="list-style-type: none"> <li>• How will I know about early Spanish explorers and settlers in North America?</li> </ul> 	<p>I can:</p> <ul style="list-style-type: none"> <li>* Describe key events in the Spanish exploration of Florida?</li> <li>* Identify key events in the battle between Spain and France for settlement of Florida</li> <li>* Identify other Spanish explorers and the results of their explorations</li> <li>* Describe Spanish exploration and settlement of the Southwest</li> </ul>	<p>legend fort colony colonize mission citizen defend significant</p>

	discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)			
<p><b>2<sup>nd</sup> Quarter</b></p> <p>Week 14 –OCT. 31</p> <p><b>Chptr 3 - Lesson 4</b> (Page 112-117)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul>	<p><b>Early French Communities</b></p> <p><b>S1.C1.PO1</b>-Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p> <p><b>S1.C1.PO2</b>-Recognize that European countries explored the New World for economic and political reasons.</p> <p><b>S1.C1.PO3</b>-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> <li>• How will I know about early French explorers and settlers in North America?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Explain why settlers came to the North America</li> <li>* Describe the key events in the French exploration of North America identify the reasons why French built Quebec City</li> <li>* Describe the exploration of the Mississippi River</li> <li>* Explain the onset and the result of the French and Indian War</li> </ul>	<p>expedition territory undertake influence</p>
<p><b>2<sup>nd</sup> Quarter</b></p> <p>Week 15 – NOV. 7</p> <p><b>Chptr 3 - Lesson 5</b> (Page 118-123)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> </ul>	<p><b>Communities Through Time</b></p> <p><b>S1.C1.PO2</b>-Recognize that European countries explored the New World for economic and political reasons.</p> <p><b>S1.C1.PO3</b>-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p>	<ul style="list-style-type: none"> <li>• Why did the settlers come from England to North America?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Explain why English settlers came to North America</li> <li>* Describe key details in the settlement of English colonies</li> <li>* Identify hardships encountered in English settlements</li> </ul>	<p>drought debt interpreter Quaker pilgrim require crucial</p>

<ul style="list-style-type: none"> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul>	<p><b>S2.C5.PO2</b>-Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa)</p> <p><b>S1.C10.PO1</b>-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p><b>S4.C4.PO1</b>-Describe changes over time in transportation.</p> <p><b>S4.C4.PO2</b>-Describe changes over time in communication networks.</p>			
<p><b>2<sup>nd</sup> Quarter</b></p> <p>Week 16–NOV. 14</p> <p><b>Chptr 3 - Lesson 6</b> (Page 124-129)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Primary Source:</b> <b>The Declaration of Independence</b> (Page 130)</p>	<p><b>Creating a New Nation</b></p> <p><b>S2.C2.PO3</b>- Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.</p> <p><b>S2.C2.PO4</b>-Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.</p> <p><b>S2.C1.PO1</b>-Use timelines to identify the time sequence of historical data</p> <p><b>S2.C1.PO3</b>-Use primary source materials and secondary source materials to study people and events from the past.</p>	<ul style="list-style-type: none"> <li>• What are the causes and effects of the American Revolution?</li> </ul> 	<p>I can:</p> <ul style="list-style-type: none"> <li>* Describe the key events in American independence and the cause of the American Revolution</li> <li>* Describe the creation and significance of key documents</li> <li>* Identify documents that exemplify American history and ideals</li> <li>* Describe how individuals, events, and ideas have formed and changed government</li> <li>* Use terms to describe historical times</li> <li>* Identify the purpose of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.</li> </ul>	<p>tax protest legislature patriot independence revolution constitution impose background</p>

	<p><b>S3.C1.PO2</b>-Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>S3.C1.PO3</b>- Describe how people in the community and state work together to achieve common goals</p> <p><b>S4.C4.PO1</b>-Describe changes over time in transportation.</p> <p><b>S4.C1.PO2</b>-Describe how physical and human characteristics of places change from past to present</p>			
<p><b>2nd Quarter</b></p> <p>Week 17-NOV. 28</p> <p><b>Chptr 4 - Lesson 1</b> (Page 142-149)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul>	<p><b>American Government</b></p> <p><b>S3.C2.PO1</b>-Discuss the three branches of state and national government:</p> <ol style="list-style-type: none"> <li>Executive</li> <li>Legislative</li> <li>Judicial</li> </ol> <p><b>S3.C2.PO2</b>-Recognize that there are different levels of government (e.g., local, tribal, county, state, national).</p> <p><b>S3.C3.PO 1</b>-Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).</p> <p><b>S3.C4.PO1</b>-Describe the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> <li>good sportsmanship</li> <li>participation and cooperation</li> <li>rules and consequences</li> <li>voting</li> </ol>	<ul style="list-style-type: none"> <li>• How did the federal government organized?</li> </ul> 	<p>I can:</p> <ul style="list-style-type: none"> <li>* Explain the need for government</li> <li>* Evaluate the purpose and the importance of the U.S. Constitution</li> <li>* Differentiate among the three branches of federal government</li> <li>* Describe how other levels of government work with the federal government</li> </ul>	<p>federal legislative congress executive judicial consequence violate</p>

	<p><b>S3.C4.PO3</b>-Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</p>			
<p><b>2<sup>nd</sup> Quarter</b></p> <p>Week 18 – DEC. 5</p> <p><b>Chptr 4 - Lesson 2</b> (Page 150-155)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Primary Source:</b> <b>The Preamble to the United States Constitution</b> (Page 156)</p>	<p style="text-align: center;"><b>Branches of the Government</b></p> <p><b>S3.C2.PO1</b>-Discuss the three branches of state and national government:</p> <ol style="list-style-type: none"> <li>Executive</li> <li>Legislative</li> <li>Judicial</li> </ol> <p><b>S3.C2.PO2</b>-Recognize that there are different levels of government (e.g., local, tribal, county, state, national).</p> <p><b>S3.C3.PO 1</b>-Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).</p> <p><b>S3.C4.PO1</b>-Describe the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> <li>good sportsmanship</li> <li>participation and cooperation</li> <li>rules and consequences</li> <li>voting</li> </ol> <p><b>S3.C4.PO2</b>-Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).</p>	<ul style="list-style-type: none"> <li>• What does each branch of government do?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Identify the responsibilities of the executive, legislative, and judicial branches of government</li> <li>* Describe the roles of key leaders in each branch of government and how they make decisions.</li> </ul>	<p>representative bill veto cabinet checks and balances role approve</p>

	<p><b>S3.C4.PO3</b>-Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</p>			
<p><b>2nd Quarter</b> Week 19 –DEC. 12</p> <p><b>Chptr 4 -Lessons 3</b> (Page 158-165)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Literacy Skills:</b> <b>Compare and Contrast</b> (Page 166)</p>	<p><b>Levels of Government</b></p> <p><b>S4.C1.PO2</b>-Describe how physical and human characteristics of places change from past to present</p> <p><b>S1.C3.PO4</b>-Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land)</p> <p><b>S2.C1.PO3</b>-Use primary source materials and secondary source materials to study people and events from the past.</p>	<ul style="list-style-type: none"> <li>• Why does United States have three levels of government?</li> <li>• What do each level do?</li> </ul> <p>COMMUNICATION</p> <p>RESPECT</p> <p>REFERENCE</p> <p>SELF &amp; SOCIAL AWARENESS</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Understand that the United States has three levels of government: local, state, and national</li> <li>* Identify the responsibilities of local, state, and national government</li> <li>* Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them</li> <li>*</li> </ul>	<p>charter mayor council governor census organize legal</p>
<p><b>2nd Quarter</b> Week 20 –Dec.19</p>	<p>Worksheets, Activity Pages, Hands-on activities. Open to the teacher.</p>			

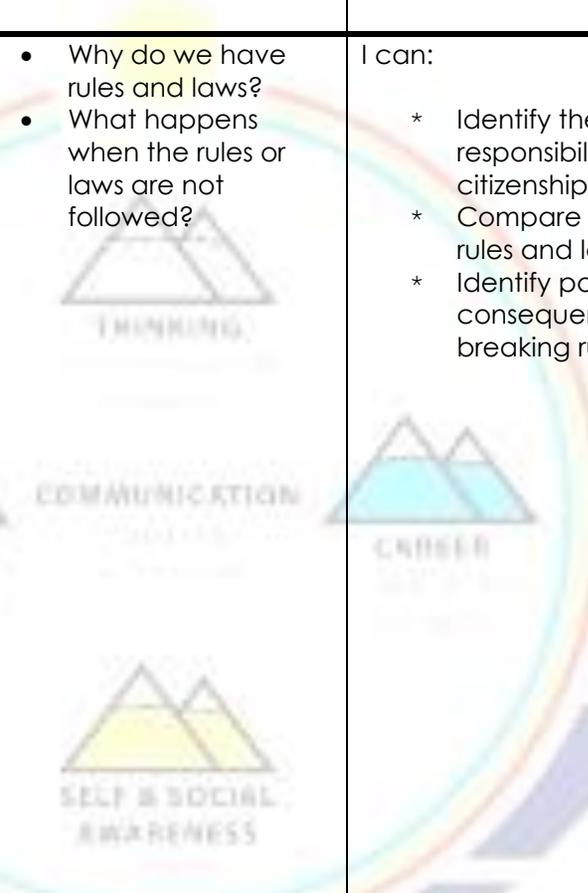
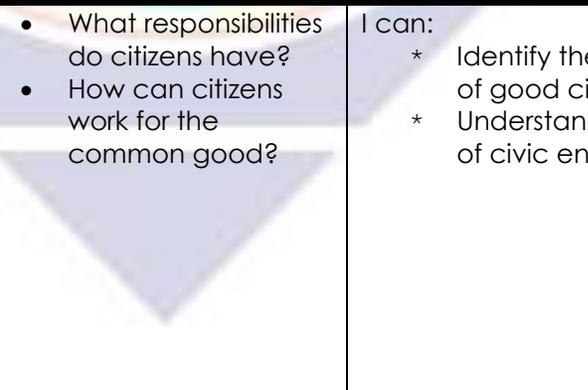
# Ganado Unified School District

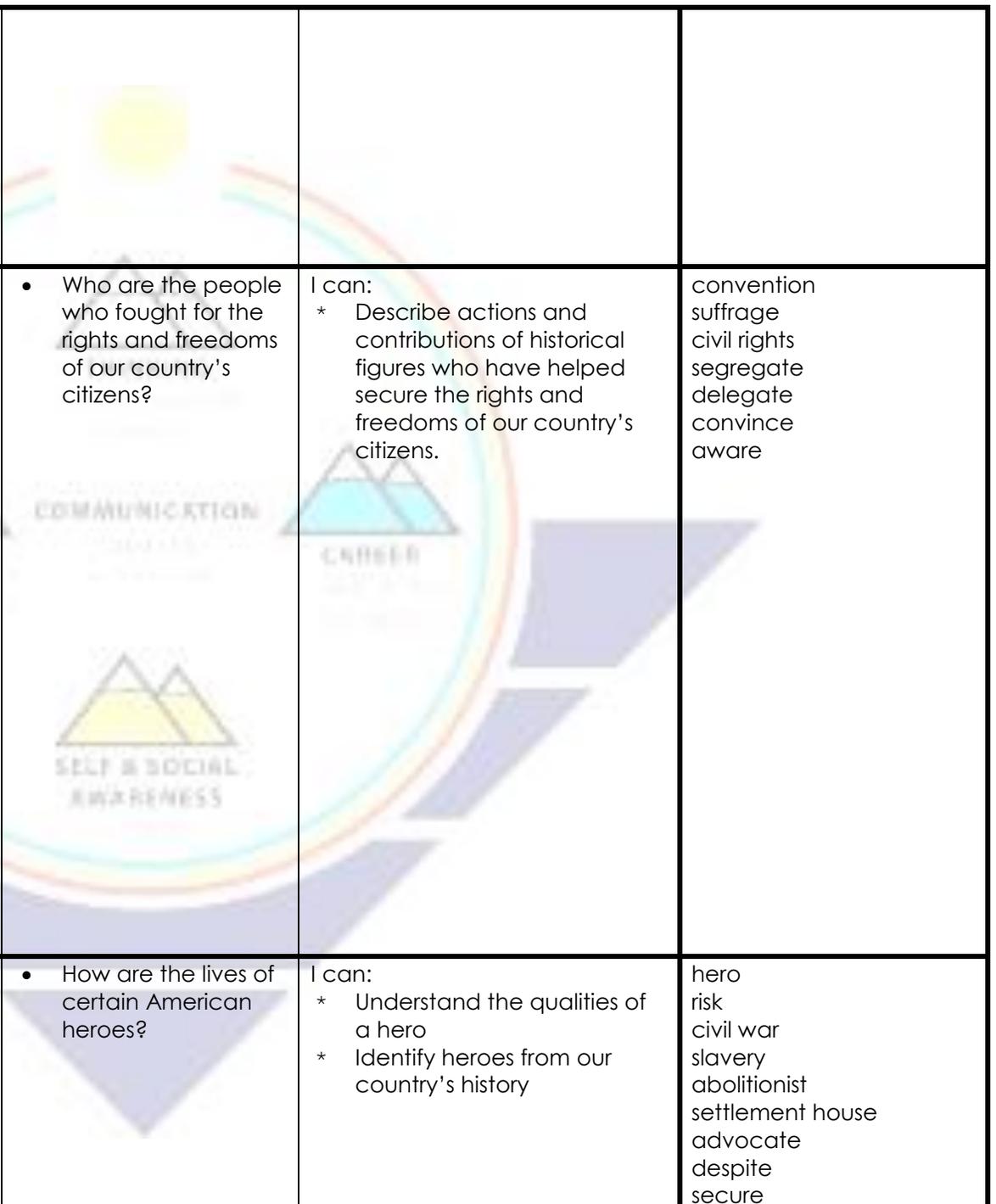
## (Social Studies/3<sup>rd</sup> Grade)

3<sup>RD</sup> QUARTER

### PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>3<sup>rd</sup> Quarter</b> Week 21 –Jan. 4	Worksheets, Activity Pages, Hands-on activities. Open to the teacher.			
<b>2<sup>nd</sup> Quarter</b> Week 22 –JAN. 9  <b>Chptr 4 -Lessons 4</b> (Page 168-173)  <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <b>Map and Graph Skills:</b> Interpret Graphs (Page 174)	<p style="text-align: center;"><b>Landmarks, Symbols, and Documents</b></p> <p><b>S3.C1.PO1</b>-Describe national symbols and monuments that represent American democracy and values:</p> <ol style="list-style-type: none"> <li>a. Statue of Liberty</li> <li>b. Ellis Island</li> <li>c. Lincoln Memorial</li> <li>d. the U. S. Capitol</li> </ol> <p><b>S4.C1.PO2</b>-Describe how physical and human characteristics of places change from past to present</p> <p><b>S3.C1.PO2</b>-Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>S1.C3.PO4</b>-Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land)</p>	<p style="text-align: center;">How do some documents, symbols, and landmarks bring us together?</p>	<ul style="list-style-type: none"> <li>• Connect the meaning of holidays, landmarks, and symbols to history and culture</li> <li>• Assess the value of holidays, landmarks, and symbols to civic pride.</li> </ul> <p style="text-align: center;">Explain the legacy of ideas contained in the Declaration of Independence and the U.S. Constitution</p>	ideal document symbol landmark value original

	<b>S2.C1.PO3</b> -Use primary source materials and secondary source materials to study people and events from the past.			
<b>3<sup>rd</sup> Quarter</b> Week 23- JAN. 17  <b>Chptr 5 - Lesson 1</b> (Page 186-191)  <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <b>Primary Source:</b> <b>California's Anti-Bullying Law</b> <b>(Page 192)</b>	<b>The Reasons for Rules and Laws</b>  <b>S3.C1.PO3</b> - Describe how people in the community and state work together to  <b>S3.C3.PO1</b> - Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).  <b>S3.C4.PO1</b> -Describe the rights and responsibilities of citizenship  <b>S3.C4.PO3</b> -Identify traits of character that are important to the preservation and improvement of democracy  <b>S1.C9.PO1</b> -Recognize that individuals worked for and supported the rights and freedoms of others	<ul style="list-style-type: none"> <li>• Why do we have rules and laws?</li> <li>• What happens when the rules or laws are not followed?</li> </ul> 	I can:  <ul style="list-style-type: none"> <li>* Identify the rights and responsibilities of citizenship</li> <li>* Compare and contrast rules and laws</li> <li>* Identify possible consequences for breaking rules and laws</li> </ul>	obey citizenship responsibility right law fine promote enforce
<b>3<sup>rd</sup> Quarter</b> Week 24- JAN. 23  <b>Chptr 5 - Lesson 2</b> (Page 194-199)  <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> </ul>	<b>Being a Good Citizen</b> <b>S3.C4.PO1</b> -Describe the rights and responsibilities of citizenship.  <b>S3.C4.PO2</b> -Describe the importance of students contributing to a community  <b>S3.C4.PO3</b> - Identify traits of character that are important to the preservation and improvement of democracy	<ul style="list-style-type: none"> <li>• What responsibilities do citizens have?</li> <li>• How can citizens work for the common good?</li> </ul> 	I can:  <ul style="list-style-type: none"> <li>* Identify the importance of good citizenship</li> <li>* Understand the benefits of civic engagement</li> </ul>	public virtue deed role model volunteer civic activist cyberbullying issue aid

<ul style="list-style-type: none"> <li>Vocabulary cards</li> <li>Compass</li> <li>Timeline maps</li> <li><b>myWorld Interactive</b></li> </ul> <p><b>Critical Thinking Skills:</b> Ask and Answer Questions (Page 200)</p>	<p><b>S1.C9.PO1</b>-Recognize that individuals worked for and supported the rights and freedoms of others</p>			
<p><b>3rd Quarter</b></p> <p>Week 25 –JAN. 30</p> <p><b>Chptr 5 - Lesson 3</b> (Page 202-207)</p> <ul style="list-style-type: none"> <li>Table maps</li> <li>Graphic organizers</li> <li>World maps</li> <li>Vocabulary cards</li> <li>Compass</li> <li>Timeline maps</li> <li><b>myWorld Interactive</b></li> </ul>	<p><b>Taking Action for our Rights</b></p> <p><b>S3.C4.PO1</b>-Describe the rights and responsibilities of citizenship.</p> <p><b>S3.C4.PO2</b>-Describe the importance of students contributing to a community</p> <p><b>S3.C4.PO3</b>- Identify traits of character that are important to the preservation and improvement of democracy</p> <p><b>S3.C4.PO3</b>-Identify traits of character that are important to the preservation and improvement of democracy</p> <p><b>S1.C9.PO1</b>-Recognize that individuals worked for and supported the rights and freedoms of others</p>	<ul style="list-style-type: none"> <li>Who are the people who fought for the rights and freedoms of our country's citizens?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens.</li> </ul>	<p>convention suffrage civil rights segregate delegate convince aware</p>
<p><b>3rd Quarter</b></p> <p>Week 26 –FEB. 6</p> <p><b>Chptr 5 - Lesson 4</b> (Page 208-217)</p> <ul style="list-style-type: none"> <li>Table maps</li> </ul>	<p><b>American Heroes</b></p> <p><b>S1.C6.PO2</b>- Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.</p>	<ul style="list-style-type: none"> <li>How are the lives of certain American heroes?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Understand the qualities of a hero</li> <li>Identify heroes from our country's history</li> </ul>	<p>hero risk civil war slavery abolitionist settlement house advocate despite secure</p>

<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Literacy Skills:</b>  <b>Fact and Opinion</b>  <b>(Page 218)</b></p>	<p><b>S1.C9.PO1-</b> Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others.</p> <p><b>S2.C2.PO2-</b> Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p> <p><b>S2.C5.PO2-</b> Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).</p> <p><b>S3.C1.PO2-</b>Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>S3.C1.PO3-</b>Describe how people in the community and state work together to</p>			
<p><b>3<sup>rd</sup> Quarter</b></p> <p>Week 27 – FEB. 13</p> <p><b>Chptr 6 - Lesson 1</b>          (Page 230-235)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> </ul>	<p><b>New Ways to Travel</b></p> <p><b>S4.C4.PO1-</b>Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).</p> <p><b>S4.C4.PO 2.</b> Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p>	<ul style="list-style-type: none"> <li>• What are new ways of traveling have changed people's lives?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Analyze how innovations in transportation influenced the growth of the United States</li> <li>* Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West</li> <li>* Understand how canals and riverboats helped move</li> </ul>	<p>canal          wagon train          transcontinental          toll          continue          design</p>

<ul style="list-style-type: none"> <li>Vocabulary cards</li> <li>Compass</li> <li>Timeline maps</li> <li><b>myWorld Interactive</b></li> </ul> <p><b>Critical Thinking Skills: Compare Primary and Secondary Sources (Page 236)</b></p>	<p><b>S4.C4.PO 3.</b> Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).</p> <p><b>S4.C4.PO 4.</b> Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p><b>S1.C7.PO1-</b>Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p> <p><b>S1.C7.PO2-</b>Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</p>		<p>people and goods in the developing country</p> <ul style="list-style-type: none"> <li>* Recognize the difficulties faced by settlers in wagon trains</li> <li>* Identify how railroads, highways, and airplanes improved transportation across the United States</li> </ul>	
<p><b>3rd Quarter</b></p> <p>Week 28- FEB. 21</p> <p><b>Chptr 6 - Lesson 2</b> (Page 138-243)</p> <ul style="list-style-type: none"> <li>Table maps</li> <li>Graphic organizers</li> <li>World maps</li> <li>Vocabulary cards</li> <li>Compass</li> <li>Timeline maps</li> <li><b>myWorld Interactive</b></li> </ul>	<p><b>A New Home in America</b></p> <p><b>S1.C3.PO1.</b> Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p> <p><b>P S1.C3.PO2.</b> Recognize that European countries explored the New World for economic and political reasons.</p> <p><b>S1.C3.PO3.</b> Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p>	<ul style="list-style-type: none"> <li>How do people's lives change when they move to a new country?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* explain why people immigrate to new lands</li> <li>* identify patterns of immigration from Europe and Asia to the United States</li> <li>* describe how homesteaders built the American West</li> </ul>	<p>immigrant frontier homestead gold rush exclusion material financial</p>

	<p><b>S4.C2.PO1-</b> Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.</p> <p><b>S2.C2.PO2-</b> Discuss the contributions of Ancient Greek teachers/ philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p> <p><b>S4.C2.PO-</b> Describe how physical and human characteristics of places change from past to present.</p>			
<p><b>3<sup>rd</sup> Quarter</b></p> <p>Week 29- FEB. 27</p> <p><b>Chptr 6 - Lesson 3</b> (Page 244-249)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Literacy Skills:</b> <b>Draw Conclusions</b> (Page 250)</p>	<p style="text-align: center;"><b>New Ways to Communicate</b></p> <p><b>S4.C4.PO 2.</b> Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p> <p><b>S4.C4.PO 3.</b> Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).</p> <p><b>S4.C4.PO 4.</b> Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p><b>S1.C7.PO1-</b>Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p>	<ul style="list-style-type: none"> <li>• What are different ways people have communicated throughout history?</li> </ul> 	<p>I can:</p> <ul style="list-style-type: none"> <li>* Analyze how innovations in communication influenced the growth of the United States</li> <li>* Compare how people communicated in the 1800s and today</li> <li>* Recognize how telegraphs, telephones, and computers made instant communication possible</li> <li>* Describe how radio and television connect people around the world</li> <li>* Give examples of key people who improved communication</li> </ul>	<p>communicate invention patent telegraph represent introduce</p>

	<p><b>S1.C7.PO2</b>-Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</p> <p><b>S4.C2.PO</b>- Describe how physical and human characteristics of places change from past to present.</p>			
<p><b>3<sup>rd</sup> Quarter</b></p> <p>Week 30 – MAR. 6</p> <p><b>Chptr 6 - Lesson 4</b> (Page 252-257)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Primary Source:</b> <b>Brooklyn Bridge</b> (Page 258)</p>	<p style="text-align: center;"><b>New Ideas</b></p> <p><b>S4.C4.PO 2.</b> Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p> <p><b>S4.C4.PO 3.</b> Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, and continent).</p> <p><b>S4.C4.PO 4.</b> Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p><b>S1.C7.PO1</b>-Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p> <p><b>S1.C7.PO2</b>-Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</p>	<ul style="list-style-type: none"> <li>• How do new ideas and machines changed people's lives throughout history?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Analyze how new ideas and machines changed people's lives in the United States and around the world</li> <li>* Recognize how activist improved access to education for all Americans</li> <li>* Understand how innovations in technology changed people's everyday lives</li> <li>* Explain how new machines and ideas changed the workplace</li> <li>* Recognize how innovations in medicine helped people lead longer, healthier lives</li> <li>* Describe the contributions of human-rights activist in gaining equal rights for all Americans</li> </ul>	<p>equal rights assembly line vaccine provide protect</p>

# Ganado Unified School District

## (Social Studies/3<sup>rd</sup> Grade)

# 4<sup>TH</sup> QUARTER

### PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p><b>4<sup>th</sup> Quarter</b></p> <p>Week 31–MAR. 20</p> <p><b>Chptr 7 - Lesson 1</b> (Page 270-275)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Literacy Skills:</b> <b>Generalize</b> (Page 276)</p>	<p align="center"><b>What Makes a Community?</b></p> <p><b>S3.C1.PO2-</b> Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>S3.C1.PO3-</b> Describe how people in the community and state work together to</p> <p><b>S3.C1.PO2-</b> Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>S3.C1.PO3-</b> Describe how people in the community and state work together to achieve common goals.</p> <p><b>S1.C10.PO1-</b> Describe current events using information from class discussions and various resources</p>	<ul style="list-style-type: none"> <li>• How are communities the same and different?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Identify reason people have formed communities</li> <li>* Identify the types of characteristics that comprise a community or region</li> <li>* Describe how communities have changed over time</li> <li>* Explain similarities and differences between various communities</li> <li>* Recognize that people need to fulfill certain responsibilities to make their communities good places to live</li> </ul>	<p>community location natural resource mineral diverse culture produce participate</p>

<p><b>4<sup>th</sup> Quarter</b></p> <p>Week 32- MAR. 27</p> <p><b>Chptr 7 - Lesson 2</b> (Page 278-283)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul>	<p><b>Three Types of Communities</b></p> <p><b>S3.C1.PO2-</b> Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>S3.C1.PO3-</b> Describe how people in the community and state work together to achieve common goals.</p> <p><b>S1.C10.PO1-</b> Describe current events using information from class discussions and various resources</p>	<ul style="list-style-type: none"> <li>• How are rural communities like?</li> <li>• How are suburban communities like?</li> <li>• How are urban communities like?</li> </ul> 	<p>I can:</p> <ul style="list-style-type: none"> <li>* Distinguish between the characteristics of rural, suburban, and urban communities</li> <li>* Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities</li> <li>* Recognize that each type of community has unique characteristics compared to the other types of communities</li> <li>* Explain why people who live in each type of community need to interact with each other.</li> </ul>	<p>rural urban suburban reside obtain</p>
<p><b>4<sup>th</sup> Quarter</b></p> <p>Week 33 – APR. 3</p> <p><b>Chptr 7 - Lesson 3</b> (Page 284-289)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul>	<p><b>People and Culture</b></p> <p><b>S2.C2.PO1-</b> Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.</p> <p><b>S2.C2.PO2-</b> Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p> <p><b>S2.C2.PO3-</b> Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g.,</p>	<ul style="list-style-type: none"> <li>• How are culture shaped by people and climate?</li> </ul> 	<p>I can:</p> <ul style="list-style-type: none"> <li>* identify the cultures that have settled the United States and of the areas of the world</li> <li>* compare the cultural characteristics of diverse populations in one of the five regions of the United States with another area of the world</li> <li>* identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands, and plains</li> </ul>	<p>cultural region recreation construct layer</p>

	Latin) in Ancient Rome contributed to the development of their own and later civilizations			
<p><b>4<sup>th</sup> Quarter</b></p> <p>Week 34 - April 11</p> <p><b>Chptr 7 - Lesson 4</b> (Page 290-295)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul>	<p><b>Culture Through the Arts</b></p> <p><b>S3.C1.PO2-</b>Recognize that people in the United States have varied backgrounds but may share principles, goals, customs, and traditions</p> <p><b>S4.C4.PO4-</b> Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p><b>S4.C4.PO5-</b> Discuss that Ancient Civilizations have changed from past to present.</p>	<ul style="list-style-type: none"> <li>• How do people share culture through the arts?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* understand that a community's cultural heritage can be communicated through stories, art, and music</li> <li>* explain the cultural values and significance of characters, people, and events portrayed through the arts</li> <li>* understand the importance of writers and artists to the cultural heritage of communities</li> <li>* identify various individual writers and artists and their works, and other examples of cultural heritage from various communities</li> <li>* Compare and contrast the arts from various communities.</li> </ul>	<p>arts anthem cultural heritage assist perform</p>
<p><b>4<sup>th</sup> Quarter</b></p> <p>Week 35 – April 17</p> <p><b>Chptr 7 - Lesson 5</b> (Page 296-301)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Compass</li> </ul>	<p><b>Cultural Celebrations</b></p> <p><b>C3.C1.PO2-</b> Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>C3.C1.PO3-</b> Describe how people in the community and state work together to achieve common goals.</p>	<ul style="list-style-type: none"> <li>• How do people share their culture through celebration?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* Holiday traditions are part of a culture</li> <li>* Some national holidays honor important people</li> <li>* People celebrate freedom in different ways</li> <li>* People with the same culture and way of life enjoy ethnic celebrations</li> <li>* People celebrate their harvests around the world</li> </ul>	<p>ethnic group harvest observe typically</p>

<ul style="list-style-type: none"> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Primary Source:</b> <b>Photographs: Cultures in the United States (Page 302)</b></p>	<p><b>C3.C1.PO4-</b> Describe the significance of national holidays:</p> <ol style="list-style-type: none"> <li>Presidents' Day</li> <li>Martin Luther King, Jr. Day</li> <li>Veterans' Day</li> <li>Memorial Day</li> <li>Constitution Day</li> <li>Labor Day</li> </ol>			
<p><b>4<sup>th</sup> Quarter</b></p> <p>Week 36 – April 24</p> <p><b>Chptr 7-Lesson 6</b> (Page 304-309)</p> <ul style="list-style-type: none"> <li>• Table maps</li> <li>• Graphic organizers</li> <li>• World maps</li> <li>• Vocabulary cards</li> <li>• Timeline maps</li> <li>• <b>myWorld Interactive</b></li> </ul> <p><b>Critical Thinking Skills:</b> <b>Take Informed Action (Page 310)</b></p>	<p><b>Our Nation's Diversity</b></p> <p><b>C3.C1.PO2-</b> Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p><b>C3.C1.PO3-</b> Describe how people in the community and state work together to achieve common goals.</p> <p><b>S2.C9.PO1-</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<ul style="list-style-type: none"> <li>• How do people share and express their culture?</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>* identify reasons people come to live in the United States</li> <li>* identify contributions from various ethnic groups to the United States</li> <li>* explain the significance of and compare the various ethnic and/or cultural celebrations and contributions to the local community and other communities</li> </ul>	<p>ancestor powwow converse property</p>
<p><b>4<sup>th</sup> Quarter</b></p> <p>Week 37 – May 1 Week 38 - May 8 Week 39 – May 15 Week 40 – May 22</p>	<p><b>ARIZONA STUDIES WILL BE TAUGHT IN DEPTH DURING THESE FOUR WEEKS</b></p>			

# Ganado Unified School District

## (Arizona Studies/3<sup>rd</sup> Grade)

1<sup>st</sup> QUARTER

### PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Learning Goal	Vocabulary (Content/Academic)
<p><b>1<sup>ST</sup> QUARTER</b></p> <p><b>ARIZONA STANDARDS WILL BE TAUGHT EVERY WEEK INTO THE LESSONS FOR SOCIAL STUDY</b></p> <p><b>CHAPTER 1-2</b></p> <p><b>Our Environment</b></p> <p><b>Economics</b></p>	<p><b>3.G1.1</b> Use and construct maps and graphs to represent changes in Arizona over time.</p> <p><b>3.G2.1</b> Explain how people modify and adapt to the Arizona environment.</p> <p><b>3.G4.1</b> Describe how Arizona has changed over time.</p> <p><b>3.E1.1</b> Describe and discuss industries and occupations that have shaped Arizona.</p> <p><b>3.E1.2</b> Identify various forms of earning income in the state of Arizona.</p> <p><b>3.E1.3</b> Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p> <p><b>3.E2.1</b> Explain how availability of resources affect decision making in Arizona with respect to water and other natural resources.</p> <p><b>3.E2.2</b> Describe how Arizona is connected to other states, Mexico, and other nations by the movement of people, goods, and ideas.</p>	<ul style="list-style-type: none"> <li>* Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, and Gila River</li> <li>* Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital</li> <li>* Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures</li> <li>* Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric- Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.</li> <li>* Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns</li> <li>* Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.</li> <li>* Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism.</li> </ul>	<p>Grand Canyon Mogollon Rim Colorado River Salt River Gila River Sunset Crater Meteor Crater Phoenix Flagstaff Tucson Window Rock Ganado St. John Hoover Dam Roosevelt Dam AZ State Capital Copper Cattle Cotton Citrus Climate Ranching Farming Mining Tourism</p>

# Ganado Unified School District (Arizona Studies/3<sup>rd</sup> Grade)

2<sup>nd</sup> QUARTER

## PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Learning Goal	Vocabulary (Content/Academic)
<p><b>2<sup>nd</sup> QUARTER</b></p> <p><b>ARIZONA STANDARDS WILL BE TAUGHT EVERY WEEK INTO THE LESSONS FOR SOCIAL STUDY</b></p> <p><b>CHAPTER 3-4</b></p> <p><b>Communities Build a Nation</b></p> <p><b>Government, Landmarks, and Symbols</b></p>	<p><b>3.G2.1</b> Explain how people modify and adapt to the Arizona environment.</p> <p><b>3.G3.1</b> Describe the movement of people in and out of Arizona over time.</p> <p><b>3.G4.1</b> Describe how Arizona has changed over time.</p> <p><b>3.C1.1</b> Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <p><b>3.C1.2</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p><b>3.C3.1</b> Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.</p> <p><b>3.C3.2</b> Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government</p>	<ul style="list-style-type: none"> <li>* Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures</li> <li>* Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.</li> <li>* Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns</li> <li>* Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.</li> <li>* Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government</li> <li>* Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for</li> <li>* Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government</li> <li>* Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments, understanding the services provided by tribal governments, their organization, and how leaders are chosen</li> </ul>	<ol style="list-style-type: none"> <li>1. Ak-Chin Indian Community</li> <li>2. Cocopah Indian Tribe</li> <li>3. Colorado River Indian Tribes</li> <li>4. Fort McDowell Yavapai Nation</li> <li>5. Fort Mojave Indian Tribe</li> <li>6. Fort Yuma Quechan Tribe</li> <li>7. Gila River Indian Community</li> <li>8. Havasupai Tribe</li> <li>9. Hopi Tribe</li> <li>10. Hualapai Tribe</li> <li>11. Kaibab Band of Paiute Indians</li> <li>12. Navajo Nation</li> <li>13. Pascua Yaqui Tribe</li> <li>14. Pueblo of Zuni</li> <li>15. Salt River Pima-Maricopa Indian Community</li> <li>16. San Carlos Apache Tribe</li> <li>17. San Juan Southern Paiute Tribe</li> <li>18. Tohono O'odham Nation</li> <li>19. Tonto Apache Tribe</li> <li>20. White Mountain Apache Tribe</li> <li>21. Yavapai-Apache Tribe</li> <li>22. Yavapai-Prescott Indian Tribe</li> </ol> <p>Mexican Spaniards Anglo Arizona Constitution Judicial Legislature Executive Governor Mayor Navajo Tribal Government Navajo Nation President Chapter President Council Delegate Navajo Nation Treaty</p>

# Ganado Unified School District (Arizona Studies/3<sup>rd</sup> Grade)

3<sup>rd</sup> QUARTER

## PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Learning Goal	Vocabulary (Content/Academic)
<p><b>3<sup>rd</sup> QUARTER</b></p> <p><b>ARIZONA STANDARDS WILL BE TAUGHT EVERY WEEK INTO THE LESSONS FOR SOCIAL STUDY</b></p> <p><b>CHAPTER 5-6</b></p> <p><b>Citizenship and Civic Engagement</b></p> <p><b>A Growing Nation</b></p>	<p><b>3.C1.1</b> Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <p><b>3.C1.2</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p><b>3.C3.1</b> Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.</p> <p><b>3.C3.2</b> Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government</p> <p><b>3.G1.1</b> Use and construct maps and graphs to represent changes in Arizona over time.</p> <p><b>3.G2.1</b> Explain how people modify and adapt to the Arizona environment.</p> <p><b>3.G3.1</b> Describe the movement of people in and out of Arizona over time.</p> <p><b>3.G4.1</b> Describe how Arizona has changed over time.</p>	<ul style="list-style-type: none"> <li>* Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures</li> <li>* Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for</li> <li>* Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government</li> <li>* Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments, understanding the services provided by tribal governments, their organization, and how leaders are chosen</li> <li>* Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government</li> </ul>	<p>Navajo Tribal Government Judicial Legislature Executive Governor Mayor Chapter President Navajo Nation President Arizona Constitution Chief Cochise Geronimo Chief Barboncito Chief Manuelito Narbona Chief Armijo Henry Chee Dodge Annie Dodge Wauneka Chairman Peterson Zah President Joe Shirley Navajo Code Talkers Zane Grey Barry Goldwater Rose Mofford Cesar Chavez Sandra Day O'Connor Bruce Babbit Senator John McCain Navajo Reservation</p>

# Ganado Unified School District

## (Arizona Studies/3<sup>rd</sup> Grade)

4<sup>th</sup> QUARTER

### PACING Guide SY 2022-2023

Timeline & Resources	AZ College and Career Readiness Standard	Learning Goal	Vocabulary (Content/Academic)
<p><b>4<sup>th</sup> QUARTER</b></p> <p><b>ARIZONA STANDARDS WILL BE TAUGHT EVERY WEEK INTO THE LESSONS FOR SOCIAL STUDY</b></p> <p><b>CHAPTER 7</b></p> <p><b>Celebrating Our Communities</b></p> <p><b>Arizona Constitution</b></p> <p><b>Navajo Nation Treaty</b></p>	<p><b>3.C3.2</b> Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government</p>	<ul style="list-style-type: none"> <li>* Key concepts of how culture is shared?</li> <li>* Types of communities</li> <li>* People and Culture</li> <li>* Cultural Celebrations</li> <li>* Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments. understanding the services provided by tribal governments, their organization, and how leaders are chosen</li> </ul>	<p>Linda Ronstadt            Gabrielle Gifford            Mark Kelly            Notah Begay – PGA Pro Golfer            Cory Witherill – Race Car Driver            Jacoby Ellsbury, New York Yankees outfielder (enrolled Colorado River Indian Tribes).            Lucy Tabahonso            Comedians James and Ernie            Navajo Nation Fair            Arizona State Fair            Birth of a Newborn Baby            First Laughter            Kinaldaa            Sweatlodge            New House Blessing            Wedding</p>