

Ohio

High Quality Instructional Materials



“The time a child spends in school is precious,”¹ reads Ohio’s Department of Education and Workforce website. Which is why the website includes a section called “Ohio Materials Matter” — part of an initiative to connect teachers with high quality instructional materials (HQIM).

Sometimes procuring HQIM is difficult. To help supplement a lesson, teachers may turn to online a la carte resources. However, according to one study cited by the DEW, “clarity and instructional guidance for teachers are weak, and many resources fail to align to the academic standards to which they claim alignment.”²

Thus, the state has put together a program that helps districts, schools, and teachers find the best HQIM. It has four basic criteria. The material must:

- Be standards-aligned
- Be coherent in scope and sequence for grade-level lessons and unit plans
- Use evidence-based instructional strategies and embedded formative assessments that support data-driven instruction.
- Use educative materials that provide implementation support for educators to ensure all students’ learning needs are met.

One popular HQIM that meets each of these criteria is the social studies, science, and health & wellness curricula offered by Studies Weekly.

The Studies Weekly student edition is a year-long, colorful, newspaper-style consumable that can be sent home each week or can be highlighted and cut and glued into interactive notebooks. Each weekly publication contains articles and other content including rich images and graphics to support student understanding.

While the student editions provide engaging and explicit standards coverage,³ along with strong vertical alignment and evidence-based instructional strategies, even more value can be found in the Teacher’s Edition. This guide provides teaching material and strategies for each article or activity

from the student edition, including background knowledge, vocabulary words, lesson plans, classroom activities, reteaching strategies, ELA connections, assessments, literature connections, and even videos. Teachers are provided with many approaches to the content so that they can reach each of their students.

Standards Alignment

Standards alignment is always the first priority at Studies Weekly. When we begin working on a state publication, we map its standards out in detail and make sure that every one of them is covered in depth. We also bring in teachers and administrators from the state to get their perspectives on how to interpret each standard.

For example, standard three in Ohio’s Grade 4 reads: “Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.”

This standard is covered over the course of many articles, two of which are pictured below.

Paleo-Indians

The Paleo-Indians were **nomadic**, meaning they traveled from place to place looking for food. They hunted large animals, such as mammoths, ground sloths, bison, caribou, and others. They traveled in small bands of 20 to 50 people. They built simple shelters using sticks, branches, and animal skins. They also looked for natural shelters like caves. The Paleo-Indians also ate

Building of Forts and Trading Posts

During the 17th and 18th centuries, the French and British established multiple forts and trading posts in Ohio. Forts were often constructed near settlements and trading posts to protect the colonists and economic activities in the area. European settlement in Ohio ultimately led to conflict between the French, British, and the tribes of Ohio.

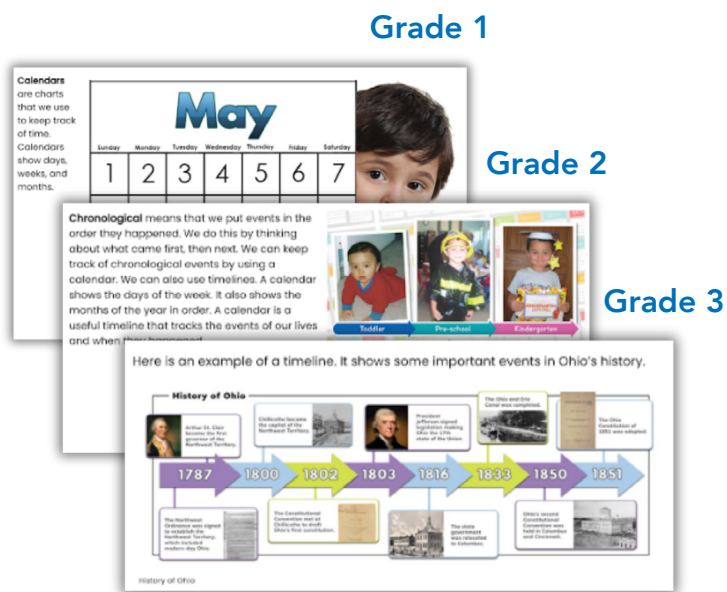
Fort/Trading Post	Country of Origin	Date Established	Location
Upper Sandusky Trading Post	French	1745	Upper Sandusky
Fort au Glazé	French	1748	Located near Wapakoneta along the Auglaize River
Tawatawki Town Trading Post	British	1750	Located in present-day Shelby County
Miami Trading Post	British	1750	Located near Defiance, along the banks of the Maumee River <i>*Note: French forces captured the British trading post in 1751.</i>
La France Post	French	1751	
St. Mary's Trading Post	French	1760	Located along St. Mary's River
Lower Sandusky Trading Post	British	1764	Located near present-day Fremont

Coherent Scope and Sequence

To make its materials coherent, Studies Weekly uses vertical alignment. We start students at a basic understanding of a concept and then build on it as they move up through grade levels. For example, the Ohio State Standards start the

Grade 1 history strand with “Time can be divided into categories (e.g., months of the year, past, present and future).” In Grade 2, the standard builds on the concepts developed in Grade 1. “Time can be shown graphically on calendars and timelines.” And then the first standard in Grade 3 reads “Events in local history can be shown on timelines organized by years, decades and centuries.”

Studies Weekly covers this progression as partially demonstrated in these examples:



Evidence-based instructional strategies and embedded formative assessments

Studies Weekly bases its instructional strategies on the research of John Hattie, Timothy Shanahan, Jeff Zwires, and others. Following John Hattie’s lead, Studies Weekly tailors its publications to students’ cognitive development stage, builds in opportunities for classroom discussion and questioning, and provides explicit teaching and direct instruction.

Using Timothy Shanahan’s research, Studies Weekly combines reading and writing to build up students’ knowledge and facility in both. Jeff Zwires has found that building up a student’s knowledge of a discipline’s academic discourse is an excellent route to learning. Studies Weekly provides many opportunities to learn discipline-specific

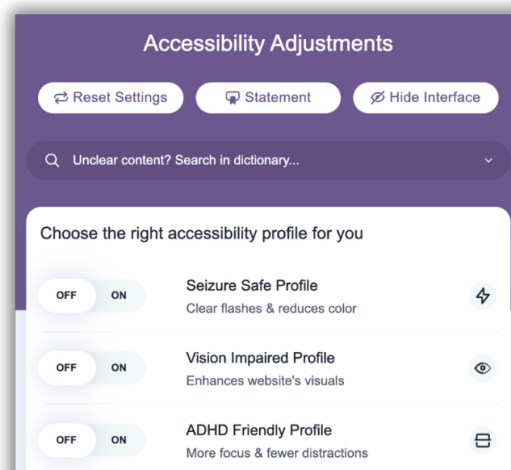
vocabulary and the structures a discipline uses to frame knowledge.

As students make their way through Studies Weekly material online, they encounter embedded formative assessments that help them recall and solidify their learning. The assessments also help teachers to keep track of each student’s progress.

Support for educators to ensure all students’ learning needs are met

While the Student Edition provides engaging and explicit standards coverage, even more value can be found in the Teacher’s Edition. This guide provides teaching material and strategies for each article or activity from the student edition, including background knowledge, vocabulary words, lesson plans, classroom activities, reteaching strategies, ELA connections, assessments, literature connections and even videos. These resources provide flexible paths so that there is a full year of materials with additional libraries of articles and media to access for enrichment and differentiation.

Studies Weekly also offers a customizable-by-student suite of tools so that the online platform can provide additional supports, like a variable speed audio reader or ADHD-focused reading panels.



Studies Weekly shares Ohio’s dedication to student success and strives to be the best among HQIM. As an all-in-one curriculum product for social studies, we draw from decades of experience, the latest research, and a passion for education.

¹ “Ohio Materials Matter,” Ohio Department of Education and Workforce, <https://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Resources/High-Quality-Instructional-Material>.

² Morgan Polikoff, Jennifer Dean, “The Supplemental Curriculum Bazaar: Is What’s Online Any Good?” Thomas B. Fordham Institute, <https://fordhaminstitute.org/sites/default/files/publication/pdfs/20191210-supplemental-curriculum-bazaar0.pdf>.

³ Studies Weekly maintains documents that show how its material is aligned to Ohio state standards. These documents are available upon request.