



Social Studies™

Assessment Brochure

GRADES K–6





Student Magazine Assessments

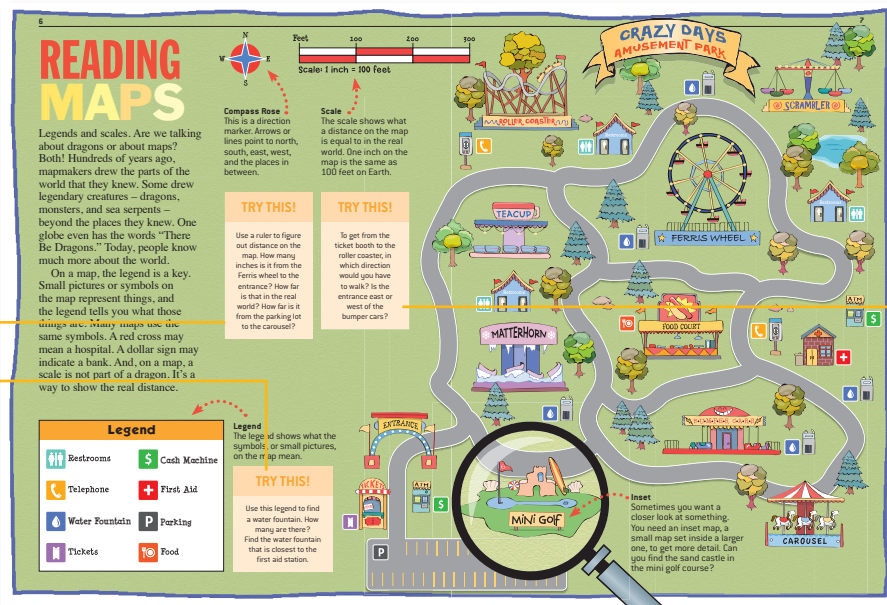
Student Magazine Assessment opportunities are embedded throughout the student text. Students are encouraged to think critically about various topics or apply their reading and social studies skills in these activities.

TRY THIS!

Use a ruler to figure out distance on the map. How many inches is it from the Ferris wheel to the entrance? How far is that in the real world? How far is it from the parking lot to the carousel?

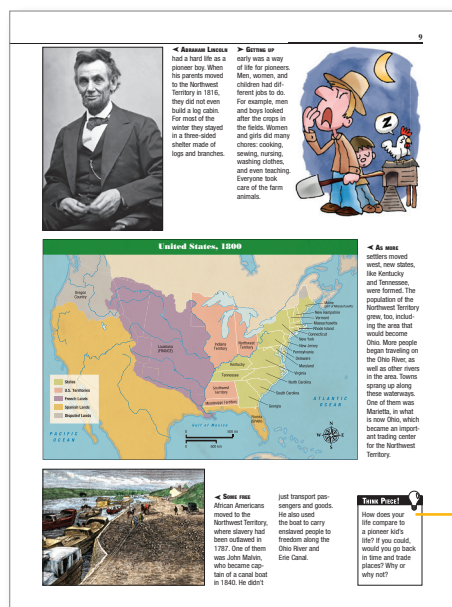
TRY THIS!

Use this legend to find a water fountain. How many are there? Find the water fountain that is closest to the first aid station.



TRY THIS!

To get from the ticket booth to the roller coaster, in which direction would you have to walk? Is the entrance east or west of the bumper cars?



THINK PIECE!

How does your life compare to a pioneer kid's life? If you could, would you go back in time and trade places? Why or why not?



Teacher's Guide Lesson Assessments

Formative Assessment lesson prompts can be found throughout each lesson in the Teacher's Guide. These prompts encourage students to identify main ideas, make inferences, compare and contrast, analyze visuals, formulate explanations, use vocabulary, make connections, and more.

Visual Literacy

Have children identify the features on the page that show real people (the photographs). Have children follow along as you read the captions in a logical order: left to right and top to bottom. Point out that reading these features in the same way we read text is a good way to make sure we don't miss important information.

Finish with a discussion of the game board graphic at the bottom of the page. Explain that this graphic helps children analyze if they are good citizens. Have children flip ahead to see that this game board appears at the bottom of other pages in the Magazine.

Reading: Main Idea and Details

What details support the idea that the people in Any Town, USA are showing good citizenship? The children and teacher are working together to get schoolwork done. The crossing guard is making sure that the children are safe, and the children listen to her. A man is helping to coach a baseball team. Another man is taking care of his lawn. The police officer is making sure that a person who broke a law is facing a consequence.

Reading Social Studies: Main Idea and Details

Critical Thinking Skills: Solve a Problem

Connect the content to solving problems. Explain that in the photographs, citizens of Any Town, USA, are helping solve problems in the community and at home. Name each problem that is being solved, and ask children to point to the matching photograph and explain how the problem is solved:

- A child needs help learning to play baseball. A citizen volunteers to help coach him.
- A student doesn't understand an assignment. The teacher explains to help him understand.
- A car parked on a street can block traffic. The police officer writes a parking ticket.

Teach

Main Idea

Use the following questions to discuss citizens' rights and responsibilities and the connection between citizens' actions and the health of a community.

- **Compare and Contrast** What is the difference between a person's rights and responsibilities? A right is something a person is free to do. A responsibility is something that a person should do.
- **Explain** How does it hurt a community when a person breaks a rule? The person breaking a rule might make things unsafe or unfair for others.
- **Use Visuals** Which photograph shows a worker keeping children safe? The photograph of the crossing guard shows how she keeps children safe as they cross a busy street.
- **Make Connections** How did you show good citizenship this week? Responses will vary.

Leaders and Government
Citizens Everywhere

OBJECTIVES

- Identify citizens' rights and responsibilities.
- Understand the consequences of breaking rules.
- Use vocabulary to describe examples of good citizenship.

Introduce

Circle children in each of the bottom of this spread. Read about the town and the introduction, explaining that we read these parts first to learn about the people who live there. Then have children identify details in the background illustration that show the parts of this community.

Have children identify the meaning of the word citizen as a person who lives in a town or community. Point out that the people shown in the photographs are citizens of Any Town, USA. Read about the captions and ask children to read what citizens are doing in each photograph. Explain that good citizens work together to make their community a better place.

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Background

Neighborhoods About Children may have a difficulty discussing being American citizens. Are immigrant who live in the U.S. from another country and establish legal residency. Read the text for the years before they can become U.S. citizens. Explain that person can be a citizen of a community without having established the process of becoming a national citizen of the United States. As a resident, that person has rights and responsibilities in the community. However, there are some rights and responsibilities that are reserved for national citizens of the United States only, such as vote and carry duty.

Link to Health

Explain that good citizenship applies to behavior within the home as well. Many children have responsibilities involving household chores and pet care. They also have the responsibility to look after family members. In return, they have the right to feel safe and supported in the home. Have children give examples of responsibilities they take care of at home.

For Struggling Learners

Use a new volunteer chart to help children grasp the ideas of rights and responsibilities. In addition to the examples given on the spread, include examples from the discussion that the children can relate to, such as listening while someone is speaking and the rights to have a clean and safe home.

ENGLISH LANGUAGE SUPPORT

- **Background** Give the following examples to help children understand the meaning of the word consequence: I did not eat breakfast. I am hungry. What is the consequence of not eating breakfast? Invite children to answer the question with gestures or words.
- **Readers** Write the words right and responsibility on the board and discuss each photograph. For example, for the first photo ask, What responsibility do you see in this photo?
- **Light** Have children read one of the Citizens Rules and tell what a consequence of breaking that rule might be.

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ENGLISH LANGUAGE SUPPORT

Provide new examples of problems and solutions in a chart and help children place the examples into sentences with an _____ problem _____ solved by _____.

Critical Thinking Skills: Solve a Problem

LEARN MORE ONLINE!

Learn more about good citizenship.

How Can You Be a Good Citizen?

- How are the people in the photograph and the illustration solving problems in the community and at home? The crossing guard is keeping responsibility by helping a child cross the street safely.

Assess

Main Idea and Details What rights do all citizens in a community enjoy? All citizens can vote when they are old and do what they want as long as they don't break the law.

Leaders and Government 11

Summative Assessment suggestions are provided at the end of each lesson. These skills-based questions are included to ensure student understanding before moving on to the next lesson.

Assess

Make Inferences Why was it important for delegates from all of the colonies to sign the Declaration of Independence? That would show that the colonies were unified in supporting the Declaration. It would send a message to the colonists and also to King George III that many people in the colonies believed in independence and were ready to fight to defend it.

Assess

Compare and Contrast How are primary and secondary sources alike? They both give information about past events. How are primary and secondary sources different? Primary sources come from people who were there when the events happened, but secondary sources were made later by people who were not there when the events happened.



End-of-Magazine Assessments

End-of-Magazine Assessments, available in English and Spanish, measure student comprehension using a variety of critical-thinking and writing questions. These summative assessment options provide teachers the opportunity to evaluate individual learning at the end of each magazine.

Name _____

HMH KIDS DISCOVER
Location

Assessment

1. Which kind of area usually has many businesses, buildings, apartments, and homes?
A. rural B. suburban C. urban

Use the map to answer the questions below.

City Park

2. What is located at 2-B on the map?

3. How many picnic areas are there at City Park? How do you know?

Grade 2
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Name _____

HMH KIDS DISCOVER
Location

Assessment (continued)

Draw lines to show where each label belongs on the map.

4. Mexico
5. Canada
6. United States
7. Pacific Ocean
8. Atlantic Ocean

COMPELLING QUESTION Write your answer on a separate piece of paper.
How does my life fit on a map?

Grade 2
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Online Magazine Assessments

Online Magazine Assessments are summative experiences for students to complete after reading each magazine. *Ed: Your Friend in Learning®* provides a user-friendly experience that enables students to take each interactive assessment online. Available in English and Spanish.

Online Magazine Assessments include:

- Reading Checks
- Interpret Charts
- Interpret Maps
- Interpret Timelines
- Interpret Graphs
- Analyze Literature
- Analyze Sources
- Analyze Visuals

Drag the terms into the boxes in the map to label each part of the map.

Feet 100 200 300
1 inch = 100 feet

■ scale ■ legend ■ inset map ■ compass rose

Drag these ancient civilizations into chronological order, from the time that they began, from top to bottom.

■ Ancient India
■ Ancient Egypt
■ Ancient China
■ Ancient Rome
■ Ancient Greece

Online Pre/Post Assessments

Online Pre/Post Assessments provide teachers with a glimpse of their Grades 1–6 students' content knowledge both before and after *Into Social Studies™* implementation. Available in English and Spanish.

Drag the words into the boxes to complete the sentences.

Working to save resources so they will last longer is called

Using something again in a new way is called

⚡ conservation ⚡ farming ⚡ recycling

Drag the name of the capital city into the box next to the correct state.

California	→	<input type="text"/>
Idaho	→	<input type="text"/>
Nevada	→	<input type="text"/>
Oregon	→	<input type="text"/>
Washington	→	<input type="text"/>

⚡ Olympia ⚡ Carson City ⚡ Salem ⚡ Sacramento ⚡ Boise

Online Benchmark Assessments

Online Benchmark Assessments, available in English and Spanish, measure students' comprehension of content covered in multiple magazines. With both formative and summative assessment strategies, the Online Benchmark Assessment data can help guide content instruction for future lessons.

Which countries were the places of birth for the first immigrants to the Americas?

Choose the **three** correct answers.

- ☐ Egypt
- ☐ England
- ☐ France
- ☐ Italy
- ☐ Japan
- ☐ Spain





Rubrics

A variety of rubrics are included for both teachers and students to use when completing performance tasks and participating in collaborative discussions. Students are given the opportunity to see what the performance expectations are, along with a tool to self-monitor their progress.

Build an Exhibit

Follow the steps to create museum display.

Step 1 Gather information about an explorer to plan your exhibit.

- Use the library media center to find out where your explorer was from, who sponsored his expedition, and what the goals of the voyage were.
- Decide which items to include in your exhibit—maps, artifacts, journal entries, or other items.

Step 2 Decide how to divide up the work within your group.

Step 3 Create all of the items for your exhibit, be sure to show where your explorer traveled and whether or not the expedition was successful. After you have created all of these items, double-check to make sure all of the information in your exhibit is accurate and complete.

Step 4 Share your exhibit with others, and answer the questions they have about your explorer.

Rubric			
Score 4	Score 3	Score 2	Score 1
<ul style="list-style-type: none"> The exhibit includes several different types of items that each serve a different purpose. Each item in the exhibit is informative and accurate. The exhibit makes clear the explorer's background, goals, where he explored, and whether he was successful. Students answer their classmates' questions accurately. 	<ul style="list-style-type: none"> The exhibit includes several different types of items. Nearly all items in the exhibit are informative and accurate. The exhibit mostly makes clear the explorer's background, goals, where he explored, and whether he was successful. Students answer most questions accurately. 	<ul style="list-style-type: none"> The exhibit includes only a few different types of items. Some items in the exhibit have inaccurate information. The exhibit lacks clarity about the explorer's background, goals, where he explored, or whether he was successful. Students answer few of their classmates' questions accurately. 	<ul style="list-style-type: none"> The exhibit includes only one or two types of items. Numerous inaccuracies appear in the exhibit. The exhibit fails to make clear the explorer's background, goals, where he explored, or whether he was successful. Students cannot answer their classmates' questions accurately.

Performance Task Rubrics

Two activities at the end of each magazine provide fun, hands-on project ideas and help teachers assess students' comprehension. The activities are fully supported with rubrics and step-by-step guidance for utilizing the activities as performance tasks.

Collaborative Discussion Rubric for ELD
Grade 2

	Emerging	Expanding	Bridging
Exchanges information and ideas	<ul style="list-style-type: none"> Asks and answers yes-no questions Asks and answers wh- questions Responds using gestures, words, and simple phrases 	<ul style="list-style-type: none"> Asks and answers wh- and other simple questions Listens attentively Follows turn-taking rules Affirms others Adds relevant information 	<ul style="list-style-type: none"> Asks and answers relevant questions Listens attentively Follows turn-taking rules Affirms others Builds on others' responses Provides useful feedback
Offers opinions	<ul style="list-style-type: none"> Offers opinions and ideas using small set of learned phrases (e.g., I think ____) Offers opinions and ideas using open responses Attempts to gain and/or hold the floor in conversations 	<ul style="list-style-type: none"> Offers opinions and negotiates with others using expanded set of learned phrases (e.g., I agree with ____ but ____) Offers opinions and negotiates with others using open responses Attempts to gain and/or hold the floor in conversations Provides counterarguments 	<ul style="list-style-type: none"> Offers opinions and negotiates with others using a variety of learned phrases (e.g., That's a good idea, but ____) Offers opinions and negotiates with others using open responses Attempts to gain and/or hold the floor in conversations Provides counterarguments Elaborates on ideas
Adjusts language choices	<ul style="list-style-type: none"> Recognizes language choices vary according to social setting with substantial support from peers or adults 		

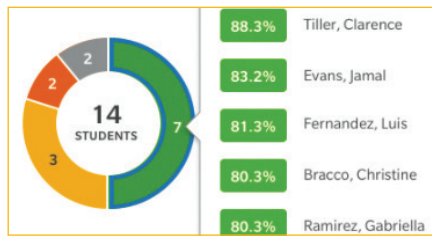
Collaborative Discussion Rubric for ELD
Grade 5

	Emerging	Expanding	Bridging
Exchanges information and ideas	<ul style="list-style-type: none"> Asks and answers yes-no questions Asks and answers wh- questions Responds using short phrases 	<ul style="list-style-type: none"> Contributes to sustained dialogue Follows turn-taking rules Asks relevant questions Affirms others Adds relevant information 	<ul style="list-style-type: none"> Contributes to sustained dialogue Follows turn-taking rules Asks relevant questions Affirms others Adds relevant information Builds on others' responses Provides useful feedback
Offers opinions	<ul style="list-style-type: none"> Negotiates with or persuades others using basic learned phrases (e.g., I think ____) Negotiates with or persuades others using open responses Attempts to gain and/or hold the floor in conversations 	<ul style="list-style-type: none"> Negotiates with or persuades others using expanded set of learned phrases (e.g., I agree with ____ but ____) Negotiates with or persuades others using open responses Attempts to gain and/or hold the floor in conversations Provides counterarguments 	<ul style="list-style-type: none"> Negotiates with or persuades others using a variety of learned phrases (e.g., That's a good idea. However, ____) Negotiates with or persuades others using open responses Attempts to gain and/or hold the floor in conversations Provides counterarguments Elaborates on ideas
Adjusts language choices	<ul style="list-style-type: none"> Adjusts language choices according to social setting and audience with substantial support 	<ul style="list-style-type: none"> Adjusts language choices according to purpose, task, and audience with moderate support 	<ul style="list-style-type: none"> Adjusts language choices according to purpose, task, and audience with light support

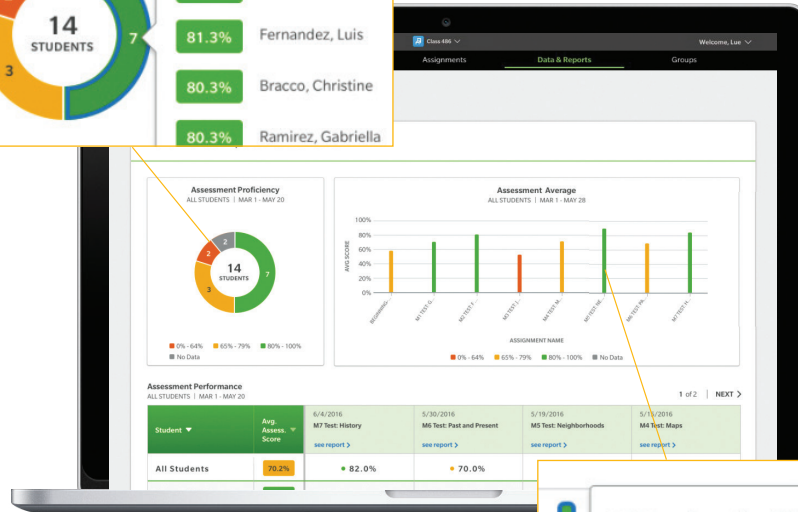
Collaborative Discussion Rubrics for English Language Development

As students participate in collaborative discussions, the grade-level rubrics can be used to guide teachers' observations of language proficiency. These rubrics can also be used to communicate student language expectations to both students and their families.

Ed: Your Friend in Learning



Proficiency Chart showing class average by performance band

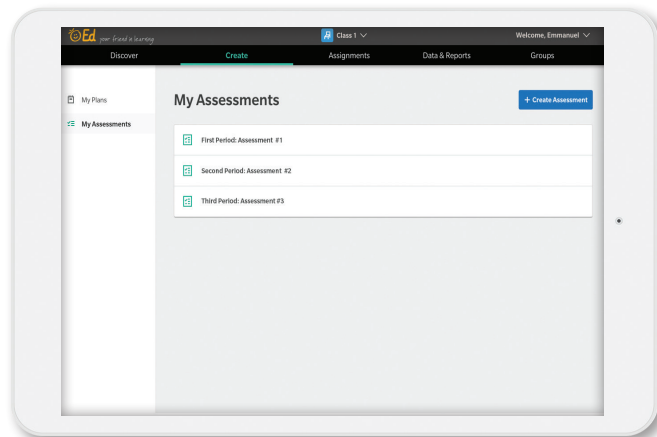


Class Average for Individual Assessments with pop-up details

Ed: Your Friend in Learning is a system that personalizes the classroom experience, helping teachers create assignments and survey performance with ease while engaging students with intuitive content pathways.

Teachers are able to:

- Review individual student scores on assessments
- View assessment reports for individual students
- View a Performance Report for all or individual classes
- View class proficiency on an individual assessment
- View a distribution of class proficiency across assessments
- Manually create groups of students or receive recommendations for groups based on completed online assessment performance
- Create assessments using exiting items from an item bank





into Social Studies™

In Partnership with



A Vision for Student Growth

HMH *Into Social Studies* was built in partnership with Kids Discover® to develop a program that supports both ELA and social studies requirements, promoting cross-curricular instruction.

Visit us online to start the adventure for your classroom

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