

# Program Guide



## Exploring Social Studies CALIFORNIA EDITION



Teacher Created Materials  
PUBLISHING

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# WELCOME



Dear Educators,

For today's students to learn crucial critical-thinking and problem-solving skills, it is necessary to reach beyond the textbook. At Teacher Created Materials, we understand that an integrated and innovative approach to content-area instruction helps prepare your students for college and career. The educational materials we create have been designed *by teachers for teachers* and students since 1977. Our research-based resources are developed to meet California state standards and encourage a lifelong love of learning—making teaching more effective and learning more fun!

This is why we're proud to present *Exploring Social Studies: California Edition*, our newest standards-based series designed to meet your curriculum needs. This complete K–5 series offers an integrated English language arts curriculum in a non-textbook format that specifically addresses California content standards for history-social science, English language arts, and English language development. Plus, we've made sure that the lessons in *Exploring Social Studies* align with the best practices prescribed in California's History-Social Science Framework.

*Exploring Social Studies* builds literacy skills and social studies content knowledge with high-interest, leveled readers and primary sources that support small-group instruction and a Balanced Literacy approach to instruction.

We hope that you and your students will enjoy this fresh approach to social studies instruction. Your goal is our goal: to create a world in which children love to learn!

Your partner in education,

A handwritten signature in blue ink that reads 'Corinne Burton'. The signature is written in a cursive, flowing style.

Corinne Burton  
President, Teacher Created Materials



# PROGRAM OVERVIEW





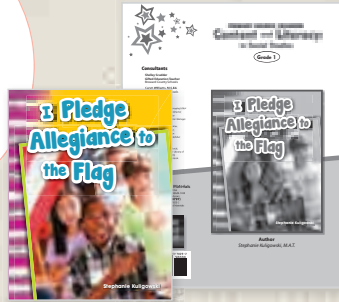
# CONTENT

*Exploring Social Studies: California Edition* uses an integrated English language arts approach to address California content standards for history-social science, English language arts, and English language development. Listed below for each grade level kit are the six units that focus on thematic social studies concepts and each unit's essential question.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>K</b> <b>KINDERGARTEN</b> <b>Learning and Working Now and Long Ago</b>	<b>Rules and Working Together</b> How can we learn and work together?	<b>State and Country Symbols</b> What does it mean to be an American?	<b>My Community Then and Now</b> How is life the same as and different from the past?	<b>Local Geography</b> What is our neighborhood like?	<b>Calendars and Time</b> How do we track time?	<b>My Country Then and Now</b> What was America like long ago?
<b>1</b> <b>1ST GRADE</b> <b>A Child's Place in Time and Space</b>	<b>Responsibility and Citizenship</b> Who enforces the rules? What are the consequences if rules are broken?	<b>Geography</b> What is our community like?	<b>My Country Then and Now</b> What are important symbols, icons, and traditions of our country?	<b>My Community Then and Now</b> How is life different from the past and how is it the same?	<b>American Culture</b> How do so many different people make one nation?	<b>Economics</b> What types of goods and services are in our community?
<b>2</b> <b>2ND GRADE</b> <b>People Who Make a Difference</b>	<b>Families</b> How do families remember the past?	<b>Geography</b> Why do people move?	<b>Civics and Government</b> How does government work?	<b>Economics</b> Who provides our goods and services?	<b>Amazing Scientists</b> What scientists changed our lives?	<b>Inspirational People</b> How did inspirational people change our lives?
<b>3</b> <b>3RD GRADE</b> <b>Continuity and Change</b>	<b>Geography and Economics</b> Why did people settle in California?	<b>American Indians of California</b> Who were the first people in our community?	<b>Settling California Communities</b> Why did people move to our community?	<b>American Symbols and Landmarks</b> What landmarks and symbols exemplify American ideals?	<b>U.S. and Local Government</b> What are the reasons for rules, laws, and the U.S. Constitution?	<b>Biographies</b> Who were some American heroes who fought for freedoms?
<b>4</b> <b>4TH GRADE</b> <b>A Changing State</b>	<b>Early Settlements and Exploration</b> What was life like for native Californians before other settlers arrived?	<b>Missions and Ranchos</b> How did people's lives change because of the mission system?	<b>Gold Rush and Statehood</b> How did the discovery of gold change California and lead to statehood?	<b>Immigration and Migration</b> What role did immigrants and migrants play in California's growth and expansion?	<b>California Expands</b> What conditions furthered the state's rapid expansion?	<b>Levels of Government</b> How are the local, state, and federal governments organized?
<b>5</b> <b>5TH GRADE</b> <b>U.S. History and Geography—Making a New Nation</b>	<b>Pre-Columbian America</b> What were the similarities and differences among the various groups of American Indians?	<b>Age of Exploration</b> What were the push and pull factors for European exploration and colonization?	<b>The 13 Colonies</b> Who moved to and settled in North America, and why did they choose to live where they did?	<b>The American Revolution</b> For what reasons and how was the Revolutionary War fought?	<b>Forming a New Government</b> How did important founding documents embody the ideals of the American Revolution?	<b>The Early 1800s</b> How did immigration to the United States and migration to the West affect the country?

# CONTENT OVERVIEW FOR THIS INTEGRATED CURRICULAR PROGRAM

**Creative lesson plans** for the content-area readers feature suggestions to integrate history, geography, economics, and civics.



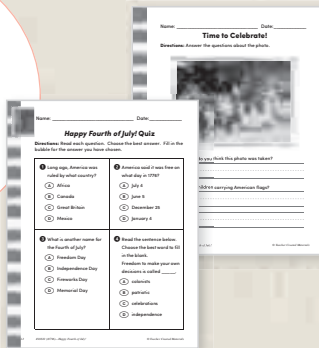
Content-Area Readers

Reader's theater materials offer multiple perspectives with visual and textual evidence.

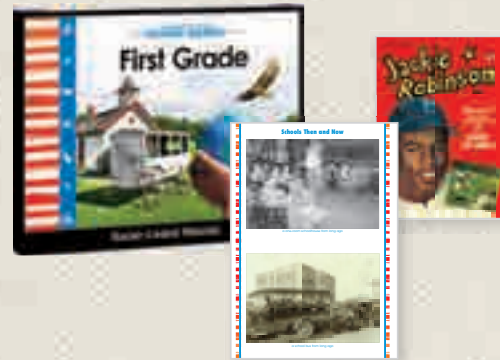


Reader's Theater Scripts

Relevant assessments guide instruction and document student understanding.

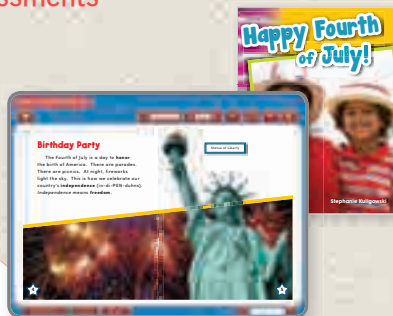


Assessments

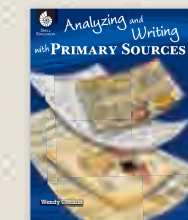


Primary Sources

Interactiv-eBooks, audio recordings, and English learner support **increase student engagement** and enhance instruction.



Interactiv-eBooks



Professional Learning Library

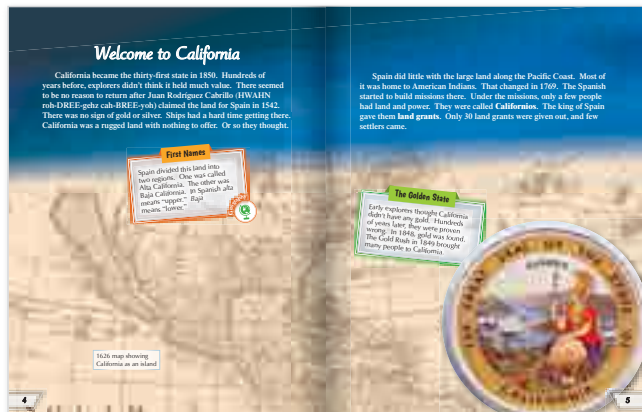
**Inquiry-based analysis** of primary sources allows students to build deep understandings of history.

**Professional resources** and **professional development** build teaching expertise.

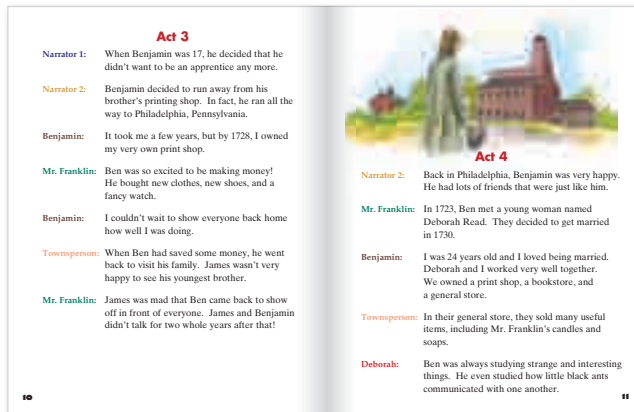


*Exploring Social Studies: California Edition* builds literacy and social studies knowledge through **content-area readers** and **reader's theater scripts**. The student texts feature dynamic primary sources that address the four disciplines of social studies. All student texts are authentically leveled and are ideal for small-group instruction during social studies instructional time or within a **Balanced Literacy** approach.

## CONTENT-AREA READER



## READER'S THEATER SCRIPT



## Reading Across the Content Areas

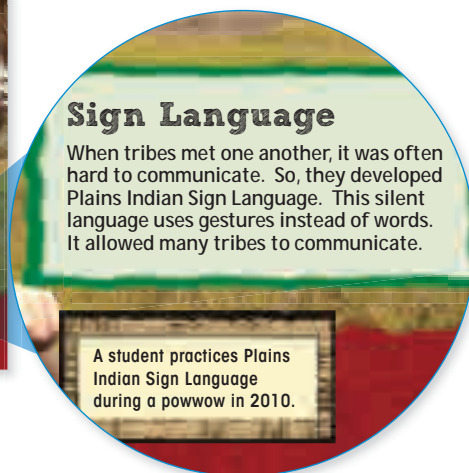
Comprehension strategies best serve students when they are employed across the curriculum and in the context of learning. *Exploring Social Studies* employs a variety of **reading comprehension strategies** and **text features** to ensure that students have many opportunities to practice literacy skills.



Content words are bolded and defined in glossaries.



Sidebars and captions support the body text.



## Twenty-First-Century Literacy Demands

To become effective and efficient readers, students must utilize **comprehension strategies** automatically and independently. Students need to read **widely, critically, deeply, closely, and socially**.<sup>1</sup> Only through engaging in meaningful activities with **diverse, rigorous texts** will students become independent thinkers who not only understand what they read but question it and explore beyond it. *Exploring Social Studies* supports learners throughout the reading process.

### BEFORE READING

Students engage in activities that set the stage for learning and make the text more relatable:

- study complex vocabulary
- analyze primary sources
- make connections with the text
- generate questions about the text

### DURING READING

Students use strategies to actively read texts closely with different purposes:

- seek text-based answers to essential questions
- examine text structure
- visualize complex content
- read to gain and extend knowledge

### AFTER READING

Students deepen their understanding and reflect on what they have learned:

- implement reciprocal reading and writing activities
- engage in research
- synthesize information
- craft written expository arguments

### A Changing California

**Directions:** Reread *California in the 20th Century*. Write detailed facts about each event in the second column. Then, describe the effect each event had on the growth of California.

Event	Detailed Facts about the Event	Effect on California's Growth
and the		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### A Changing California

**Directions:** Reread *California in the 20th Century*. Write detailed facts about each event in the second column. Then, describe the effect each event had on the growth of California.

Event	Detailed Facts about the Event	Effect on California's Growth
Immigrants moved the business from San Francisco to Los Angeles.		
Gold was discovered in California.		
California joined the United States during World War II.		
The United States fought in the Vietnam War.		
Steve Jobs started a company called Apple®.		

202 2017-18 Primary Source Readers: California © Teacher Created Materials

Many immigrants come to America looking for new **opportunities** (op-er-TOO-ni-teez). Opportunities are chances to do things and succeed (suhk-SEED). Immigrants may want a better life. Many immigrants think dreams can come true in America. All it takes is hard work. This idea is called the *American Dream*.



This advertisement from 1919 tells immigrants what America can offer them.

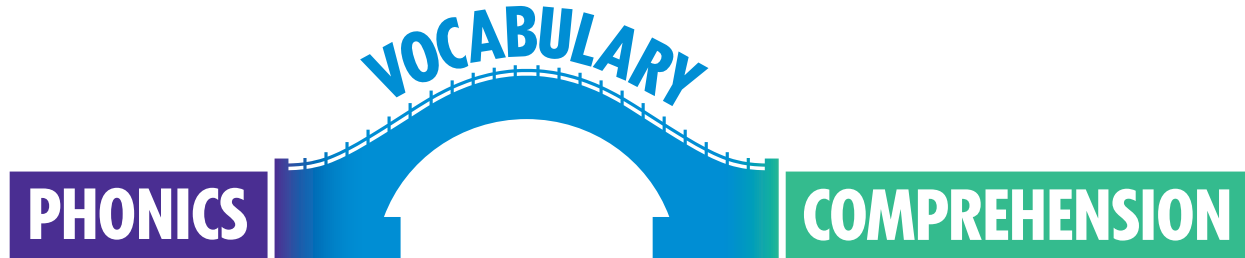
Activity pages encourage students to find textual evidence in the books.

Books include strong, leveled content and supporting visuals.



## Developing Academic Vocabulary

There is a strong connection among phonics, vocabulary knowledge, reading comprehension, and academic success.



Throughout *Exploring Social Studies: California Edition*, **vocabulary instruction** is integral to the literacy lessons. Students cannot readily learn content from words they do not understand.<sup>2</sup> Students need **explicit vocabulary instruction** before reading a text to better understand the content.

- Provide **below-level learners** with the page numbers in the book where the vocabulary terms can be found.
- Read the words aloud to **English learners**, and help them locate the words in the book.
- Challenge **above-level learners** to find synonyms to the words they used in their sentences. Have them write their sentences again with the synonyms, and see if the sentences still make sense.

Vocabulary Word	Understanding (1, 2, or 3)	Define the word using content from <i>Biddy Mason: Becoming a Leader</i>	Page #
commercial			
compassion			
discrimination			
invested			
legacy			
midwife			

**Challenge:** Write a sentence using a minimum of three of the words.

**Context-embedded vocabulary activities support comprehension.**

Reading is even more complicated for **English learners** and **struggling readers**. It is not enough to give students lists of words and have them look up definitions in dictionaries or glossaries. Learners need **context-embedded vocabulary activities** that acquaint them with the necessary and most central words for comprehension of the content. *Exploring Social Studies* includes vocabulary activities designed to **familiarize students** with new vocabulary words, **promote authentic practice**, and encourage the **understanding of meanings in context**.

## Writing Across the Curriculum

Throughout *Exploring Social Studies* there are opportunities for students to **write analytically** from both text and visual sources. A wide variety of writing assignments **encourage discussion, develop critical-thinking skills**, and help students become **actively engaged**. Writing is woven throughout the lessons and includes diverse activities that allow students to demonstrate mastery of content.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### My Prediction

**Directions:** Draw and write (or dictate) what you think the book will be about.

I think the book will be about...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© Teacher Created Materials 24512 (11/12/12)—Workers in My City 9

Students make text-based inferences and predictions.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### A Special Celebration

**Directions:** Imagine that you have a friend in another country. Write a letter to tell your friend about the Fourth of July. Then, draw a picture of the Fourth of July on the back of this page.

Dear \_\_\_\_\_ (Name)

(Date)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_ (Your Name)

© Teacher Created Materials #10022 (6/7/06)—Happy Fourth of July! 9

Students write letters and diary entries.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### A Special Celebration

**Directions:** Imagine that you have a friend in another country. Write a letter to tell your friend about the Fourth of July. Then, draw a picture of the Fourth of July on the back of this page.

Dear \_\_\_\_\_ (Name)

(Date)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### You Decide

**Directions:** In the box below is an idea for a new law. Do you think it should become a law? Write a paragraph that explains why you agree or disagree with the new law.

**Law:** All students must play on a sports team.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© Teacher Created Materials #10711 (08/17)—You and the Law 9

Students craft argument or opinion essays.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Colonizing California

**Directions:** Think about what you learned from reading *Exploration of California*. Read the prompt, and revisit the book. Find evidence to support your opinion on the question. Then, use that evidence to create a comic strip that answers the question. On another sheet of paper, write a paragraph that explains your comic strip.

Why did Europeans come to California?

© Teacher Created Materials 28570—Primary Source Reader: California 71

Students create comic strips.

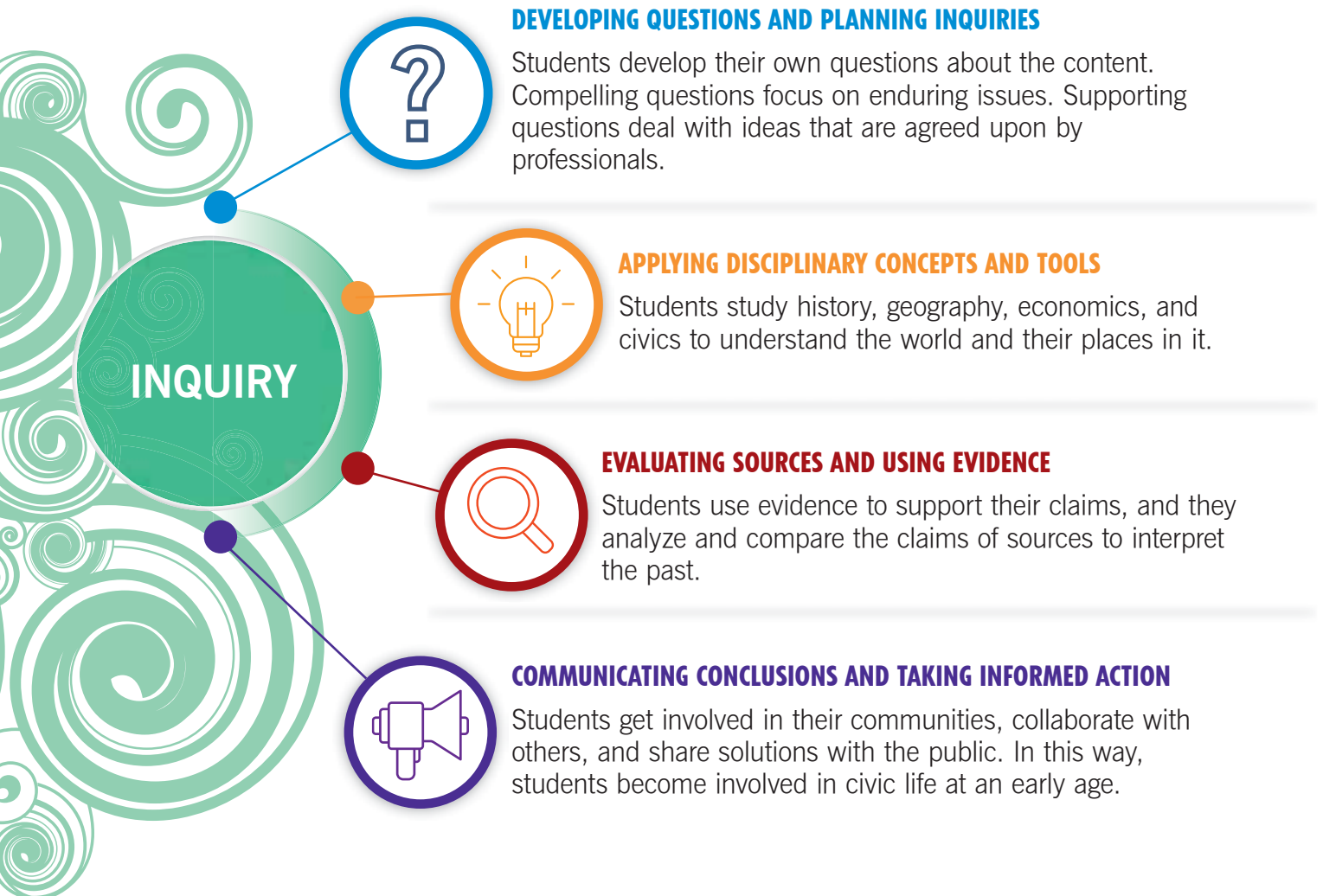


# INQUIRY

*Exploring Social Studies: California Edition* encourages an inquiry approach to social studies instruction. This approach enables students to deeply analyze primary sources in a variety of formats. This also helps students **build their own understandings** of historical events through multiple perspectives and facilitates **authentic discussions** among students.

## Teaching with the C3 Framework

The C3 Framework is organized into four dimensions as a means of engaging students in rigorous learning of the concepts, skills, and disciplinary tools they need to prepare for college, career, and civic life. The four dimensions are known as the *Inquiry Arc*.<sup>3</sup>



## Inquiry-Based Learning for the Twenty-First Century

It is important for educators today to prepare students for the lives they will lead outside the classroom. Inquiry-based learning pushes students to **ask questions**, **think critically** to answer those questions, **synthesize** their ideas, and **draw conclusions**. *Exploring Social Studies* provides the following inquiry components:

**DISCUSSION QUESTIONS** challenge students to think critically about a time period or topic.

**DOCUMENT-BASED ASSESSMENTS** provide opportunities for inquiry skills practice.



**Los Angeles Aqueduct**

**Historical Background Information**  
The Los Angeles Aqueduct (LAA) was a large project. It brought water to the city of Los Angeles. The water came from the Owens River Valley. The water was taken to a reservoir in the Owens River Valley. The water was then pumped to a reservoir in the Los Angeles basin. The water was then pumped to the city of Los Angeles. The water was then pumped to the city of Los Angeles.

**Analyzing History**  
**Remembering**  
Make a list of sources for fresh water. Why was the LAA necessary?  
**Understanding**  
What elements made the aqueduct such a large project?  
**Applying**  
How can this project's difficulties help plan and build future aqueducts?  
**Evaluating**  
Why did the government of California support the LAA?  
**Creating**  
Imagine you are establishing a new city. Consider a presentation you could give to the government about why they should support building an aqueduct for the city.

**Historical Writing**  
**Fiction**  
Write a dialogue between the planners of the aqueduct and a farmer from Owens River Valley about water usage in California.  
**Nonfiction**  
Write a newspaper article about the construction of the LAA.  
**History Challenge**  
Research the role of William Mulholland in building and construction of the LAA.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Follow the Rules**  
Directions: Answer the questions about the sign.

1. What is the purpose of this sign?  
.....  
.....  
.....

2. Why do you think someone put up this sign?  
.....  
.....  
.....

**PRIMARY SOURCE ANALYSIS ACTIVITIES** engage students in real-life social studies content.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Report Card**  
Directions: The subjects from the report card are below. Color the bubbles that have subjects you also study.

Write any other subjects you study:  
.....  
.....

**Analyzing History**  
**Remembering**  
Make a list of sources for fresh water. Why was the LAA necessary?  
**Understanding**  
What elements made the aqueduct such a large project?  
**Applying**  
How can this project's difficulties help plan and build future aqueducts?  
**Analyzing**  
Why did the government of California support the LAA?  
**Evaluating**  
What were the strongest arguments against the aqueduct?

**Historical Writing**  
**Fiction**  
Write a dialogue between the planners of the aqueduct and a farmer from Owens River Valley about water usage in California.  
**Nonfiction**  
Write a newspaper article about the construction of the LAA.  
**History Challenge**  
Research the role of William Mulholland in building and construction of the LAA.

**OPEN-ENDED ACTIVITIES** prompt students to think deeply about the content.

**Kaiser Shipyards**

**Historical Background Information**  
The first Kaiser shipyard was built in 1906. It was built to help prepare the United States for World War I. The shipyard was able to build many ships for the United States Navy. The shipyard was able to build many ships for the United States Navy. The shipyard was able to build many ships for the United States Navy.

**Analyzing History**  
**Remembering**  
Why was it important for the United States to build the Kaiser shipyard?  
**Understanding**  
What techniques in the photograph helped produce ships quickly?  
**Applying**  
What effects did the Kaiser shipyard's success have on California's economy?  
**Evaluating**  
In what ways did World War II change the workplace for women?  
**Creating**  
Imagine you work for Kaiser Shipyards. Write a newspaper article about the shipyard's success and explain why a worker should apply to Kaiser Shipyards.

**Historical Writing**  
**Fiction**  
Write a "day in the life" diary entry of a worker at a Kaiser shipyard.  
**Nonfiction**  
Interview a woman who works outside of the home. Write five questions that focus on her work and how it changed her life outside her job. Be sure to record her answers and make a transcript of the interview.  
**History Challenge**  
Research the poster entitled "Rosie the Riveter." Why did this poster become iconic with the workforces of World War II?

...at a Kaiser shipyard.

**Nonfiction**  
Interview a woman who works outside of the home. Write five questions that focus on her work and how it changed her life outside her job. Be sure to record her answers and make a transcript of the interview.

**History Challenge**  
Research the poster entitled "Rosie the Riveter." Why did this poster become iconic with the workforces of World War II?

# CITIZENSHIP

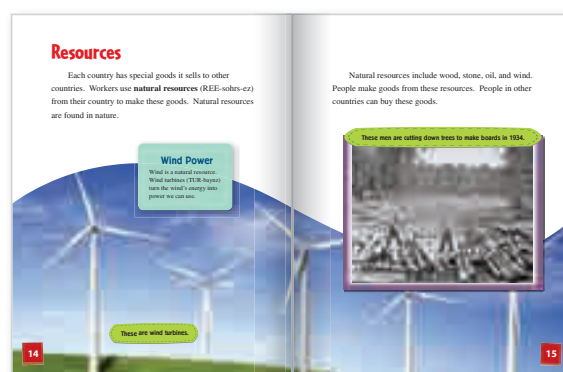
Whether students are studying American history, world geography, or economics, an underlying goal of social studies education is to prepare students to fulfill their **citizenship responsibilities**. *Exploring Social Studies: California Edition* incorporates primary sources into the program as an effective way to teach **critical thinking** about complex content. Many primary sources reinforce **responsible citizenship actions**, such as voting and petitioning the government.<sup>4</sup>

## Primary Sources

By using an inquiry approach, students are put into the position of being historians who must analyze primary sources. Rather than being told what to think, students discover social studies for themselves through studying **multiple perspectives** and **points of view**.



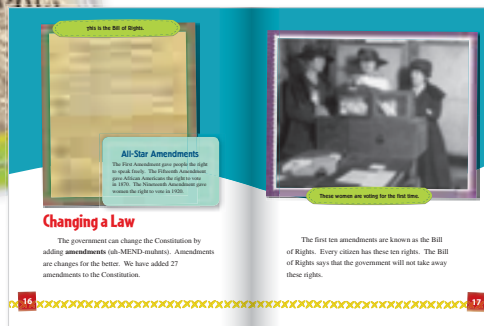
Photographs and documents make history more relevant to students.



Student texts engage students visually with primary sources.

## Student Texts

Each kit contains student texts that specifically address **citizenship** and **civic values**. These texts provide valuable opportunities for direct instruction on grade-appropriate civics topics.





## Your Turn! Activities

Specific activities in the student texts encourage students to get involved in their schools and communities. These activities support the goal of **civic engagement** in today's youth.



### Our Laws

This photo shows a girl following the law by wearing her seat belt. This law helps keep her safe. If you had to write a new law that would keep people safe, what would it be? Write your law. Share it with your family.

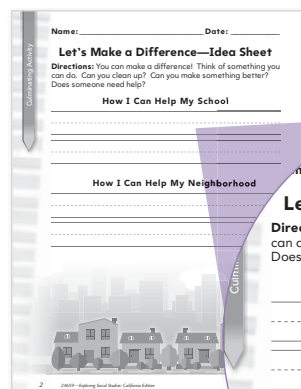


## Citizenship and the FAIR Act

The learning materials in *Exploring Social Studies* are Fair, Accurate, Inclusive, and Respectful as called for in the *California History-Social Science Framework*. The images in the student readers and the primary source collections represent **diverse families and leaders**. Special callouts in the lessons allow students to compare and contrast the texts to their own experiences. This helps foster classroom discussions about **diversity**.

## Culminating Activities

The culminating activities allow students to show what they have learned in **engaging** and **collaborative** ways. Students will work in groups to identify and **solve problems** in their schools, communities, nation, or the world.



### Let's Make a Difference—Idea Sheet

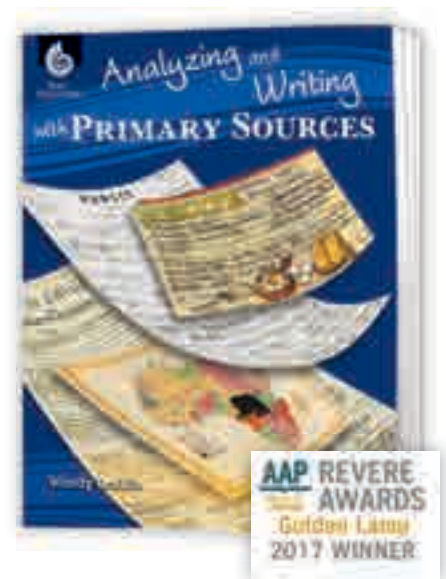
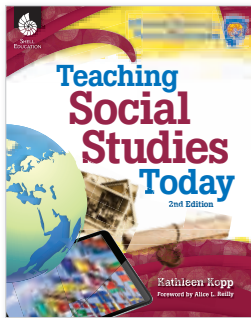
**Directions:** You can make a difference! Think of something you can do. Can you clean up? Can you make something better? Does someone need help?

#### How I Can Help My School

#### How I Can Help My Neighborhood

# INSTRUCTIONAL STRATEGIES

*Exploring Social Studies: California Edition* includes three books in a Professional Learning Library. This collection is designed to help teachers strengthen the instructional strategies they use in their classrooms. Each professional resource connects to key components of the program and provides teachers with additional support.



## Reading Levels

*Exploring Social Studies* uses **complex and compelling texts** to teach social studies content. These texts have been leveled with a focus on **scaffolding the readability** to make the content accessible. A range of reading levels is provided in each kit to give teachers the flexibility to use a variety of groupings and instructional settings to teach social studies.

## Differentiating for All Learners

Today's classrooms are filled with students of varying backgrounds, reading abilities, and learning styles. All teachers need to differentiate instruction and respond effectively to the needs of **diverse levels of learners**. *Exploring Social Studies* includes specific callouts, which differentiate what is taught, how it is taught, and the products students create to show what they have learned.

### ABOVE-LEVEL LEARNERS

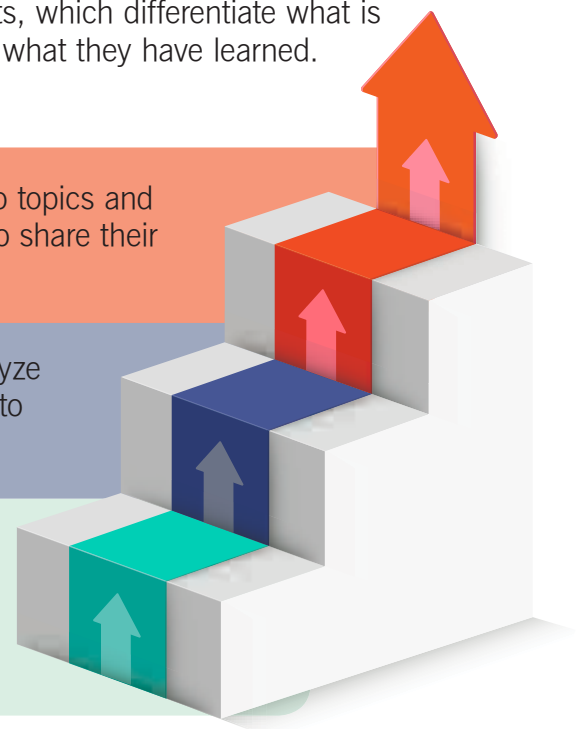
Students are encouraged to excel by delving more deeply into topics and concepts. Open-ended activities allow above-level students to share their learning in diverse ways.

### ON-LEVEL LEARNERS

Support is provided for on-level students to successfully analyze texts and primary sources. Multiple perspectives are studied to encourage critical thinking.

### BELOW-LEVEL LEARNERS

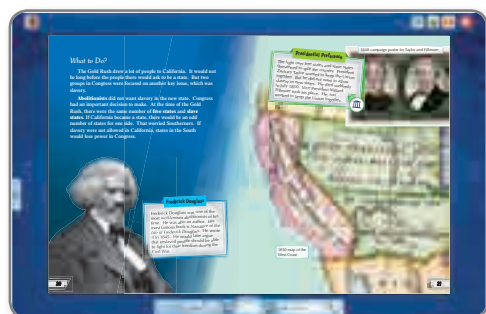
Suggested differentiation strategies help teachers vary instructional techniques and materials to make content more concrete. These strategies offer extended support for below-level learners.



## English Learner Support

English learners are being introduced to content and language simultaneously. Although they may have acquired social language skills, the language of school is academic in nature. Support is provided for **emerging**, **expanding**, and **bridging** English learners. Scaffolding is provided to add context to the language and to connect the content to the students.

- Extra time is given to practice **applying vocabulary** from the text.
- **Context** is built into the texts and activities.
- **Content** is supported through graphics, illustrations, and other visual images.
- Listening, speaking, reading, and writing activities support the **four domains of language acquisition**.



## Differentiation Tools in This Program

In addition to specific differentiation strategies in the lessons, *Exploring Social Studies* includes a variety of tools to help teachers differentiate instruction.

- **Audio recordings** of texts model fluency and support **below-level learners** and **English learners**.
- **Interactiv-eBooks** support student learning through video, audio, and other digital tools.
- **Graphic organizers** support visual learners and language learning.
- **Leveled student texts** support above-, on-, and below-level learners.

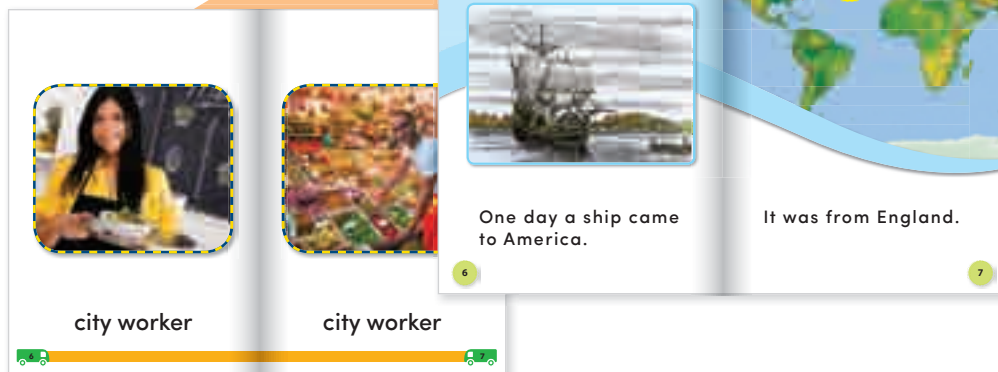
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Colonial Words**

Directions: Find each word in the text. Record the sentence in which it first appears. Then, write a definition for each word.

Word	Word in context	Definition
apprenticeships		
artisans		
commercial economy		
indentured servants		
merchants		
profitable		

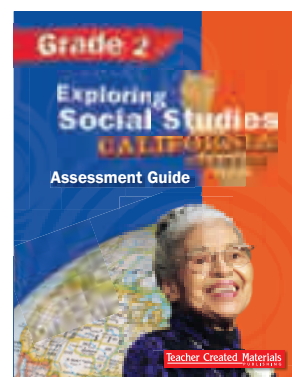
© Teacher Created Materials 22067 (1/2022)—The Middle Colonies: Breadbasket of the New World 9





# ASSESSMENT

Assessment guides teacher decisions and improves student learning. *Exploring Social Studies: California Edition* offers multiple assessment opportunities. The assessments require students to demonstrate **chronological thinking**, **comprehension** of content-area readers, and the ability to write **evidence-based responses**.



PHOTOGRAPH CARD ACTIVITIES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Water Shortage Sign

Directions: Use the sign to answer the questions.

- What message is this sign sending?
- Why did the farmer post this sign in his field?
- Why do you think water was cut for farmers in California during these years?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Mexican Rule of California Quiz

Directions: Read each question. Fill in the bubble for the best answer.

- What most accurately describes the land grants given by the Mexican government?
  - ☐ Land was given to people for free to bring more settlers.
  - ☐ American Indians were given some of the land.
  - ☐ American citizens could buy land.
  - ☐ Very few people wanted the land grants.
- How did Mexican rule change life for American Indians?
  - ☐ American Indians married Mexican men and women.
  - ☐ American Indians became expert horse riders.
  - ☐ American Indians became leaders of religious schools.
  - ☐ American Indians were given rights but were still treated poorly.
- Which statement is most correct about both Spanish rule and Mexican rule of California?
  - ☐ American Indians suffered and were mistreated.
  - ☐ Californians set up ranches that were near the coast.
  - ☐ Farmers made more money digging for gold.
  - ☐ Priests had most of the power.
- Why did Mexicans NOT come to Alta California?
  - ☐ The ocean voyage was dangerous and long.
  - ☐ It was too far away from Mexico City.
  - ☐ The climate was too different.
  - ☐ There was not enough land.
- How did Mexico lose control of California?
  - ☐ They forgot about it, and new explorers claimed it.
  - ☐ They gave it to American Indians.
  - ☐ The United States bought it.
  - ☐ Great Britain stole it.
- Mexico opened up California to trade and increased its \_\_\_\_\_.
  - ☐ borders
  - ☐ language
  - ☐ diversity

- **Multiple-choice quizzes**—Each student text includes a quiz with grade-appropriate multiple-choice questions. These short assessments include evidence-based questions as well as vocabulary questions.
- **Document-based assessments**—Each student text and primary source includes a relevant document-based assessment. These constructed-response questions guide students in analyzing evidence.
- **Oral reading records**—Each content-area reader includes an opportunity to check reading fluency by conducting an oral reading assessment.
- **Unit quizzes**—Students apply what they have learned and demonstrate critical-thinking skills as they respond to questions and craft responses to each unit's essential question.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Respect the Rules! Oral Reading Record

Total Word Count	Words	Correct	Errors	Score
1	1			
2	2			
3	3			
4	4			
5	5			
6	6			
7	7			
8	8			
9	9			
10	10			
11	11			
12	12			
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15	15			
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35	35			
36	36			
37	37			
38	38			
39	39			
40	40			
41	41			
42	42			
43	43			
44	44			
45	45			
46	46			
47	47			
48	48			
49	49			
50	50			

Error Rate: ☐ Self-Correction Rate: ☐ Accuracy Percentage: ☐ Time: ☐

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Responsibility and Citizenship Quiz (cont.)

#### Essential-Question Response

Directions: Use words and pictures. Answer these questions:

**Who enforces the rules? What are the consequences if rules are broken?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

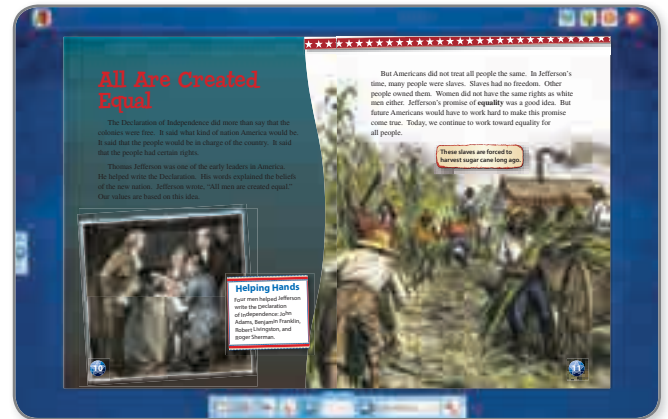
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# DIGITAL RESOURCES

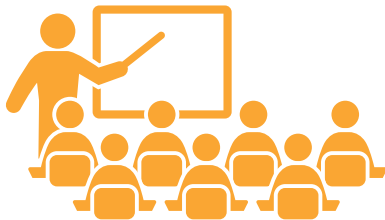
## Using Technology to Improve Literacy

Research shows that “technology—when implemented properly—can produce significant gains in student achievement and boost engagement.”<sup>5</sup> Students need to use technology to “explore and create” rather than simply as practice or test preparation.

The digital resources provided in *Exploring Social Studies* offer opportunities to add **greater accessibility** beyond print resources through images, audio recordings, videos, and Interactiv-eBooks (leBs). These resources **enhance student learning** in a variety of instructional settings, **support English language acquisition**, and further content and literacy learning.



## Instructional Settings for Digital Pathways



### WHOLE CLASS

This grouping is best suited for introducing a text or for teaching specific content-area concepts. In this setting, every student engages with the same text at the same time. Projecting leBs or primary sources creates a large canvas for a shared-literacy experience.



### SMALL GROUP

Students can navigate to leB pages or digital primary sources. This limits transition times and fosters engagement. By using built-in digital tools, teachers can help students focus on specific language, fluency, and content-area skills.



### INDEPENDENT PRACTICE

Students use the digital tools to navigate the leBs on their own. The interactive features can be used to increase rigor and allow students to extend their own knowledge. Videos and audio recordings allow students to approach texts through diverse media.

**Bolded words indicate content vocabulary with definitions in the Glossary.**

**Embedded audio allows students to hear examples of fluent reading.**

During the battles of Lexington and Concord, the Americans fought against the best army in the world. The British were well trained. They had military experience. Yet the Americans stood their ground. The colonists killed or wounded around 250 British soldiers. There were about 90 **casualties** on the American side.

George Washington takes command of the Continental army.

**Digital annotation tools support close reading and build comprehension skills.**

### He Looked the Part

Washington's stature made him look like a leader. He was tall. He had broad shoulders. Abigail Adams once said, "He has a dignity that forbids familiarity, mixed with an easy affability that creates love and reverence."

10



## Audio Recordings

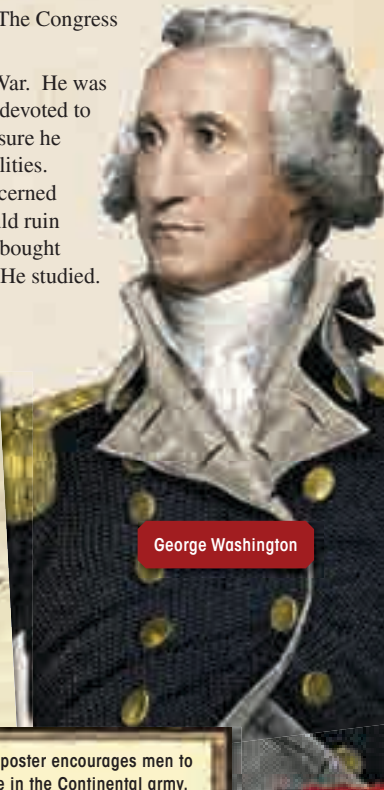
*Exploring Social Studies: California Edition* includes professional audio recordings for each of the student texts. The recordings can develop the fluency of English learners and below-level learners. The recordings provide students with models for **appropriate phrasing**, **intonation**, and **expression**.



Embedded  
videos increase  
student  
engagement.

In Philadelphia, the **Continental Congress** had a new priority. The war had begun. All of the militias needed to be united to form one army. But who would lead that army? He had to be a strong and brave man. He needed military experience. He had to be respected. And he needed to be committed to America's fight for independence. The Congress chose George Washington.

Washington fought in the French and Indian War. He was a leader in the Virginia colony. And he was fully devoted to the Patriot cause. However, Washington was not sure he was the right man for the job. He doubted his abilities. He told his friend, Patrick Henry, that he was concerned becoming commander of the American army would ruin his reputation. Yet, he accepted the position. He bought books on how to lead and organize a large army. He studied. He trained. He wanted to win the war.



George Washington



This poster encourages men to serve in the Continental army.

Recording tools help  
students **practice  
fluency** and allow  
teachers to assess  
**fluency**.

Text-to-speech  
highlighting  
**supports  
struggling  
readers**.

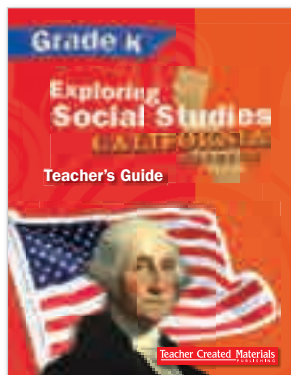


## Additional Digital Resources

The digital resources also include student reproducibles and primary sources used in the lessons. These files can easily be shared through cloud sharing services, displayed on interactive whiteboards, or printed and distributed.

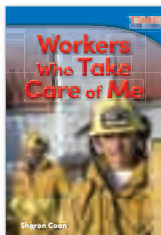
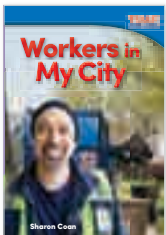
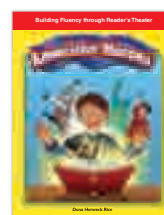
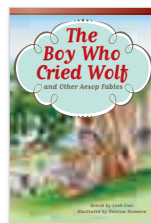
## TEACHER RESOURCES

Teacher's Guide with 18 lessons in 6 units and a culminating activity

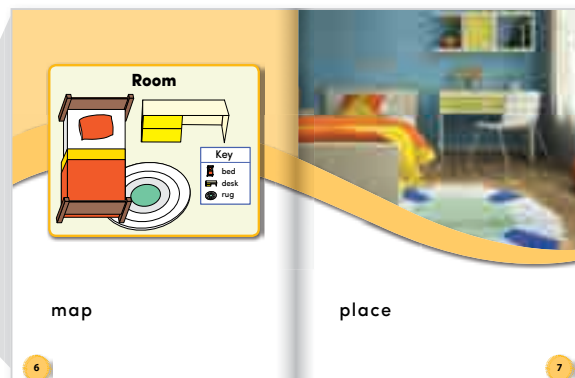
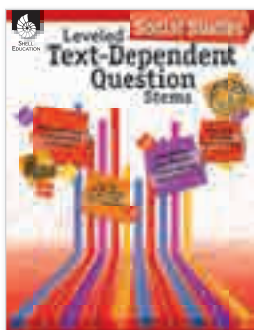
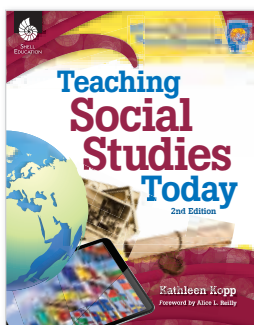
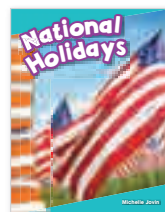
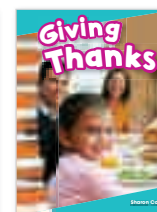
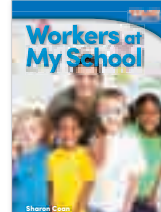
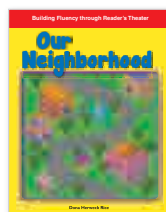
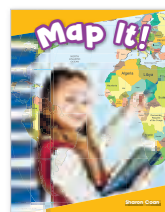
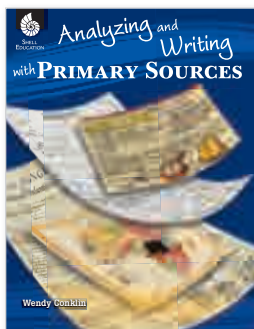


## STUDENT TEXTS

6 copies each of the following titles



## PROFESSIONAL LEARNING LIBRARY

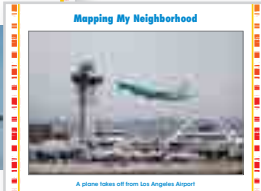
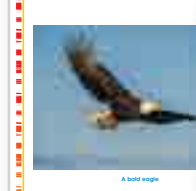
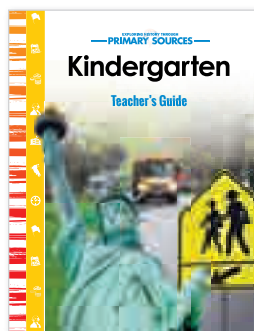


Kindergarten books include vivid graphics and simple text.



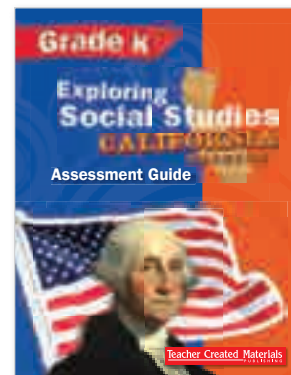
## PRIMARY SOURCES COLLECTION

8 photograph cards, 8 primary sources, Teacher's Guide with in-depth lessons, document-based assessments, and culminating activity



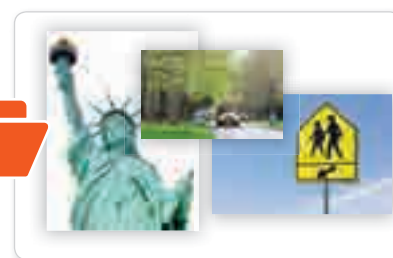
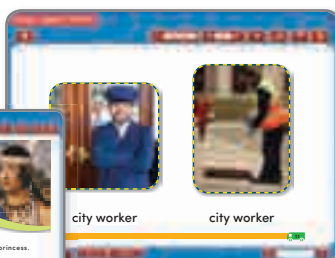
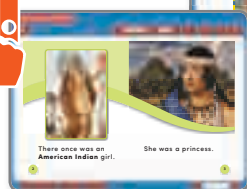
## ASSESSMENT

multiple-choice quizzes, document-based assessments, oral reading records, and unit quizzes



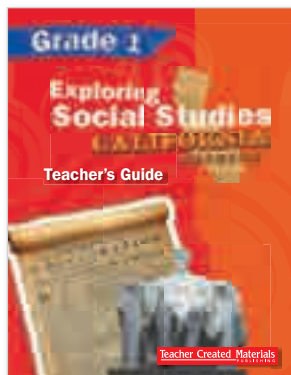
## DIGITAL RESOURCES

- Interactiv-eBooks with videos, audio, recording capabilities, and comprehension activities
- professionally recorded audio recordings of student texts
- more than 50 digital primary sources
- easy-to-print assessment pages, including oral reading records
- projectable student reproducibles



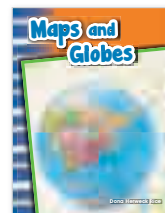
## TEACHER RESOURCES

Teacher's Guide with 18 lessons in 6 units and a culminating activity

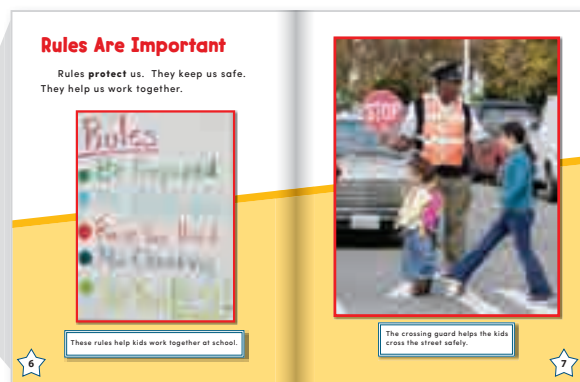
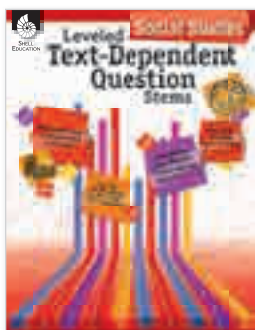
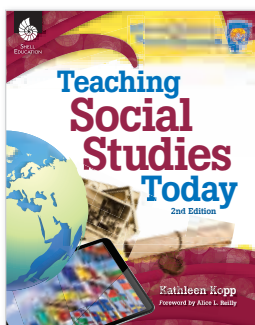
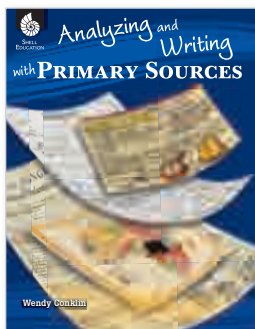


## STUDENT TEXTS

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## PROFESSIONAL LEARNING LIBRARY

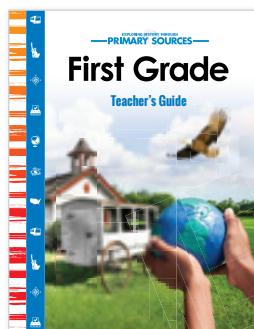


Texts in the first grade books include simple sentences.



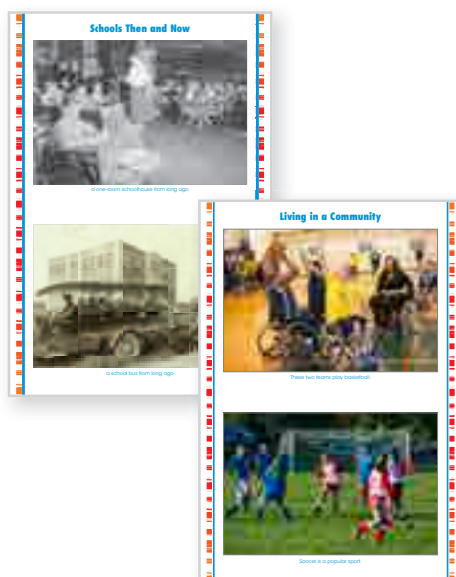
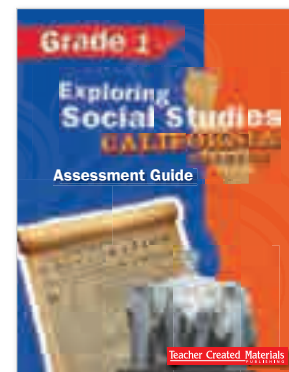
## PRIMARY SOURCES COLLECTION

8 photograph cards, 8 primary sources, Teacher's Guide with in-depth lessons, document-based assessments, and culminating activity



## ASSESSMENT

multiple-choice quizzes, document-based assessments, oral reading records, and unit quizzes



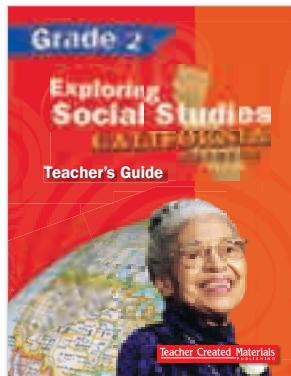
## DIGITAL RESOURCES

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- projectable student reproducibles



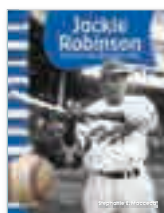
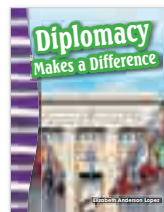
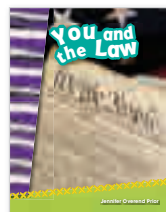
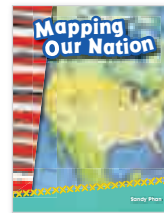
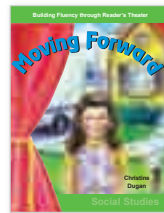
## TEACHER RESOURCES

Teacher's Guide with 18 lessons in 6 units and a culminating activity

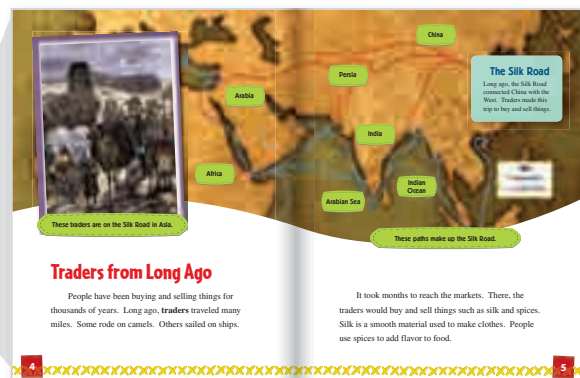
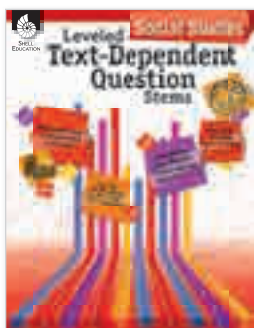
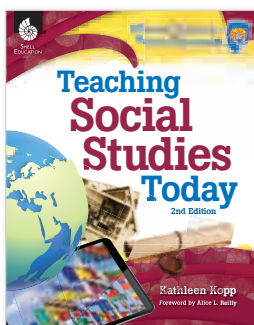
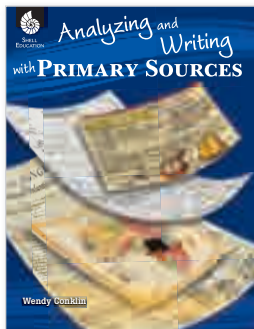


## STUDENT TEXTS

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## PROFESSIONAL LEARNING LIBRARY

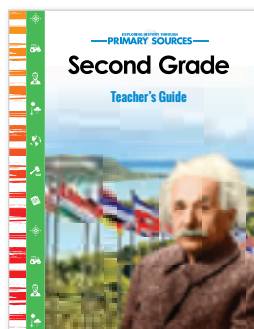


Primary source images add context to second grade texts.



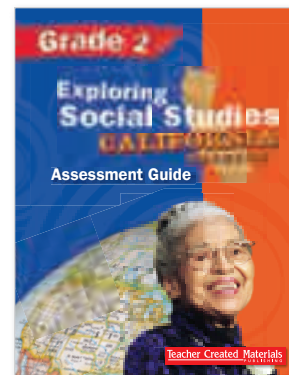
## PRIMARY SOURCES COLLECTION

8 photograph cards, 8 primary sources, Teacher's Guide with in-depth lessons, document-based assessments, and culminating activity



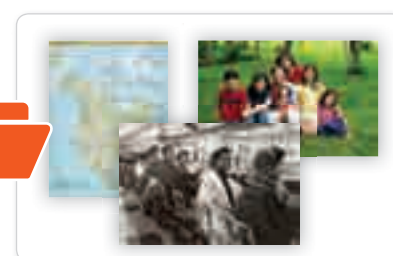
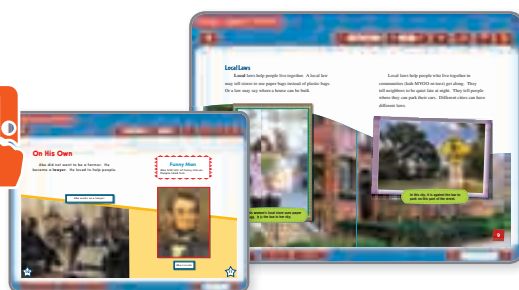
## ASSESSMENT

multiple-choice quizzes, document-based assessments, oral reading records, and unit quizzes



## DIGITAL RESOURCES

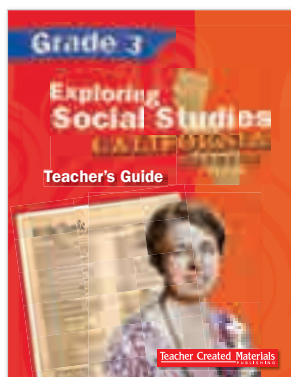
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- projectable student reproducibles





## TEACHER RESOURCES

Teacher's Guide with 18 lessons in 6 units and a culminating activity

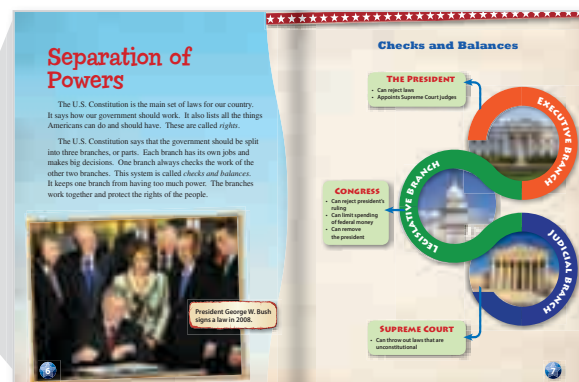
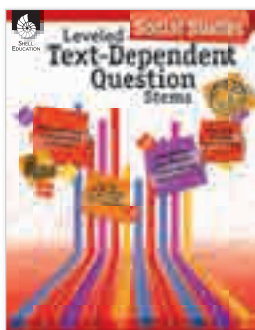
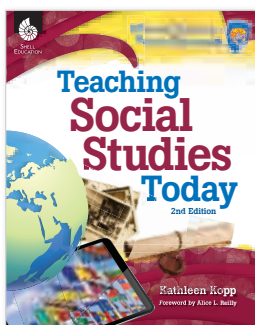
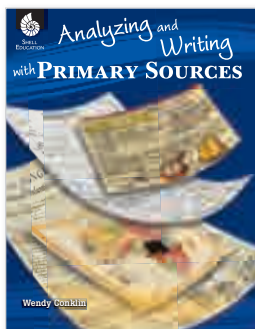


## STUDENT TEXTS

6 copies each of the following titles



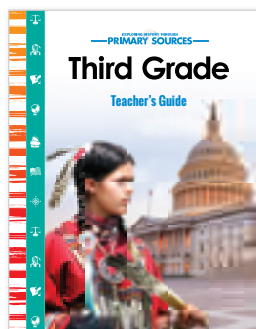
## PROFESSIONAL LEARNING LIBRARY



Diagrams support complex content in third grade.

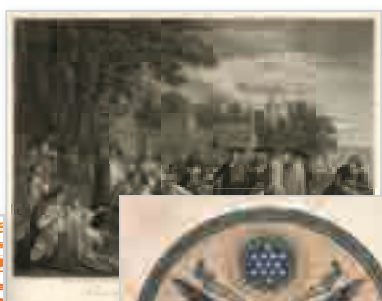
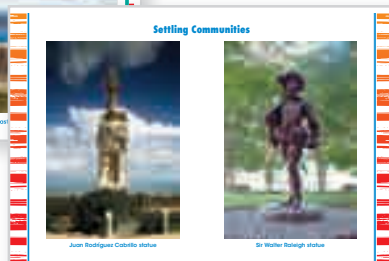
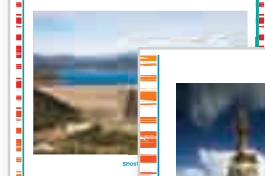
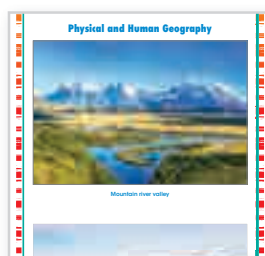
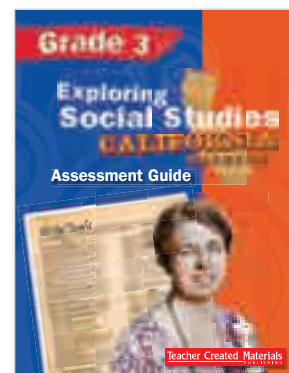
## PRIMARY SOURCES COLLECTION

8 photograph cards, 8 primary sources, Teacher's Guide with in-depth lessons, document-based assessments, and culminating activity



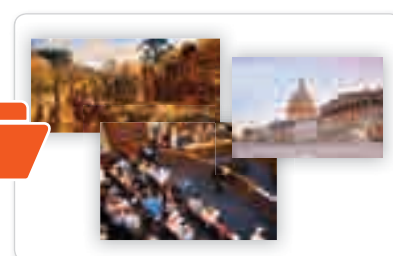
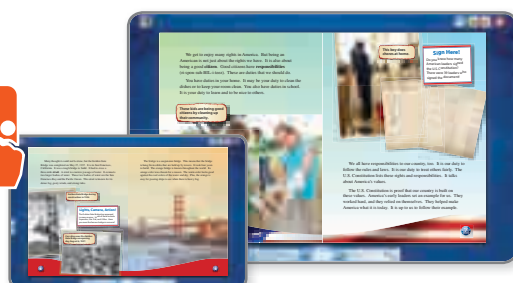
## ASSESSMENT

multiple-choice quizzes, document-based assessments, oral reading records, and unit quizzes



## DIGITAL RESOURCES

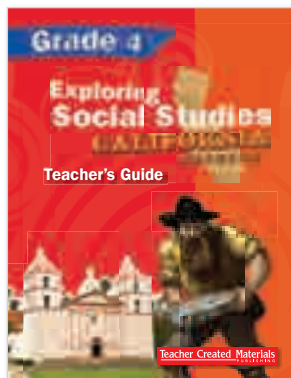
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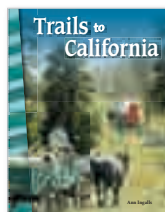
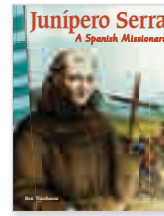
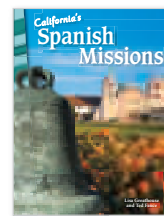
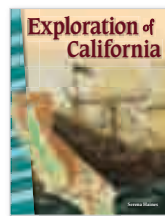
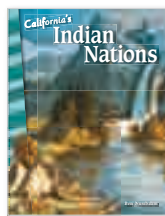
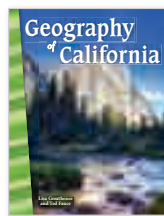
## TEACHER RESOURCES

Teacher's Guide with 20 lessons in 6 units and a culminating activity

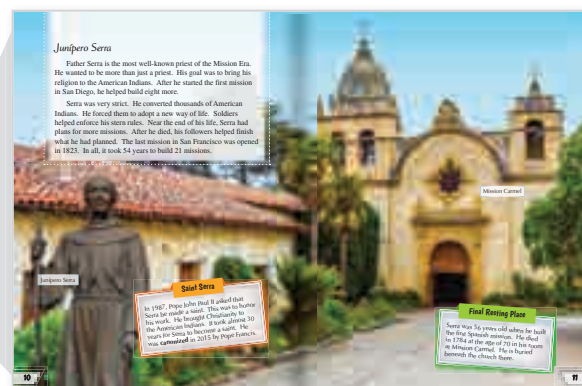
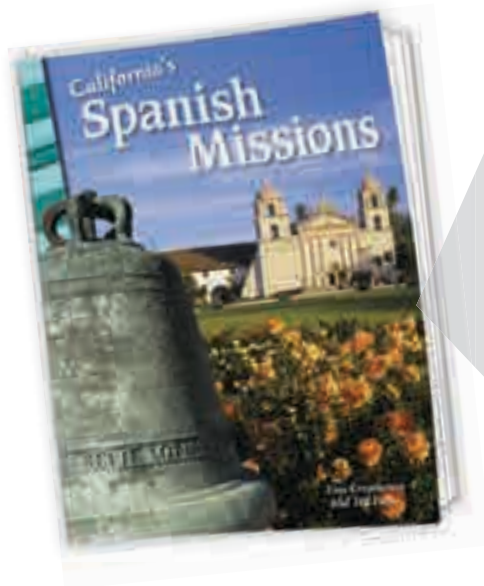
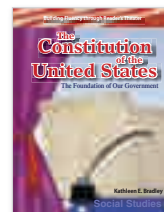
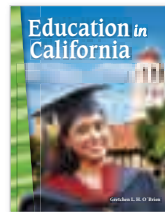
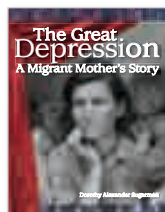
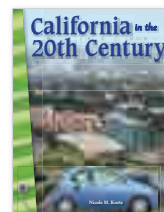
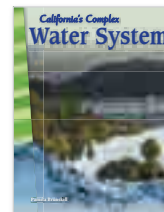
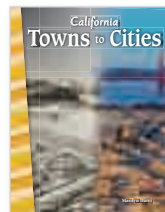
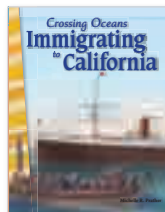
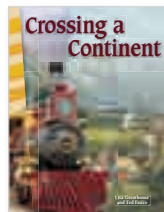
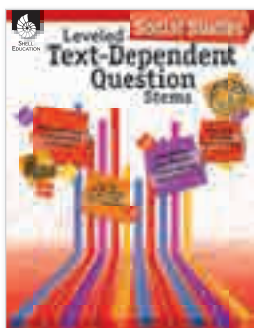
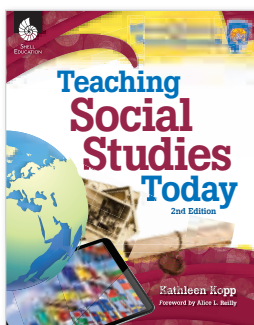
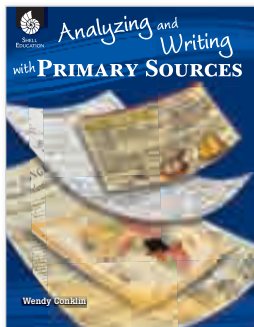


## STUDENT TEXTS

6 copies each of the following titles



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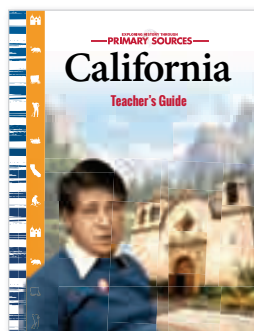


Sidebars extend content and inform fourth grade readers.



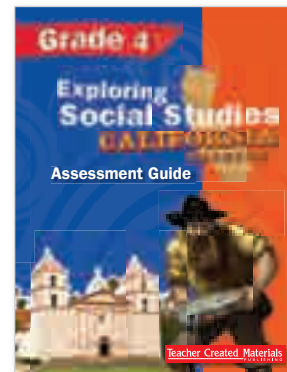
## PRIMARY SOURCES COLLECTION

8 photograph cards, 8 primary sources, Teacher's Guide with in-depth lessons, document-based assessments, and culminating activity



## ASSESSMENT

multiple-choice quizzes, document-based assessments, oral reading records, and unit quizzes



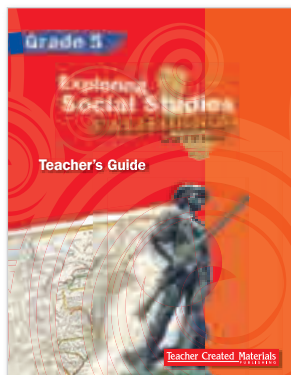
## DIGITAL RESOURCES

- Interactiv-eBooks with videos, audio, recording capabilities, and culminating activities
- professionally recorded audio recordings of student texts
- more than 50 digital primary sources
- easy-to-print assessment pages, including oral reading records
- projectable student reproducibles



## TEACHER RESOURCES

Teacher's Guide with 20 lessons in 6 units and a culminating activity

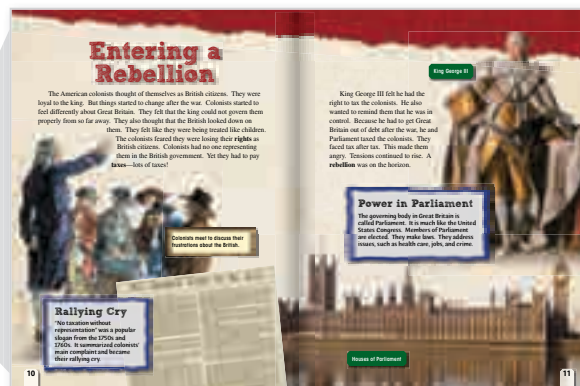
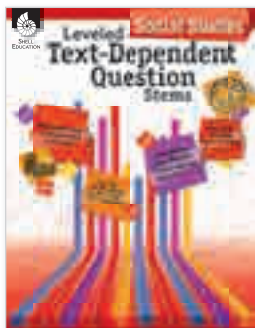
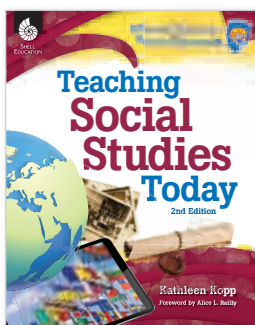
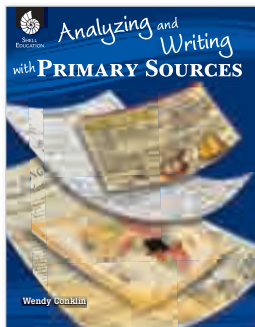


## STUDENT TEXTS

6 copies each of the following titles



## PROFESSIONAL LEARNING LIBRARY

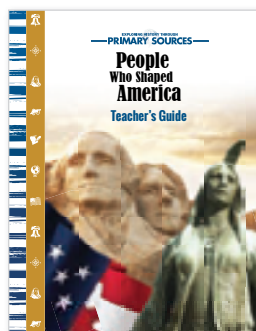


Sophisticated layouts with primary sources engage fifth grade readers.



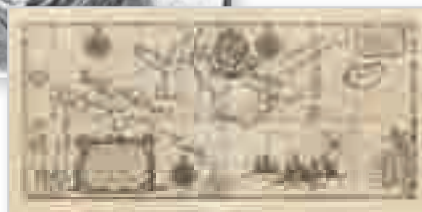
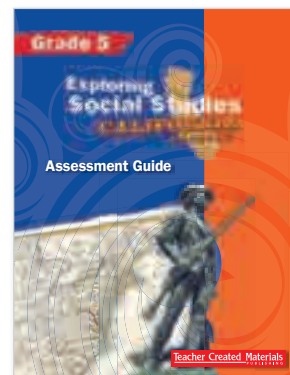
## PRIMARY SOURCES COLLECTION

8 photograph cards, 8 primary sources, Teacher's Guide with in-depth lessons, document-based assessments, and culminating activity



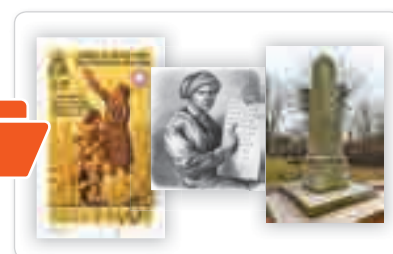
## ASSESSMENT

multiple-choice quizzes, document-based assessments, oral reading records, and unit quizzes



## DIGITAL RESOURCES

- Interactiv-eBooks with videos, audio, recording capabilities, and culminating activities
- professionally recorded audio recordings of student texts
- more than 50 digital primary sources
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- projectable student reproducibles





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### ENDNOTES

- <sup>1</sup> Allyn, Pam, and Monica Burns. 2018. *Taming the Wild Text: 21st Century Literacy*. Huntington Beach: Shell Educational Publishing, Inc.
- <sup>2</sup> National Reading Panel. 2000. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction—Reports of the Subgroups*. Washington, DC: National Institute of Child Health and Human Development.
- <sup>3</sup> National Council for the Social Studies. 2013. *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History*. Silver Spring, MD: NCSS.
- <sup>4</sup> Potter, Lee Ann. November/December 2005. “Teaching Civics with Primary Source Documents.” *Social Education* 69 (7): 358–359.
- <sup>5</sup> Alliance for Excellent Education. 2014. “Technology Can Close Achievement Gaps, Improve Learning.” <http://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>.



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## **Teacher Created Materials**

5301 Oceanus Drive  
Huntington Beach, CA 92649-1030  
[www.tcmpub.com](http://www.tcmpub.com)

**ISBN 978-1-4938-2653-7**

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