



Studies Weekly

AMERICA'S NEW TEXTBOOK®

Learn to live!™

Welcome to Studies Weekly

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USA STUDIES WEEKLY—ANCIENT AMERICA TO WESTWARD EXPANSION

Next Generation Social Studies Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION



COVERS 100%

of Florida Fifth Grade Next Generation Social Studies Standards

Week 1: Geography (Big Ideas: Exploration and Settlement of North America; Civic and Political Participation; The World in Spatial Terms; Uses of Geography / Benchmarks: SS.5.A.3.1, SS.5.C.2.5, SS.5.G.1.1, SS.5.G.1.2, SS.5.G.1.3, SS.5.G.1.4, SS.5.G.4.1, SS.5.G.4.2)

Students will use a map to identify physical features of the United States. They will discuss cartography and learn about geographer Alexander von Humboldt.

Week 2: Florida's History and Regions (Big Ideas: Historical Inquiry and Analysis; Exploration and Settlement of North America; Colonization of North America; Civic and Political Participation; The World in Spatial Terms; Places and Regions; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.3.1, SS.5.A.4.3, SS.5.C.2.5, SS.5.G.1.1, SS.5.G.1.2, SS.5.G.1.3, SS.5.G.1.4, SS.5.G.2.1, SS.5.G.4.1, SS.5.G.4.2)

Students will discuss the push-pull factors related to Florida's boundary changes (counties). They will review some Florida history, including Governor William Moseley, statehood and Osceola.

Week 3: Naturally Florida (Big Ideas: Civic and Political Participation; The World in Spatial Terms; Places and Regions; Environment and Society; Uses of Geography / Benchmarks: SS.5.C.2.5, SS.5.G.1.2, SS.5.G.1.4, SS.5.G.2.1, SS.5.G.3.1, SS.5.G.4.1, SS.5.G.4.2)

Students will describe natural events that affect human and physical environments. They will use geography skills to interpret maps.

Week 4: U.S. States and Regions (Big Ideas: Historical Inquiry and Analysis; Growth and Westward Expansion; Civic and Political Participation; Market Economy; The World in Spatial Terms; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.6.3, SS.5.A.6.7, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.1.6, SS.5.G.2.1, SS.5.G.4.1)

Students will recognize and produce names of states, capitals and territories using a map. They will identify

push-pull factors that shaped U.S. boundaries and explore the concept of manifest destiny.

Week 5: American Indians (Big Ideas: Pre-Columbian North America; Civic and Political Participation; Market Economy; Uses of Geography / Benchmarks: SS.5.A.2.1, SS.5.A.2.2, SS.5.A.2.3, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.4.1)

Students will discuss ancient civilizations and tribes. They will compare cultural aspects as they differed by region.

Week 6: Early Explorers (Big Ideas: Historical Inquiry and Analysis; Exploration and Settlement of North America; Civic and Political Participation; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.3.1, SS.5.A.3.2, SS.5.C.2.5, SS.5.G.4.1)

Students will discover the process of exploration by focusing on dates, motives, nationality and accomplishments.

Week 7: Early French and English Explorers (Big Ideas: Exploration and Settlement of North America; Colonization of North America; Civic and Political Participation; Market Economy; International Economy; Uses of Geography / Benchmarks: SS.5.A.3.1, SS.5.A.3.2, SS.5.A.3.3, SS.5.A.4.1, SS.5.C.2.5, SS.5.E.1.1, SS.5.E.2.1, SS.5.G.4.1)

Students will discover the process of exploration by focusing on dates, motives, nationality and accomplishments.

Week 8: The Old World Meets the New World (Big Ideas: Historical Inquiry and Analysis; Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; Civic and Political Participation; Market Economy; International Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.2.2, SS.5.A.3.1, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.6, SS.5.C.2.5, SS.5.E.1.1, SS.5.E.1.3, SS.5.E.2.1, SS.5.G.4.1)

Students will know the benefits of trade and interaction among American Indians, explorers and colonists. They will discuss the reason for colonization.

USA STUDIES WEEKLY — ANCIENT AMERICA TO WESTWARD EXPANSION

Next Generation Social Studies Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION

Continued

Week 9: Jamestown (Big Ideas: Historical Inquiry and Analysis; Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; Market Economy; International Economy / Benchmarks: SS.5.A.1.1, SS.5.A.2.2, SS.5.A.2.3, SS.5.A.3.2, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.3, SS.5.A.4.6, SS.5.E.1.1, SS.5.E.2.1)

Students will travel with Alana and Jackson to Jamestown where they hear John Smith gives his famous “no work, no food” order. They will analyze economic reasons the settlers came to Jamestown and discuss tobacco as Virginia’s cash crop.

Week 10: Plymouth (Big Ideas: Historical Inquiry and Analysis; Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; American Revolution and Birth of a New Nation; Civic and Political Participation; The World in Spatial Terms; Uses of Geography/ Benchmarks: SS.5.A.1.1, SS.5.A.2.2, SS.5.A.2.3, SS.5.A.3.1, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.3, SS.5.A.5.3, SS.5.C.2.2, SS.5.C.2.5, SS.5.G.1.4, SS.5.G.4.1)

Students will travel with Jackson and Alana to Leiden, Holland, where the Separatists lived before they came to America. They will also learn about the journey of the Mayflower, study the Mayflower Compact and read a short biography of William Bradford.

Week 11: New England Colonies, Part 1 (Big Ideas: Historical Inquiry and Analysis; Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; Civic and Political Participation; Market Economy; The World in Spatial Terms; Uses of Geography/ Benchmarks: SS.5.A.1.1, SS.5.A.2.2, SS.5.A.2.3, SS.5.A.3.2, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.2, SS.5.A.4.3, SS.5.A.4.4, SS.5.A.4.6, SS.5.C.2.2, SS.5.C.2.4, SS.5.C.2.5, SS.5.E.1.1, SS.5.E.1.2, SS.5.G.1.5, SS.5.G.4.1)

Students will enjoy a two-part, in-depth study of the New England Colonies. They will analyze the contributions of important individuals to the foundation of the American system and daily life in the Colonies.

Week 12: New England Colonies, Part 2 (Big Ideas: Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; American Revolution & Birth of a New Nation; Foundations of Government, Law, and the American Political System; Civic and Political Participation; Structure and Functions of Government; The International Economy; The World in Spatial Terms; Uses of Geography/ Benchmarks: SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.3, SS.5.A.4.4, SS.5.A.5.1, SS.5.A.5.3, SS.5.C.1.1, SS.5.C.1.2, SS.5.C.1.3, SS.5.C.2.2, SS.5.C.2.4, SS.5.C.2.5, SS.5.C.3.5, SS.5.E.2.1, SS.5.G.1.4, SS.5.G.4.1, SS.5.G.4.2)

Students will enjoy a two-part, in-depth study of the New England Colonies. They will analyze the contributions of important individuals to the foundation of the American system and daily life in the Colonies.

Week 13: Middle Colonies, Part 1 (Big Ideas: Historical Inquiry and Analysis; Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; American Revolution & Birth of a New Nation; Growth and Westward Expansion; Foundations of Government, Law, and the American Political System; Civic and Political Participation; Market Economy; The World in Spatial Terms / Benchmarks: SS.5.A.1.1, SS.5.A.2.3, SS.5.A.3.1, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.2, SS.5.A.4.3, SS.5.A.4.4, SS.5.A.4.6, SS.5.A.5.2, SS.5.A.5.3, SS.5.A.6.2, SS.5.C.1.3, SS.5.C.2.5, SS.5.E.1.1, SS.5.G.1.5)

Students will enjoy a two-part, in-depth study of the Middle Colonies. They will analyze the contributions of important individuals to the foundation of the American system and daily life in the Colonies.

Week 14: Middle Colonies, Part 2 (Big Ideas: Historical Inquiry and Analysis; Exploration and Settlement of North America; Colonization of North America; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.2, SS.5.A.4.3, SS.5.A.4.4, SS.5.G.4.1)

Students will enjoy a two-part, in-depth study of the Middle Colonies. They will analyze the contributions of important individuals to the foundation of the American system and daily life in the Colonies.

USA STUDIES WEEKLY—ANCIENT AMERICA TO WESTWARD EXPANSION

Next Generation Social Studies Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION

Continued

Week 15: Southern Colonies, Part 1 (Big Ideas: Historical Inquiry and Analysis; Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; Market Economy; The International Economy; The World in Spatial Terms; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.2, SS.5.A.4.3, SS.5.A.4.4, SS.5.A.4.6, SS.5.E.1.1, SS.5.E.1.2, SS.5.G.1.5, SS.5.G.4.1)

Students will enjoy a two-part, in-depth study of the Southern Colonies. They will analyze the contributions of important individuals to the foundation of the American system and daily life in the Colonies.

Week 16: Southern Colonies, Part 2 (Big Ideas: Historical Inquiry and Analysis; Pre-Columbian North America; Exploration and Settlement of North America; Colonization of North America; Civic and Political Participation / Benchmarks: SS.5.A.1.1, SS.5.A.1.2, SS.5.A.2.2, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.3, SS.5.A.4.4, SS.5.A.4.6, SS.5.C.2.5)

Students will enjoy a two-part, in-depth study of the Southern Colonies. They will analyze the contributions of important individuals to the foundation of the American system and daily life in the Colonies.

Week 17: Slavery in the Colonies (Big Ideas: Historical Inquiry and Analysis; Exploration and Settlement of North America; Colonization of North America; Civic and Political Participation; Structure and Functions of Government; Market Economy; The World in Spatial Terms; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.2, SS.5.A.4.3, SS.5.A.4.4, SS.5.A.4.5, SS.5.A.4.6, SS.5.C.2.5, SS.5.C.3.6, SS.5.E.1.2, SS.5.E.1.3, SS.5.G.1.5, SS.5.G.4.1)

Students will understand triangular trade and its result of slavery on the Colonies.

Week 18: Mounting Tensions in the Colonies (Big Ideas: Historical Inquiry and Analysis; Colonization of North America; American Revolution and Birth of a New Nation; Civic and Political Participation; Market Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.1.2, SS.5.A.4.4, SS.5.A.5.1, SS.5.A.5.2, SS.5.C.2.1, SS.5.C.2.2, SS.5.C.2.5, SS.5.E.1.2, SS.5.G.4.1)

Students will use timelines and study the pre-war, war and post-war events of the American Revolution.

Week 19: The Road to Revolution (Big Ideas: Historical Inquiry and Analysis; Colonization of North America; American Revolution and Birth of a New Nation; Foundations of Government, Law and the American Political System; Civic and Political Participation; Market Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.1.2, SS.5.A.4.4, SS.5.A.5.1, SS.5.A.5.2, SS.5.A.5.3, SS.5.A.5.5, SS.5.C.1.4, SS.5.C.2.1, SS.5.C.2.5, SS.5.E.1.2, SS.5.E.1.3, SS.5.G.4.1)

Students will compare political ideas of the American Revolution. Students will observe the changing role of women and note individuals and groups who played a role in the Revolution. Students will explain the importance of historical documents.

Week 20: The Revolutionary War (Big Ideas: Historical Inquiry and Analysis; Colonization of North America; American Revolution and Birth of a New Nation; Civic and Political Participation; Market Economy; The World in Spatial Terms; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.3.3, SS.5.A.5.2, SS.5.A.5.4, SS.5.A.5.5, SS.5.A.5.6, SS.5.A.5.7, SS.5.A.5.8, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.1.5, SS.5.G.4.1)

Students will explain details of the American Revolution including major battles, contributions of foreign alliances and factors that led to the end of the war.

Week 21: Hispanics in the Revolutionary War (Big Ideas: Historical Inquiry and Analysis; Colonization of North America; American Revolution and Birth of a New Nation; The World in Spatial Terms; Uses of Geography / Benchmarks: SS.5.A.5.2, SS.5.A.5.5, SS.5.A.5.6, SS.5.A.5.7, SS.5.G.1.1)

Students will understand the impact that different parts of the hispanic community had on helping the American Colonies achieve independence. They will also understand the impact that the country now known as Haiti had on this event.

Week 22: Growing Pains for the New Nation (Big Ideas: Historical Inquiry and Analysis; American Revolution and Birth of a New Nation; Foundations of Government, Law and the American Political System; Civic and Political Participation; Market Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.1.2, SS.5.A.5.3, SS.5.A.5.6, SS.5.A.5.7, SS.5.A.5.8, SS.5.A.5.9, SS.5.C.1.4, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.4.1)

Continued

USA STUDIES WEEKLY—ANCIENT AMERICA TO WESTWARD EXPANSION

Next Generation Social Studies Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION

Continued

Students will examine the difficulties caused by the American Revolution. Students will discuss land policies developed under the Confederation Congress.

Week 23: The Constitution (Big Ideas: Historical Inquiry and Analysis; Foundations of Government, Law and the American Political System; Civic and Political Participation; Structure and Functions of Government; Market Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.C.1.2, SS.5.C.1.5, SS.5.C.2.3, SS.5.C.2.5, SS.5.C.3.2, SS.5.C.3.4, SS.5.C.3.5, SS.5.E.1.3, SS.5.G.4.1)

Students will define a constitution and know its parts. They will understand the rights and responsibilities of a citizen and explain the checks and balances system of the U.S. government.

Week 24: Plans for the New Government (Big Ideas: Historical Inquiry and Analysis; American Revolution and Birth of a New Nation; Foundations of Government, Law and the American Political System; Civic and Political Participation; Structure and Functions of Government; Market Economy; Environment and Society; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.5.3, SS.5.A.5.10, SS.5.C.1.1, SS.5.C.1.2, SS.5.C.1.4, SS.5.C.1.5, SS.5.C.1.6, SS.5.C.2.5, SS.5.C.3.2, SS.5.C.3.6, SS.5.E.1.2, SS.5.E.1.3, SS.5.G.3.1, SS.5.G.4.1)

Students will demonstrate their understanding of the Constitution and Declaration of Independence and will compare Federalist and Anti-Federalist views of government.

Week 25: United States Government (Big Ideas: Foundations of Government, Law and the American Political System; Civic and Political Participation; Structure and Functions of Government; Market Economy; Uses of Geography/ Benchmarks: SS.5.C.1.1, SS.5.C.1.3, SS.5.C.2.4, SS.5.C.2.5, SS.5.C.3.1, SS.5.C.3.3, SS.5.E.1.3, SS.5.G.4.1)

Students will explain the structure and importance of government. They will examine the development of technology as it relates to the development of the U.S.

Week 26: The Louisiana Purchase (Big Ideas: Historical Inquiry and Analysis; Growth and Westward Expansion; Civic and Political Participation; Market Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.6.1, SS.5.A.6.2, SS.5.A.6.4, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.4.1)

Students will study and describe the events leading up to, during and resulting from the Louisiana Purchase.

Week 27: Early Westward Expansion and Explorers (Big Ideas: Growth and Westward Expansion; Civic and Political Participation; Market Economy; Uses of Geography / Benchmarks: SS.5.A.6.2, SS.5.A.6.4, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.4.1)

Students will recognize influential people of westward expansion and be able to describe what contributions they made.

Week 28: Communication and Transportation (Big Ideas: Historical Inquiry and Analysis; Growth and Westward Expansion; Civic and Political Participation; Market Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.6.3, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.4.1)

Students will study the transportation and communication of the 19th century and their effects on people and the environment.

Week 29: Westward Expansion and the War of 1812 (Big Ideas: Historical Inquiry and Analysis; Growth and Westward Expansion; Civic and Political Participation; Structure and Functions of Government; Market Economy; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.5.8, SS.5.A.6.4, SS.5.A.6.5, SS.5.A.6.6, SS.5.C.2.5, SS.5.C.3.6, SS.5.E.1.3)

Students will explain the causes and effects of the War of 1812 and westward expansion. They will state reasons why the exploration of the Mississippi River was important.

Week 30: Manifest Destiny and the Missouri Compromise (Big Ideas: Historical Inquiry and Analysis; Growth and Westward Expansion; Civic and Political Participation; Market Economy; Uses of Geography/ Benchmarks: SS.5.A.1.1, SS.5.A.6.7, SS.5.A.6.8, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.4.1, SS.5.G.4.2)

USA STUDIES WEEKLY—ANCIENT AMERICA TO WESTWARD EXPANSION

Next Generation Social Studies Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION

Continued

Students will understand Manifest Destiny. They will explain the causes and outcomes of the Missouri Compromise.

Week 31: Hitting the Trail (Big Ideas: Historical Inquiry and Analysis; Growth and Westward Expansion; Civic and Political Participation; Market Economy; Environment and Society; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.A.6.3, SS.5.A.6.9, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.3.1, SS.5.G.4.1)

Students will relate to and explain the difficulties of settlers' travels west.

Week 32: United States Destinations (Big Ideas: Historical Inquiry and Analysis; Civic and Political Participation; Market Economy; The World in Spatial Terms; Uses of Geography / Benchmarks: SS.5.A.1.1, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.1.1, SS.5.G.1.3, SS.5.G.4.1)

Students will investigate aspects of the U.S. including geography and natural resources as well as historical locations, artifacts and monuments.

Components of Studies Weekly Hard Copy Components

Student Edition – Your Studies Weekly student edition includes 32 weekly publications and is the student text that provides access for the history/social studies curriculum. Each student edition has been correlated to the Florida social studies content standards. The weekly publication has been developed to flow through the topics and cover the curriculum in a sequentially developed format.

Teacher Supplement – The teacher supplement provides instructionally sound lessons and implementation suggestions for the entire school year. The teacher supplement is formatted to include components such as learning target statements, literature links, academic vocabulary development, strategic questions focused on relevance and rigor, common misconceptions and background information. Each teacher supplement additionally provides suggestions and support for English learners, developing learners and gifted and talented learners. A writing and technology section provide opportunities to integrate written narrative, opinion and expository writing practice as well as the use of technology to supplement and enhance the weekly lessons. Each weekly unit also provides an end-of-the-week assessment.

Assessments – Weekly assessments are provided along with progress monitoring suggestions (Think and Review questions, weekly for grades 3-6). The assessments are formatted to include both multiple choice and extended response questions. Multiple choice questions are tied to levels of complexity as well as the use of graphics. Each extended response question requires students to cite their sources which supports practice with close reading and text based questions.

Blackline Masters – Blackline masters have been developed to support the weekly lessons as well as provide information that teachers can use to help monitor the progress of learning the content standards. Each blackline master is easily accessible and coded for both the history/social studies standards as well as the English language arts/English language development standards to help provide an integrated approach to teaching social studies.

Building Academic Vocabulary (BAV) – The vocabulary section of the teacher supplement provides weekly focus and exposure to domain-specific words that are needed for comprehension. Words that are applicable to the content found in the student edition are developed during the weekly instruction, as well as words that may give students difficulty in grasping the concept. The academic vocabulary is integrated throughout the week in activities as well as blackline masters and assessment.

Components of Studies Weekly Online Components

Online Teacher Edition (OTE) - The Online Teacher Edition provides all materials and resources online and includes such things as additional blackline masters and related media. Related media content includes videos and primary source documents. The materials are completely aligned and provide continuity in delivering the full scope and sequence of grade level standards for the year.

Online Assessments - All assessments are available online for students to take interactively.

Project-Based Assignments - A project-based assignment is included for each quarter. These assignments can be found in the blackline master section of the Online Teacher Edition.

Related Media - We have a vast media library of primary sources including virtual field trips, interviews, pictures, documents, maps, etc., and we have enhanced each of our articles with these relevant media resources. Teachers who use the online and print edition together will enjoy optimum student engagement.

Audio Reader - All student editions are also located online and provide an audio reader format that provides students an opportunity to hear the text being read to them from a real person as well as see each word in the text highlighted as it is being read.

Incentive Game - With each student's individualized account, they not only can read the articles and take the online assessments, they also have access to Revere the Rat. Revere is an avatar, animated rat that lives in a cage in the Studies Weekly classroom. Students earn points for their avatar by reading articles, taking tests or answering the differentiated questions attached to the related media. Once students have earned their points, they can spend them on embellishments for Revere's cage.

Student Learning Index (SLI) - Administrators have access to the Student Learning Index on their online Studies Weekly dashboard. We correlate every assessment whether it be in a quiz, quarterly assessment, crossword or other game, etc. to the content standards. This tool allows administrators to see how many students have been assessed on each standard and what their success rate is.

Connection to the Florida Framework and Content Standards

Studies Weekly follows the Florida framework criteria which includes:

- A. Alignment with Curriculum Requirements
- B. Level of Treatment of Content
- C. Expertise for Content Development
- D. Accuracy of Content
- E. Currentness of Content
- F. Authenticity of Content
- G. Multicultural Representation
- H. Humanity and Compassion

All material in the student edition, teacher supplement and online components are tied and correlated to the Florida history and social studies content standards, English language arts and English language development standards.

The lessons have been developed by teachers and are paced to provide a full instructional course for the entire school year. Each unit has been coordinated to emphasize the standards that are relevant. Progressions across each grade level to the next can be seen as evidence by adherence to the Florida framework in the development of the scope and sequence for instruction.

The instructional materials provide universal access teaching suggestions, as well as information on differentiation. The materials that are provided are ready to use and require minimum modifications.

The materials provide clear directions for teachers and differentiate between teacher support and instructional delivery. When delivered as designed, the Studies Weekly program will provide all curriculum concepts that a student should know and be able to do at each grade level.

A Typical Week with Studies Weekly

1 period = (Grades 3-6): 45 minutes to 1 hour

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduction and BAV (1 period)</p> <ul style="list-style-type: none"> • Present the learning target statement. • BAV: Introduce the weekly vocabulary words. If grade appropriate, post the words in the classroom. • Begin reading and discussing the cover story. • Read and discuss the article(s) on Page 1. • Ask the Teacher Guided Questions for the Cover Story. 	<p>Lesson (1 period)</p> <ul style="list-style-type: none"> • Review BAV words and topics discussed on Day 1/Page 1. • Read and discuss the Lesson on Pages 2-3. • Ask the Teacher Guided Questions for the Lesson. • Choose content-related activities, writing prompts and/or blackline masters for students to complete independently/cooperatively. 	<p>Lesson Continued (1 period)</p> <ul style="list-style-type: none"> • Review BAV words and topics discussed on Days 1 and 2/Pages 1-3. • Read and discuss the articles featured at the bottom of Pages 2 and 3. • Choose content-related activities, writing prompts and/or blackline masters for students to complete independently/cooperatively. 	<p>Page 4 Activities/Project Extensions (1 period)</p> <ul style="list-style-type: none"> • Review BAV words and concepts discussed in the unit. • Assign/Complete the Page 4 activities independently/cooperatively. • Choose content-related activities, writing prompts and/or blackline masters for students to complete independently/cooperatively. • Review unit concepts for the assessment. 	<p>Assessment (1 period)</p> <ul style="list-style-type: none"> • Have students take the weekly assessment online or distribute hard copies for students to complete. • To conclude the lesson, choose an activity, blackline master or writing prompt not completed earlier in the week.

Studies Weekly Journal

Throughout the teacher supplement, you will see suggestions for the implementation of a social studies journal. The journal will help students with note taking, organization and overall comprehension and reflection of their understanding of the content. While the journal suggestions below are encouraged, they are not necessary to complete with every weekly unit.

Suggested Journal Components

- 1. BAV (Building Academic Vocabulary) Words:** Students should write the weekly vocabulary words followed by a definition derived from the context clues in the student text.
- 2. Any notes** taken during the lesson.
- 3. Think & Review Answers:** Students should use complete sentences to answer the Think & Review questions usually found on Page 4 of the student edition.
- 4. Let's Write:** Writing Prompt Response
- 5. Weekly Reflection:** Students should list the learning target statement, write the hardest/easiest vocabulary words for them, write their favorite facts (3-5) from the unit and write about how the unit connects to their life.

Assessments

The weekly assessments are designed with extended response questions and multiple choice questions. The extended response questions are always the first and last questions on the assessment. Students should use complete sentences and cite the source of their answer. An example citation could be, "I found the answer in the second paragraph of 'From Sea to Shining Sea' on Page 2."

Here are three suggestions for assessment implementation:

1. Copy the answer sheet included in this booklet. The sheet was designed to aid in teaching students how to transfer their answers to a bubble sheet accurately. The sheet also includes writing lines for the extended response answers. Copy only the multiple choice portion of the assessment. Prior to the assessment, distribute answer sheets and the Studies Weekly magazine to each student. Do not hand out the multiple choice questions yet. Display or write the extended response question on the board. After students have completed the extended response question, they turn in the Studies Weekly magazine and pick up the multiple choice questions. This allows them to cite the source of the extended response but requires them to answer the multiple choice questions without the help of the magazine.
2. Copy the entire test page from this Teacher Supplement. Have students use the magazine to complete the extended response question the day before the multiple choice part of the assessment. On the day of the test, collect the magazines and have students answer the rest of the questions.
3. To mimic standardized testing, allow students to use their weekly magazine to answer all assessment questions.

Differentiated Instruction for Assessments: Students with special needs might find the extended response portion of the assessment difficult. You can have these students highlight the answer in the magazine. As the year progresses, guide students in transferring the highlighted answers and the citation to the answer sheet or test page.

Name _____

Date _____

Assessment Answer Sheet
Week: _____

1. _____

2. (A) (B) (C) (D)

7. (A) (B) (C) (D)

3. (A) (B) (C) (D)

8. (A) (B) (C) (D)

4. (A) (B) (C) (D)

9. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

10. _____

What is rigor and relevance?

Rigor – measured on a thinking continuum based on a knowledge taxonomy

Relevance – measured on an action continuum moving from acquisition to application of knowledge

- In many states, the Department of Education uses a modified Webb's Depth of Knowledge Taxonomy and this overlaps Bloom's Taxonomy.
- This framework was developed by the staff at the International Center for Leadership in Education.
- The framework identifies Cognitive Complexity levels. In classrooms across America we are asking students to think in a complex way by applying their knowledge and then analyzing the results while making multiple connections.

Cognitive Complexity levels are classified as **LOW**, **MODERATE** or **HIGH**.

Remember, some levels do overlap.

- Here are some examples of **LOW** level complexity tasks: sequence, define, explain, label
- Here are some examples of **MODERATE** level complexity tasks: interpret, modify, compare, contrast, summarize, infer
- Here are some examples of **HIGH** level complexity tasks: judge, recommend, hypothesize, investigate, analyze

Relevance is really knowledge in action! In order to move students from acquisition to application teachers need to create or utilize lessons that allow students to use current data from real world situations.

Here is the continuum for relevance:

1 = Knowledge in discipline

2 = Apply knowledge in discipline

3 = Apply knowledge across disciplines

4 = Apply knowledge to real world predictable situations

5 = Apply knowledge to real world unpredictable situations

Common Differentiated Instruction Strategies

- Make abstract concepts more concrete through the use of photos, pictures, graphs, realia, etc.
- Provide more or less structure and support as needed.
- Provide additional resources/alternative resources for students to use during activities, projects and lessons (e.g online audio reader).
- Provide students with frequent feedback.
- Pair lower-functioning students with a higher-functioning peer.
- Extend time to complete tasks as needed.
- Chunk the task (break task into smaller tasks and possibly provide a checklist).
- Reduce the number of problems to show mastery (e.g. complete 10 math problems instead of 20).
- Allow students to choose different types of methods to learn and complete projects (3x3 – The teacher provides appropriate choices, and the student selects from a “choice board.”).
- Provide whole-group, small-group and individual instruction.
- Incorporate lessons designed to reach different intelligences (Gardener’s Multiple Intelligences theory).

Recommended Reading Strategies (Grades 3-6)

- Place text in students' hands.
- Provide a variety of reading materials of differing levels.
- Plan for interdisciplinary lessons.
- Use the Exit Ticket method for a quick assessment of content taught.
- SQ3R – Survey, Question, Read, Recite, Review
- Model ways of thinking and strategizing.
- RAFT writing – Role, Audience, Format, Topic for writing based on reading
- Reciprocal Teaching – Students should work with a peer to summarize, question, clarify and predict the lesson.
- Visual imagery – Students should draw a picture of what they are reading. Or they can write using sensory language.
- DRTA – Directed (orient to task) Reading (make predictions before each part) Thinking (confirm/deny predictions) Activity
- Think-Pair-Share – Students think about a topic or passage, pair up and then share in short bursts as a class.
- Inquiry Chart – The tops of columns have questions about the topic; The rows have different sources used to answer Questions.
- Teacher Think-Aloud – Model what's going through your head as you read.
- Use “I wonder...” statements during instruction.
- Sticky Notes - Use sticky notes to mark sections in a text that students would like to return to. You can also mark difficult sections for which they require clarification. For instance, students can mark powerful or clear passages they would like to share with others. These stopping places can be used to foster discussion and inspire writing.
- Reader's Theater – Use dramatic presentation to reinforce scenes, stories, poems, etc.
- Root & Affix – Use letter tiles or roots/affixes on flashcards to build words.