### 2018-2019 Social Studies Curriculum Map, Grade 4, Q1

**Reading Focus:** Literature  
**Writing Focus:** Narrative

**Unifying Concept:** EARLY AMERICA AND EUROPEAN CIVILIZATIONS

<table>
<thead>
<tr>
<th>Quarter 1</th>
</tr>
</thead>
</table>

#### Enduring Understandings:
- Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.
- The first civilizations were created and impacted by cooperation and conflict among their people.
- The past from the Old World still impact today in the New World.

#### Essential Questions:
- What does it mean to be “civilized”?
- What makes a civilization?
- How have civilizations evolved?
- How was life for Europeans during the Middle or Dark Ages?
- How did interdependence impact the worldview of ancient people of the Americas?
- How have the contributions of Native Americans influenced modern society?

#### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1.C2.PO 1.</strong> Describe the legacy and cultures of prehistoric people in the Americas: a) characteristics of hunter-gatherer societies; b) development of agriculture.</td>
<td><strong>S1.C1.PO 4.</strong> Describe how archaeological research adds to our understanding of the past.</td>
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<tr>
<td><strong>S1.C2.PO 2.</strong> Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).</td>
<td><strong>S1.C2.PO 3.</strong> Identify other groups (e.g., Patayan, Sinagua, Salado) residing in the Southwest during this period.</td>
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<td><strong>S1.C2.PO 4.</strong> Identify the early civilizations (e.g., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America.</td>
<td><strong>S1.C2.PO 5.</strong> Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.</td>
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<tr>
<td><strong>S2.C3.PO 1.</strong> Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas: a) life in castles; b) knights traveling to new places during the Crusades; c) desire for new routes to the Indies.</td>
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#### Social Justice Standards

- **ID.3-5.1** I know and like who I am and can talk about my family and myself and describe our various group identities.
- **ID.3-5.2** I know about my family history and culture and about current and past contributions of people in my main identity groups.
- **DI.3-5.6** I like knowing people who are like me and different from me, and I treat each person with respect.
- **JU.3-5.11** I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
### S4.C1.PO 2. Interpret political and physical maps using the following map elements: a) title; b) compass rose (cardinal and intermediate directions); c) symbols; d) legend; e) scale; f) road map index; g) grid (latitude and longitude).

### S4.C1.PO 3. Construct maps using symbols to represent human and physical features.


### S4.C1.PO 5. Describe characteristics of human and physical features: a) physical – (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, straight, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes); b) human – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county).

### S4.C1.PO 6. Locate physical and human features using maps, illustrations, images, or globes: a) physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, straight); b) human (i.e., equator, four hemispheres, city, state, country, roads, railroads).

### Adopted Texts and Materials

**Adopted:**

- Motel of the Mysteries by: David McCauley
- The People Will Continue by: Simon J. Ortiz
- Still the Turtle Watched by: Sheila MacGill-Callahan
- Native Americans by Readworks
- Tribal Tribute by: Readworks
- The Middle Ages Introduction to the Middle Ages by: Readworks

**Suggested Supplemental Texts:**

- Motel of the Mysteries by: David McCauley
- The People Will Continue by: Simon J. Ortiz
- Still the Turtle Watched by: Sheila MacGill-Callahan
- Native Americans by Readworks
- Tribal Tribute by: Readworks
- The Middle Ages Introduction to the Middle Ages by: Readworks

### Multicultural Adoptions:

- **Kinaalda: a Navajo Girl Grows Up** by Monty Roessel

### Additional Instructional Resources

- Investigate several contributions that Native Americans have made to modern day society, compare and contrast life for early Native Americans and early Europeans, investigate the native foods of the people from the Americas and people from Europe, create a timeline of the evolution, or not, of civilizations.
- Write a narrative describing a typical day in the life of either an Aztec, Mayan, Mogollon, Hohokam, Puebloan.
- **Aztecs, Incas, and Mayans – Oh My!**
- National Geographic for Kids
- Interactive Sites for Social Studies
- Vids4kids.tv - Learn About Maps
- As the Crow Flies by: Gail Hartman
- Descriptors of DOK Levels for Social Studies
- DOK Question Stems
- HESS Cognitive Rigor Matrix (Social Studies/Humanities)
- "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
- Dr. Paula's Prescriptions for Professional Development Wiki, "FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES", Cardinal Consulting Group, Inc.
- Beyond the Bubble A new generation of history assessments
- RUBRICS AND RUBRIC MAKERS
# 2018-2019 Social Studies Curriculum Map, Grade 4, Q2

## Reading Focus: Informational

## Writing Focus: Informative/Explanatory

## Unifying Concept: SOUTHWEST EXPANSION

### Quarter 2

#### Big Ideas

**Enduring Understandings:**
- The intersections of cultures caused the southwest U. S. to change.
- Studying the past makes it possible for us to understand the human story across time.
- Uses of Science and Technology have made advances in societies.

**Essential Questions:**
- How did people of the Southwest adapt and resist the encroachment of Western Expansion?
- How did contact and conflict with Europeans affect Native Americans?
- Why did Americans of European descent feel so compelled to expand the country westward?
- How might Native Americans view westward expansion and why would they have this perspective?
- How might the country developed differently if no gold had been discovered in the west?

### Standards

#### Highly-Leveraged Standards

**S1.C3.PO 2.** Describe the impact of Spanish colonization on the Southwest: 
- a) establishment of missions and presidios; b) lifestyle changes of native people; c) contributions of Father Kino.

**S1.C3.PO 3.** Describe the location and cultural characteristics of Native American tribes (e.g., O’odham, Apache, Hopi) during the Spanish period.

**S1.C5.PO 4.** Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).

**S1.C5.PO 5.** Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans: a) Indian Wars; b) Navajo Long Walk; c) formation of reservations.

#### Supporting Standards

**S1.C3.PO 1.** Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by: a) Cabeza de Vaca; b) Estevan; c) Fray Marcos de Niza; d) Francisco Vásques de Coronado.

**S1.C5.PO 1.** Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.

**S1.C5.PO 2.** Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.

**S4.C2.PO 1.** Describe how the Southwest has distinct physical and cultural characteristics.

#### Constant Standards

**S1.C1.PO 1.** Use the following to interpret historical data: a) timelines – B.C.E. and B.C.; C.E. and A.D.; b) graphs, tables, charts, and maps.

**S1.C1.PO 2.** Describe the difference between primary and secondary sources.

**S1.C1.PO 3.** Locate information using both primary and secondary sources.

**S4.C1.PO 1.** Use different types of maps to solve problems (i.e., road maps – distance, resource maps – products, historical maps – boundaries, thematic map – climates).

### Social Justice Standards

**ID.3-5.3** - *I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.*

**DI.3-5.7** - *I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.*

**DI.3-5.8** - *I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.*
### S4.C1.PO 2. Interpret political and physical maps using the following map elements:
- a) title
- b) compass rose (cardinal and intermediate directions)
- c) symbols
- d) legend
- e) scale
- f) road map index
- g) grid (latitude and longitude)

### S4.C1.PO 3. Construct maps using symbols to represent human and physical features.


### S4.C1.PO 5. Describe characteristics of human and physical features:
- Physical: river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes
- Human: equator, four hemispheres, city, state, country, harbor, dams, territory, county

### S4.C1.PO 6. Locate physical and human features using maps, illustrations, images, or globes:
- Physical: river, lake, mountain range, coast, sea, desert, gulf, bay, strait
- Human: equator, four hemispheres, city, state, country, roads, railroads

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**Teaching Tolerance Anti-Bias Framework**
https://www.tolerance.org/frameworks

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### Adopted Texts and Materials

**Adopted:**

**Suggested Supplemental Texts:**
- *The Pueblo Revolt* by Jesse Kohn

**Multicultural Adoptions:**
- *Immigrant Kids* by Russell Freedman

**Education Materials Center: Social Studies Bibliography**

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### Instructional and Assessment Guides
- Primary Source: Teaching History K-5
- Primary Source: Smithsonian K-5
- Primary Source: National Archives (Doc’s Teach)
- Primary Source: Life Magazine (Google)
- Stanford History Education
- Teaching Tolerance Anti-biased free lessons
- Historian Howard Zinn
- Kids.gov: K-5 Social Studies Resources
- Social Studies for Kids
- National Geographic for Kids
- Interactive Sites for Social Studies
- Vids4kids.tv - Learn About Maps

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### Additional Instructional Resources
- Investigate the effects of contact on Native Americans with Europeans coming to this continent, write an editorial regarding westward expansion from the perspective of a Native American, write an editorial regarding westward expansion from the perspective of a European immigrant, investigate the influence gold had on Europeans move towards the west.
- Write an explanatory essay that describes westward expansion and the impact on the Native people.
- *Presidio Life: Understanding the Life and Impact of the Spanish*
- *Maize to Maquiladoras: Movement from Mexico to Arizona*
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## Reading Focus: Literature

## Writing Focus: Opinion

## Unifying Concept:
ARIZONA’S HISTORY – TERRITORY TO STATE

### Quarter 3

### Big Ideas

#### Enduring Understandings:
- Native Americans of Arizona and the intersections of different cultures (Mexican and European American settlers) created the foundation for a new state within the distinctive geography that is Arizona.
- Arizona’s history, government, and economics impact a diverse population in many ways.
- The understanding of the basic ideals and values of a constitutional democracy helped establish Arizona’s government.

#### Essential Questions:
- How did geography and climate affect the lives of Native American of the Southwest?
- How did the events of the Great Depression and WWII affect the people of Arizona?
- How are the Native American and Spanish names of Arizona, city and towns, reflective of its geography and history?

### Standards

#### Highly-Leveraged Standards

1. **S1.C6.PO 1c.** Describe events in Arizona during the Civil War: c) Arizona becomes a territory.
2. **S1.C7.PO 1.** Describe the economic development of Arizona: a) mining; b) ranching; c) farming and dams.
3. **S1.C7.PO 5.** Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).
4. **S3.C1.PO 3.** Describe Arizona’s transition from territory to statehood: a) locations of capital; b) founding people; c) Arizona’s constitution.

#### Supporting Standards

1. **S1.C7.PO 2.** Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona’s growth and economy.
2. **S1.C7.PO 3.** Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.
3. **S1.C7.PO 4.** Recognize that Arizona changed from a territory to a state on February 14, 1912.
4. **S1.C8.PO 1.** Describe changes in the lives of U.S. and Arizona residents during the Great Depression: a) poverty; b) unemployment; c) loss of homes or businesses; d) migration.
5. **S1.C8.PO 3.** Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans).
6. **S4.C2.PO 2.** Describe ways in which Arizona has changed over time from statehood to today.
7. **S4.C2.PO 3.** Locate the landform regions of Arizona (plateau, mountain, desert) on a map.

#### Constant Standards

1. **S1.C1.PO 1.** Use the following to interpret historical data: a) timelines – B.C.E. and B.C.; C.E. and A.D.; b) graphs, tables, charts, and maps.
2. **S1.C1.PO 2.** Describe the difference between primary and secondary sources.

#### Social Justice Standards

1. **ID.3-5.4** - I can feel good about my identity without making someone else feel badly about who they are.
### S1.C1.PO 3.
Locate information using both primary and secondary sources.

### S4.C1.PO 1.
Use different types of maps to solve problems (i.e., road maps – distance, resource maps – products, historical maps – boundaries, thematic map – climates).

### S4.C1.PO 2.
Interpret political and physical maps using the following map elements: a) title; b) compass rose (cardinal and intermediate directions); c) symbols; d) legend; e) scale; f) road map index; g) grid (latitude and longitude).

### S4.C1.PO 3.
Construct maps using symbols to represent human and physical features.

### S4.C1.PO 4.
Construct charts and graphs to display geographic information.

### S4.C1.PO 5.
Describe characteristics of human and physical features: a) physical – (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes); b) human – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county).

Locate physical and human features using maps, illustrations, images, or globes: a) physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait); b) human (i.e., equator, four hemispheres, city, state, country, roads, railroads).

### DI.3-5.9 - I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

### JU.3-5.13 - I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

### JU.3-5.14 - I know that life is easier for some people and harder for others based on who they are and where they were born.

### AC.3-5.18 - I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.

#### Teaching Tolerance Anti-Bias Framework

[https://www.tolerance.org/frameworks](https://www.tolerance.org/frameworks)

#### Adopted Texts and Materials

**Adopted:**

**Suggested Supplemental Texts:**

*It Rained on the Desert Today* by: Rising Moon Editors

*This House is Made of Mud* by: Ken Buchanan

**Multicultural Adoptions:**

*Weedflower* by Cynthia Kadohata

**Education Materials Center: Social Studies Bibliography**

### Instructional and Assessment Guides

- **Primary Source:** Teaching History K-5
- **Primary Source:** Smithsonian K-5
- **Primary Source:** National Archives (Doc’s Teach)
- **Primary Source:** Life Magazine (Google)
- **Stanford History Education**
- Teaching Tolerance Anti-biased free lessons
- Historian Howard Zinn
- [Kids.gov: K-5 Social Studies Resources](https://kids.gov/socstudies)
- **Social Studies for Kids**
- National Geographic for Kids

### Additional Instructional Resources

- Imagine you are a Buffalo Soldier in Arizona and write a journal entry of your experiences, investigate an Arizonan who contributed to the war effort during WWII and create a poster summarizing their contribution, imagine you are living in a Japanese internment camp in Arizona and write a letter to President Roosevelt describing your experience, investigate the ‘1C’ programs used in TUSD’s schools during this time period and the impact they had on the Mexican community in Tucson.
- Write an informative essay on one of the following events in history: Native American Boarding Schools, Japanese Internment Camps, the Bracero Program, and describe the effects the event had on that specific group of people.
-**Journey Through Time: Arizona, From Territory to Statehood**
- Map Your State
<table>
<thead>
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</tr>
</thead>
<tbody>
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| The Rain Saved Us – Examining Drought Impacts Yesterday and Today |
### Reading Focus: Informational
### Writing Focus: Informative/Explanatory

### Unifying Concept:
**ARIZONA GOVERNMENT AND ECONOMICS**

### Big Ideas

#### Enduring Understandings:
- Arizona’s history, government, and economics impact a diverse population in many ways.

#### Essential Questions:
- How is Arizona’s diverse population impacted by the different levels of government?
- How are the various levels of government (national, state, local and tribal) similar and different?
- How did the economic system affect the diverse population of Arizona?
- What is the responsibility of the government to the diverse population of Arizona?

### Standards

#### Highly-Leveraged Standards

**S1.C7.PO 1.** Describe the economic development of Arizona: a) mining; b) ranching; c) farming and dams.

**S3.C1.PO 4.** Describe the varied backgrounds of people living in Arizona: a) shared principles, goals, customs, and traditions; b) diversity in one’s school and community; c) benefits and challenges of a diverse population.

**S3.C2.PO 1.** Describe the three branches of state and national government: a) Executive; b) Legislative; c) Judicial.

**S3.C2.PO 2.** Describe different levels of government (e.g., local, tribal, state, national).

#### Supporting Standards

**S1.C10.PO 3.** Describe the influence of key individuals (e.g., Sandra Day O’Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, Cesar Chavez, John McCain) in Arizona.

**S1.C10.PO 4.** Discuss the contributions of diverse populations to Arizona.

**S3.C1.PO 1.** Describe state and national symbols and monuments that represent American democracy and values: a) Great Seal of the United States; b) Arizona symbols (e.g., seal, flag); c) war memorials (e.g., Pearl Harbor-Arizona Memorial, WWII, Korean, and Vietnam Memorials).

**S3.C4.PO 1.** Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.

**S3.C4.PO 2.** Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.

**S4.C1.PO 7.** Locate physical and human features in Arizona using maps, illustrations, or images: a) physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River); b) human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam).

#### Constant Standards

#### Social Justice Standards

**ID.3-5.5 - I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.**
### DI.3-5.10 - I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

### JU.3-5.15 - I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

### AC.3-5.19 - I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.

### AC.3-5.20 - I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

Teaching Tolerance Anti-Bias Framework  
https://www.tolerance.org/frameworks

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### Adopted Texts and Materials

**Adopted:**

**Suggested Supplemental Texts:**

- **Multicultural Adoptions:**
  - *Rattlesnake Mesa: Stories From a Native American Childhood* by EdNah New Rider Weber
  
  **Education Materials Center: Social Studies Bibliography**

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- National Geographic for Kids
- Interactive Sites for Social Studies
- Vids4kids.tv - Learn About Maps

### Additional Instructional Resources

- Investigate the Bill of Rights, investigate one Native American group from the Arizona region and create a poster about them, make a list of the different levels of Arizona government, investigate a key figure in Arizona history and how they impacted society (Cesar Chavez, Estevan Ochoa), invite an official of a local tribal government to speak about the responsibilities of a tribal government, create a Bill of Rights for the classroom.

- Write an informative/explanatory essay explaining the relationship between Arizona’s government with our federal government.

- Two Nations/One State
- Why Were They Built? Dams in Arizona
- Pushed & Pulled: Examining Factors that Lead to Migration
### Highly-Leveraged Standards

Highly-Leveraged Standards are essential for students to learn because they have endurance (knowledge and skills relevant throughout a student’s lifetime); leverage (knowledge and skills used across multiple content areas); and essentiality (knowledge and skills necessary for success in future courses or grade levels).*

*This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.

### Supporting Standards

Supporting Standards are emphasized during the quarter as they are integral to achieve mastery of the Highly Leveraged Standards. Mastery of these standards are measured using classroom assessments.

### Constant Standards

Constant Standards are repeatedly addressed to reinforce grade-level mastery.

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<table>
<thead>
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</tr>
</thead>
<tbody>
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