

## Social Studies Curriculum for Grades 3 and 4

Currently Denver Public Schools students receive the majority of their instruction of fourth grade social studies standards in third grade. This is due to decisions that were made around adoption of resources prior to the implementation of the Colorado Academic Standards in 2009.

**The goal of Curriculum and Instruction is to support all schools to align to grade level standards and content in grades three and four by the 2016–2017 school year.**

**Schools will have a choice to make the change next school year 2015-2016 or to make the change by the following school year 2016-2017.**

### **2015-2016 SCHOOL Year**

#### Option 1

Schools choosing to align to third and fourth grade standards in the **2015-2016** school year need to take the following actions:

- A one-time switch of resources will need to occur.
  - *Discover Colorado, Great Lives in Colorado History* and *Discovering Denver* will be moved to fourth grade classrooms
  - *TCI Social Studies Alive! Regions of Our Country* texts and supporting resources will be moved to third grade classrooms.
  - If necessary use school based budget to order additional materials as needed based on the number of third and fourth grade students.
- In fourth grade, for one year only, teachers only need to teach Colorful Colorado if the other fourth grade social studies units were taught in the third grade. If all of the units addressing fourth grade social studies CAS were not taught in third grade they should be taught this year.
- Teachers utilize the **new** grade level aligned scope and sequence documents available on the Standards Toolkit.
- Professional learning will be offered to third and fourth grade teachers to understand grade level standards and content on the first Green Day in August.

#### Option 2

Schools choosing to continue with the out of grade level sequence of standards and content in the 2015-2016 school year will need to take the following actions:

- Teachers utilize the revised scope and sequence documents not aligned to grade level standards and content available in the Standards Toolkit.
- Teachers utilize the resources named in the scope and sequence documents to accompany each unit.

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### **2016-2017 SCHOOL YEAR**

Schools that chose Option 1 in school year 2015-2016 need to take the following actions in school year 2016-2017:

- Teachers will utilize the revised aligned grade level scope and sequence documents on the Standards Toolkit.
- Teachers will utilize the resources named in the scope and sequence documents to accompany each unit.

Schools that chose Option 2 in school year 2015-2016 need to take the following actions for school year 2016-2017:

- A one-time switch of resources will need to occur.
  - *Discover Colorado, Great Lives in Colorado History* and *Discovering Denver* will be moved to fourth grade classrooms
  - *TCI Social Studies Alive! Regions of Our Country* texts and supporting resources will be moved to third grade classrooms.
  - If necessary use school based budget to order additional materials as needed based on the number of third and fourth grade students.
- In fourth grade, for one year only, teachers teach *Colorful Colorado* if the other fourth grade social studies units were taught in the third grade.
- Teachers utilize the grade level aligned scope and sequence documents available in the Standards Toolkit.
- Professional learning will be offered to third and fourth grade teachers to understand grade level standards and content on the first Green Day in August.

## Social Studies Curriculum for Grades 3 and 4

| <b>Grade 3 – Option 1</b> |  |  |  |
|---------------------------|--|--|--|
|                           | <b>Curriculum Materials</b>  | <b>Assessments</b>   | <b>Professional Learning</b>   |
|                           | <p>3<sup>rd</sup> Grade Standards: (Curriculum Scope and sequence, units and lessons all aligned to 3<sup>rd</sup> grade level Social Studies Standards)</p> <p>TCI Social Studies Alive! Regions of Our Country (Formerly used in 4<sup>th</sup> grade)</p> <ul style="list-style-type: none"> <li>• <i>Lesson Guide</i></li> <li>• <i>Lesson Masters</i></li> <li>• <i>Visuals</i></li> <li>• CD</li> <li>• Online subscription</li> <li>• <i>Interactive Student Notebook</i></li> <li>• Student Text</li> <li>• Additional PFL online PFL resources through Econedlink and Federal Reserve Banks</li> <li>• One exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and also supports the Common Core Literacy focus standards</li> </ul> | <ul style="list-style-type: none"> <li>• Embedded formative assessments</li> <li>• End of unit assessments and performance tasks.</li> </ul> | <p>District Provided:</p> <ul style="list-style-type: none"> <li>• K-5 Personal Financial Literacy Cohort 2 (Grant from Great West Financial)</li> <li>• Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning to include unpacking Unit and backward planning</li> <li>• Language and literacy partners</li> <li>• Access to ongoing support with standards and pedagogy</li> <li>• Online community of support for teachers</li> <li>• Crosswalk between instructional strategies and standards for literacy</li> <li>• Continuous improvement of all social studies resources to align with and support literacy standards</li> <li>• Identification of exemplary classrooms in order to provide learning labs for teachers</li> </ul> |
|                           | <p><b>School Expectations:</b></p> <ul style="list-style-type: none"> <li>• Teachers attend green day in August to support change in 3<sup>rd</sup> and 4<sup>th</sup> grade curriculum to align with CAS.</li> </ul>  |  |  |

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- Teachers use TCI teacher and student materials for the first time in 3<sup>rd</sup> grade
- Teachers have and use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps

### Grade 3 – Option 2

|  | Curriculum Materials   | Assessments  | Professional Learning  |
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|  | <p>Scope and sequence, units and lessons aligned to 3<sup>rd</sup> and 4<sup>th</sup> grade level Social Studies Standards</p> <ul style="list-style-type: none"> <li>• <i>The Fair Bears Learn About Justice</i> big book</li> <li>• <i>Foundations of Democracy Primary-Level Teacher's Guide</i></li> <li>• <i>Great Minds Think: A Kid's Guide to Money</i></li> <li>• <i>Discover Colorado</i> <ul style="list-style-type: none"> <li>○ Teacher's Guide (English/Spanish)</li> <li>○ Student text (English/Spanish)</li> </ul> </li> <li>• Colorado History presentation</li> <li>• The Jigsaw Process presentation</li> <li>• Colorado Life Zones presentation</li> <li>• "Indians and Whites--Left Hand's Visit" by Ada Sanford</li> <li>• <i>Discovering Denver Brick by Brick</i> <ul style="list-style-type: none"> <li>○ Teacher's Guide (English/Spanish)</li> <li>○ Student text (English/Spanish)</li> </ul> </li> <li>• Great Lives in Colorado History Series (33 bilingual titles)</li> </ul> | <ul style="list-style-type: none"> <li>• Embedded formative assessments</li> <li>• End of unit assessments and performance tasks.</li> </ul> | <p>District Provided:</p> <ul style="list-style-type: none"> <li>• K-5 Personal Financial Literacy Cohort 2 (Grant from Great West Financial)</li> <li>• Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning to include unpacking Unit and backward planning</li> <li>• Language and literacy partners</li> <li>• Access to ongoing support with standards and pedagogy</li> <li>• Online community of support for teachers</li> <li>• Crosswalk between instructional strategies and standards for literacy</li> <li>• Continuous improvement of all social studies resources to align with and support literacy standards.</li> <li>• Identification of exemplary classrooms in order to provide learning labs for teachers.</li> </ul> |

## Social Studies Curriculum for Grades 3 and 4

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|  | <ul style="list-style-type: none"> <li>One exemplary SLO for each grade level that include an objective statement, performance criteria, and the complete learning progression</li> </ul>  |  |   |
| <p><b>School Expectations:</b></p> <ul style="list-style-type: none"> <li>Teachers use Discover Colorado and Discovering Denver Brick by Brick teacher and student materials and Great Lives in Colorado History biographies for the last time in 3<sup>rd</sup> grade</li> <li>Teachers have and use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps</li> </ul> |  |  |   |
| <h3>Grade 4 – Option 1a</h3>   |  |  |   |
|  | <b>Curriculum Materials</b>  | <b>Assessments</b>   | <b>Professional Learning</b>  |
|  | <p>4<sup>th</sup> Grade Standards --transition year: (Teach only the Colorful Colorado unit to addresses fourth grade standards.)</p> <p><b>Books in English and Spanish</b></p> <ul style="list-style-type: none"> <li><i>Social Studies Alive! Regions of Our Country/¡Estudios sociales en vivo! Explorar las regiones de los Estados Unidos (Chapters 14-17:Researching Your State)</i></li> <li><i>Otto Mears, Pathfinder of the San Juan Mountains/Otto Mears, El precursor de las carreteras de las montañas de San Juan</i> by Grace Zirkelbach</li> </ul> | <ul style="list-style-type: none"> <li>Embedded formative assessments</li> <li>End of unit assessments and performance tasks.</li> </ul> | <p>District Provided:</p> <ul style="list-style-type: none"> <li>K-5 Personal Financial Literacy Cohort 2 (Grant from Great West Financial)</li> <li>Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning to include unpacking Unit and backward planning</li> <li>Language and literacy partners</li> <li>Access to ongoing support with standards and pedagogy</li> <li>Online community of support for teachers</li> </ul> |

## Social Studies Curriculum for Grades 3 and 4

- *Emily Griffith, Opportunity for All/Emily Griffith, Oportunidades para todos* by Emily Post
- *Fannie Mae Duncan, Entrepreneur/Fannie Mae Duncan, Empresaria* by Angela Dire

### Articles

- “The Market Economy”/“La economía de mercado”
- “Hickenlooper Signs Next Year’s Budget for Colorado”/ “Hickenlooper firma presupuesto de Colorado para el próximo año”
- “The Great State”/“El gran estado”
  
- Additional PFL online PFL resources through Econedlink and Federal Reserve Banks.
- One exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and also supports the Common Core Literacy focus standards
  
- Additional PFL online PFL resources through Econedlink and Federal Reserve Banks
  
- One exemplary SLO for each grade level that includes an objective statement,

- Crosswalk between instructional strategies and standards for literacy
- Continuous improvement of all social studies resources to align with and support literacy standards.
- Identification of exemplary classrooms in order to provide learning labs for teachers.

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|   | performance criteria, and the complete learning progression and also supports the Common Core Literacy focus standards.   |  |  |
| <p><b>School Expectations:</b></p> <ul style="list-style-type: none"> <li>Teachers attend green day in August to support change in 3<sup>rd</sup> and 4<sup>th</sup> grade curriculum to align with CAS.</li> <li>Teachers use teacher and student materials included in Scope and Sequence for option 1 a or b depending on curriculum taught during 2014-15</li> <li>Teachers have and use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps</li> </ul> |   |  |  |
| <b>Grade 4 – Option 1b</b>  |   |  |  |
|   | <b>Curriculum Materials</b>   | <b>Assessments</b>   | <b>Professional Learning</b>   |
| <b>Grade 4 Social Studies</b>   | <p>4<sup>th</sup> Grade Standards (Curriculum formerly used in 3<sup>rd</sup> grade. Scope and sequence, includes 3 units will all lessons aligned to 4<sup>th</sup> grade level standards)</p> <p><i>Discover Colorado:</i></p> <ul style="list-style-type: none"> <li><i>Teacher’s Guide</i></li> <li>Student text</li> </ul> <ul style="list-style-type: none"> <li>The Jigsaw Process presentation</li> <li>Colorado Life Zones presentation</li> <li>Colorado History presentation</li> <li>Colorado Life Zones presentation</li> <li>Primary Source Lesson Plan: Indians and Whites--Left Hand's Visit</li> </ul> | <ul style="list-style-type: none"> <li>Embedded formative assessments</li> <li>End of unit assessments and performance tasks.</li> </ul> | <p>District Provided:</p> <ul style="list-style-type: none"> <li>K-5 Personal Financial Literacy Cohort 2 (Grant from Great West Financial)</li> <li>Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning to include unpacking Unit and backward planning</li> <li>Language and literacy partners</li> <li>Access to ongoing support with standards and pedagogy</li> <li>Online community of support for teachers</li> <li>Crosswalk between instructional strategies and standards for literacy</li> </ul> |

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| <p><i>Discovering Denver Brick by Brick</i></p> <ul style="list-style-type: none"> <li>• Teacher’s Guide</li> <li>• Student Text</li> </ul> <ul style="list-style-type: none"> <li>• Great Lives in Colorado History Series (33 Bilingual Titles)</li> <li>• Additional PFL online PFL resources through Econedlink and Federal Reserve Banks</li> <li>• One exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and also supports the Common Core Literacy focus standards.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Continuous improvement of all social studies resources to align with and support literacy standards.</li> <li>• Identification of exemplary classrooms in order to provide learning labs for teachers.</li> </ul> |
| <p><b>School Expectations:</b></p> <ul style="list-style-type: none"> <li>• Teachers attend green day in August to support change in 3<sup>rd</sup> and 4<sup>th</sup> grade curriculum to align with CAS.</li> <li>• Teachers use teacher and student materials included in Scope and Sequence for option 1 a or b depending on curriculum taught during 2014-15</li> <li>• Teachers have and use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps</li> </ul>            |  |  |