

Integrate Social Studies and Language Arts!

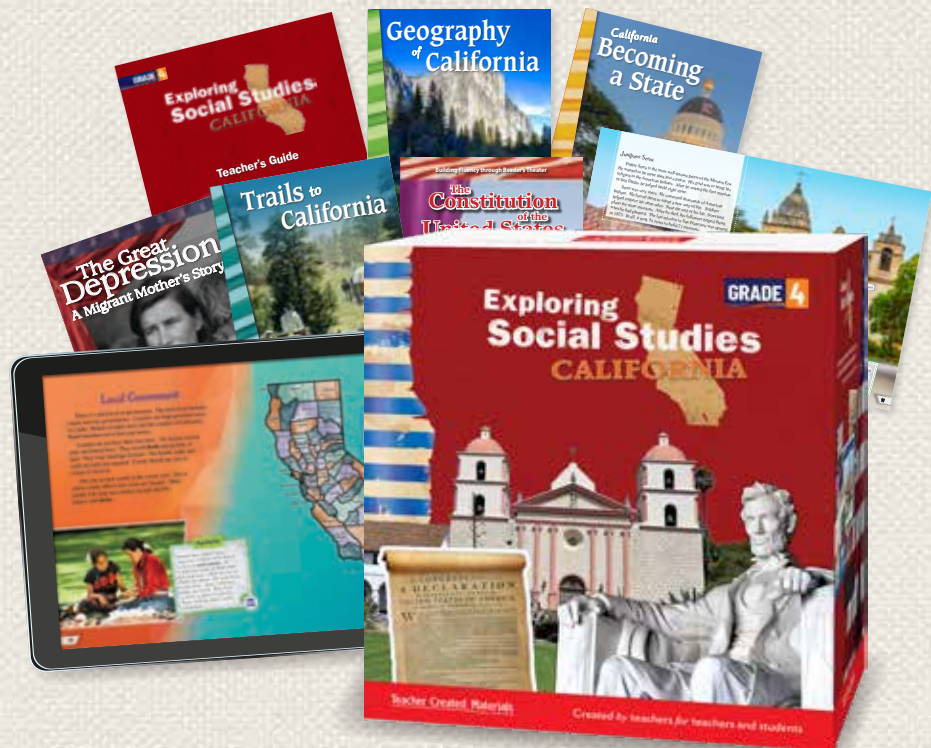
Build social studies content knowledge and literacy skills with a purposeful blend of content-area readers, engaging reader's theater scripts, authentically re-created primary sources, and a variety of digital resources.



Program Guide



Exploring Social Studies CALIFORNIA



Publishing Credits

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Standards

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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 whole-class and small-group instruction as well as 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,

Corinne Burton
President, Teacher Created Materials

PROGRAM OVERVIEW



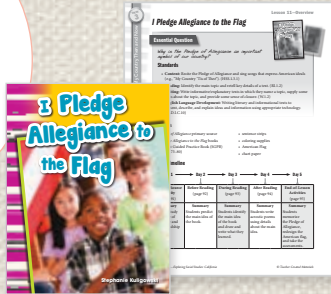
CONTENT

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

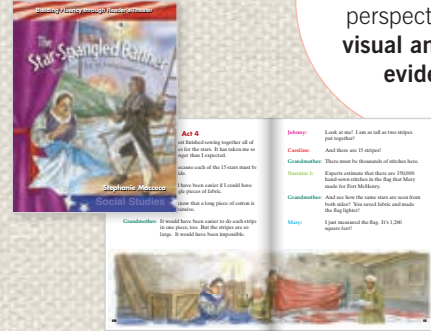
CONTENT OVERVIEW FOR THIS INTEGRATED CURRICULAR PROGRAM

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



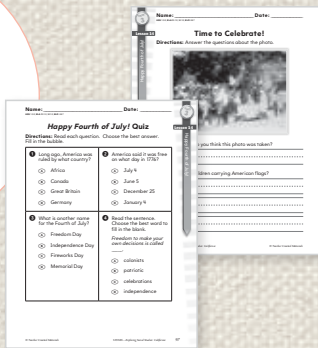
Content-Area Readers

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



Reader's Theater Scripts

Relevant assessments guide instruction and document student understanding.

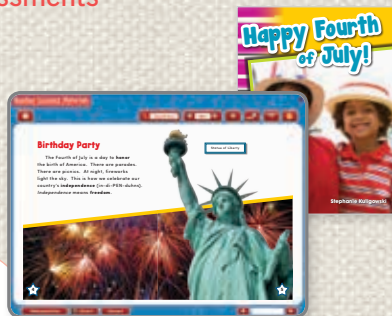


Assessments



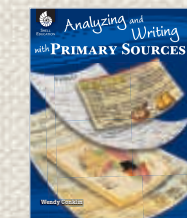
Primary Sources

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



Interactiv-eBooks

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



Professional Learning Library

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 social studies instructional time or within a **Balanced Literacy** approach.

CONTENT-AREA READER

Welcome to California

California became the thirty-first state in 1850. Hundreds of years before, explorers didn't think it held much value. There seemed to be no reason to return after Juan Rodríguez Caballo (HUALÉN) and DIEGO CALÍ (DIEGO) claimed the land for Spain in 1542. There was no sign of gold or silver. Ships had a hard time getting there. California was a rugged land with nothing to offer. Or so they thought.

Food Names
Spain divided this land into two regions. One was called New California. The other was Baja California. In Spanish, *alta* means "upper," and *baja* means "lower."

The Golden State
Early explorers thought California didn't have any gold. Hundreds of years later, they were proven wrong. In 1848, gold was found. The Gold Rush of 1849 brought many people to California.

1826 map showing California as an island

READER'S THEATER SCRIPT

Act 3

Narrator 1: When Benjamin was 17, he decided that he didn't want to be an apprentice any more.

Narrator 2: Benjamin decided to run away from his brother's printing shop. In fact, he ran all the way to Philadelphia, Pennsylvania.

Benjamin: It took me a few years, but by 1728, I owned my very own print shop.

Mr. Franklin: Ben was so excited to be making money! He bought new clothes, new shoes, and a fancy watch.

Benjamin: I couldn't wait to show everyone back home how well I was doing.

Townsperson: When Ben had saved some money, he went back to visit his family. James wasn't very happy to see his youngest brother.

Mr. Franklin: James was mad that Ben came back to show off in front of everyone. James and Benjamin didn't talk for two whole years after that!

Act 4

Narrator 2: Back in Philadelphia, Benjamin was very happy. He had lots of friends that were just like him.

Mr. Franklin: In 1723, Ben met a young woman named Deborah Read. They decided to get married in 1730.

Benjamin: I was 24 years old and I loved being married. Deborah and I worked very well together. We owned a print shop, a bookstore, and a general store.

Townsperson: In their general store, they sold many useful items, including Mr. Franklin's candles and soaps.

Deborah: Ben was always studying strange and interesting things. He even studied how little black ants communicated with one another.

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.

Liberty means freedom.

8

Content words are bolded and defined in glossaries.

One Commonality

One thing all Plains tribes had in common was that their lives changed when European settlers arrived. Europeans brought horses with them. As tribes found or captured horses, their cultures began to change. They learned how to ride horses and hunt on horseback. This made hunting buffalo much easier. And it allowed tribes to travel farther. This let tribes see each other more often. Some tribes even blended into larger tribes. With horses, tribes could gather together in the summers. When they gathered, they shared stories. They held ceremonies, too.

But soon, more settlers began moving into the Great Plains. The effect was devastating for the Plains tribes.

Sign Language
When tribes met one another, it was often hard to communicate. So, they developed Plains Indian Sign Language. This silent language uses gestures instead of words. It allowed many tribes to communicate.

A student practices Plains Indian Sign Language during a powwow in 2010.

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Sidebars and captions support the body text.

Sign Language

When tribes met one another, it was often hard to communicate. So, they developed Plains Indian Sign Language. This silent language uses gestures instead of words. It allowed many tribes to communicate.

A student practices Plains Indian Sign Language during a powwow in 2010.

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**.¹ 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

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
Completed the transcontinental railroad from New York to Los Angeles.		
The United States entered World War II.		
The United States fought in the Vietnam War.		
Steve Jobs started a company called Apple.		

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

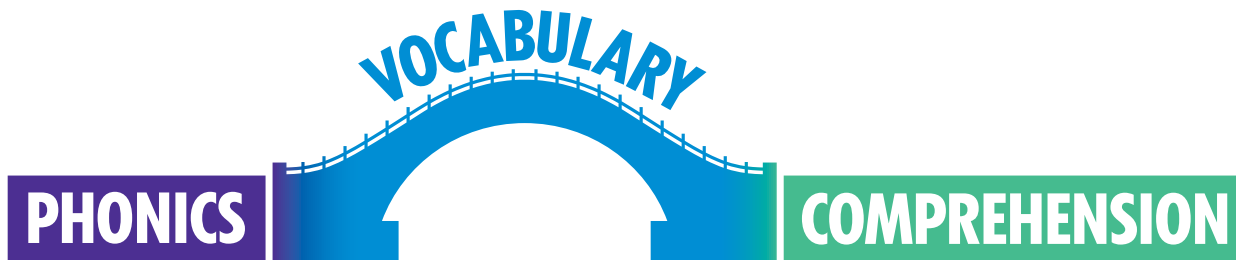
Many immigrants come to America looking for new **opportunities** (op-er-TOO-ni-teez). Opportunities are chances to do things and succeed (subk-SEED). Immigrants may want a better life. Many immigrants think dreams can come true in America. All it takes is hard work. This idea is called the *American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

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

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.² Students need **explicit vocabulary instruction** before reading a text to better understand the content.

to the time lines students created on Day 1. Remind students that the primary source provides only a glimpse into Mason's life. Explain that the class will make connections between the following vocabulary words and Mason to better understand who she was and how she helped California in its early years.

Vocabulary Words

- commercial
- compassion
- discrimination
- generous
- legacy
- midwife

2. Have students turn to *Understanding Words* (SGPB page 102). Ask students if they've heard of these words before and what they think the words mean. Then, provide time for students to complete the activity.

4. After students share their definitions, ask them to write a sentence using each word in context.

Lesson 15—Day 2

Biddy Mason: Becoming a Leader (cont.)

English Language Development Support

Emerging	Expanding	Bridging
Substantially support students as they read and learn about the influence of women, such as Biddy Mason, by working in small groups to learn key words and vocabulary crucial for comprehension.	As students read and learn about the influence of women, such as Biddy Mason, help them understand key words and vocabulary from the text that are crucial for comprehension.	As students read and learn about the influence of women, such as Biddy Mason, have them apply key words and vocabulary from the text to their writing.

Before Reading Procedure

- Refer back to the time lines students created on Day 1. Remind students that the primary source provides only a glimpse into Mason's life. Explain that the class will make connections between the following vocabulary words and Mason to better understand who she was and how she helped California in its early years.
- Have students turn to *Understanding Words* (SGPB page 102). Ask students if they've heard of these words before and what they think the words mean. Then, provide time for students to complete the activity.
- Have students use the book to learn about the vocabulary, research the words, and write sentences using the words.
 - Provide **below-level learners** with the page numbers in the book where the vocabulary terms can be found (pages 16, 20, 22, and 28).
 - 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.
- After students finish the activity, have them share their definitions with partners. Then, ask for volunteers to share one vocabulary definition at a time, and clarify the definition if needed.
- Tell students that these words connect directly to Mason's life. They will help to prepare students to read the book about Mason.

Vocabulary Words

- commercial
- compassion
- discrimination
- generous
- legacy
- midwife

Name: _____ Date: _____

Understanding Words

Directions: This page includes six words from *Biddy Mason: Becoming a Leader*. First, rank your understanding of each word on a scale of 1–3 (1 is no understanding; 3 is full understanding). Then, define each word using content from the book. Include the page number where you found your information.

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

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

Context-embedded vocabulary activities support comprehension.

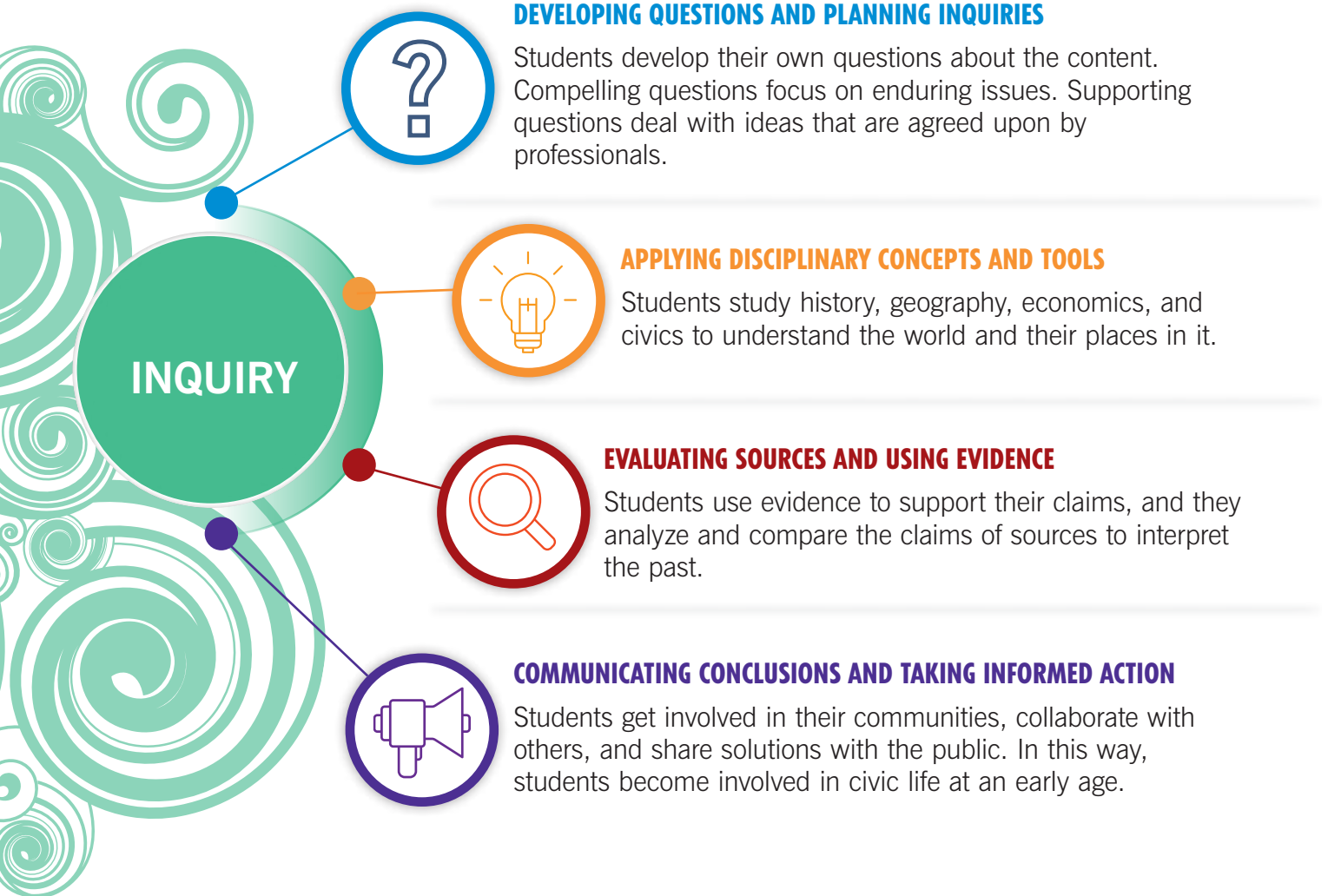
Reading is even more complicated for **English learners** and **struggling readers**. It is not enough to give students lists of words and have them look up definitions in dictionaries or glossaries. Learners need **context-embedded vocabulary activities** that acquaint them with the necessary and most 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**.

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*.³

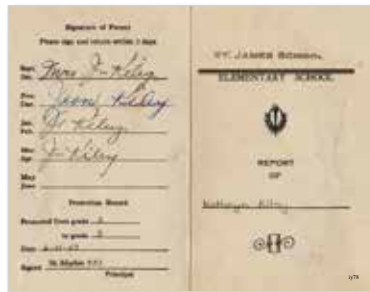


CITIZENSHIP

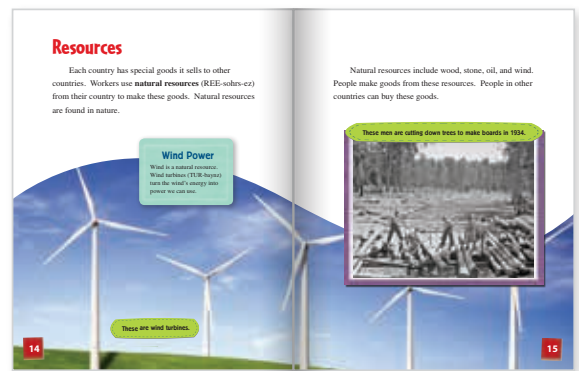
Whether students are studying American history, world geography, or economics, an underlying goal of social studies education is to prepare students to fulfill their **citizenship responsibilities**. *Exploring Social Studies: California Edition* incorporates primary sources into the program as an effective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

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**.



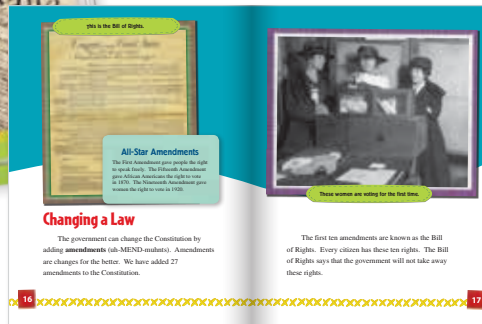
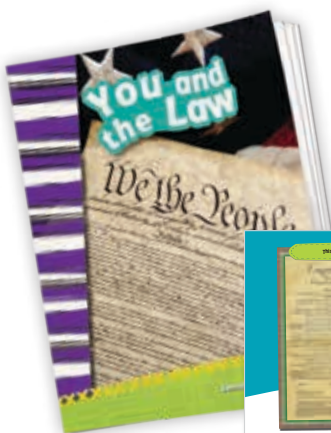
Photographs and documents make history more relevant to students.



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.

Your Turn!



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.

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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.

Name: _____ Date: _____

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

• _____

• _____

• _____

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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

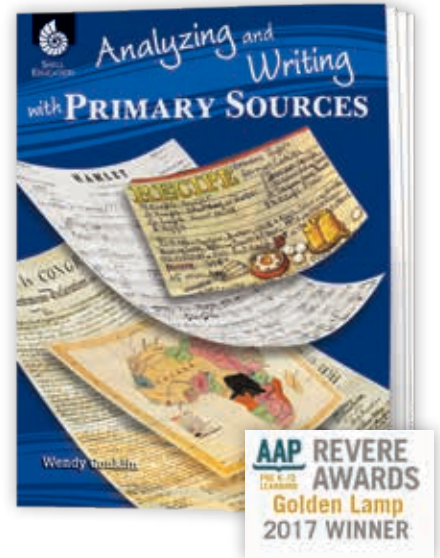
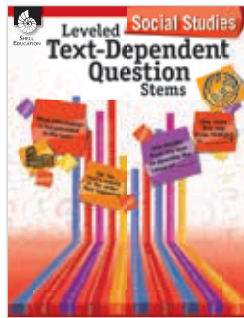
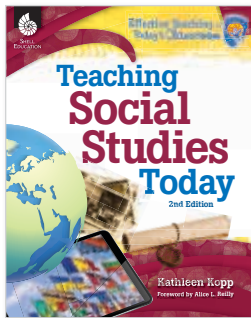
- _____
- _____
- _____

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

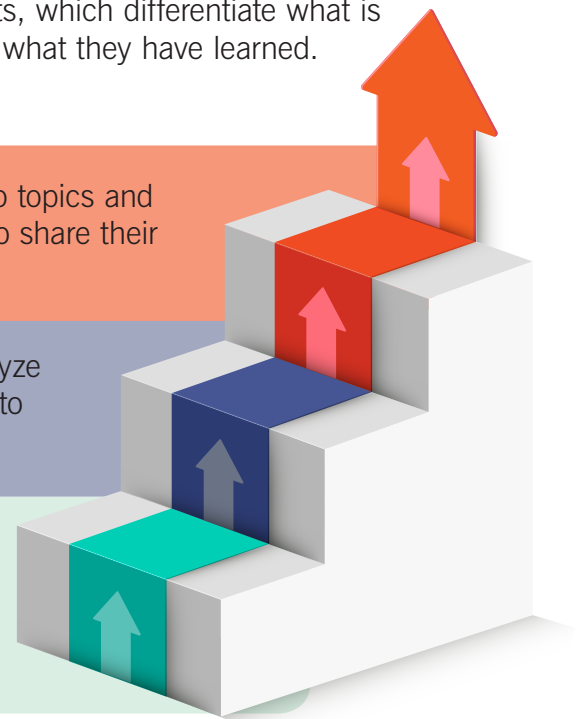
Students are encouraged to excel by delving more deeply into topics and concepts. Open-ended activities allow above-level students to share their learning in diverse ways.

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

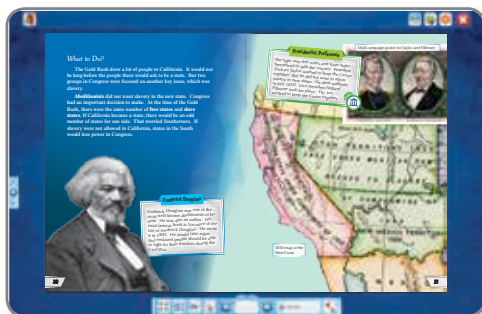
Suggested differentiation strategies help teachers vary instructional techniques and materials to make content more concrete. These strategies offer extended support for below-level learners.



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.

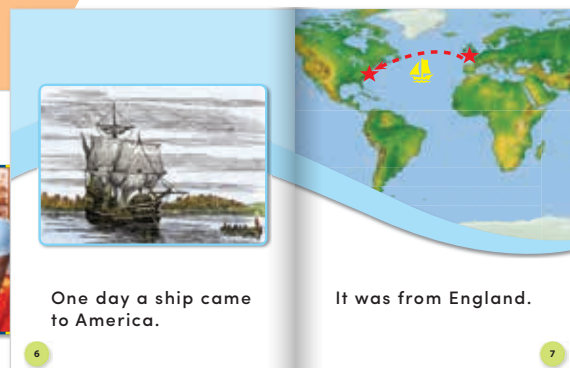
- **Audio recordings** of texts model fluency and support **below-level learners** and **English learners**.
- **Interactiv-eBooks** support student learning through video, audio, and other digital tools.
- **Graphic organizers** support visual learners and language learning.
- **Leveled student texts**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

Name: _____ Date: _____

Colonial Words

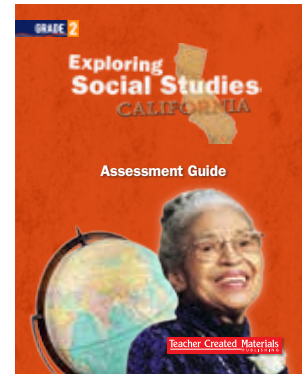
Directions: Find each word in the text. Record the sentence in which it first appears. Then, write a definition for each word.

Word	Word in Context	Definition
apprenticeship		
commercial		
diverse		
industrial		
merchants		
profitable		



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.

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

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Name: _____ Date: _____

Mexican Rule of California Quiz

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

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

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- **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: _____ Answer: _____

Respect the Rules! Oral Reading Record

Word Count	Text	Cubes		
		W	U	U
8	Rolls all six what we stay and stay			
10	we do. Rules should be equal for all			
22	people. Rules protect us. They keep			
29	us safe. They help us work together.			
35	Without rules, people might make bad			
41	choices. Cars might not stop at red lights.			
46	People might fight.			
52	Principals make rules for schools. Teachers			
57	make rules for classrooms. Parents			
61	make rules for homes.			
68	Who makes sure we follow the rules?			
75	Parents do. Teachers do. The police do.			
82	When we do not follow a rule,			
89	there is a consequence, or result. We			
96	learn to follow the rule next time.			

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

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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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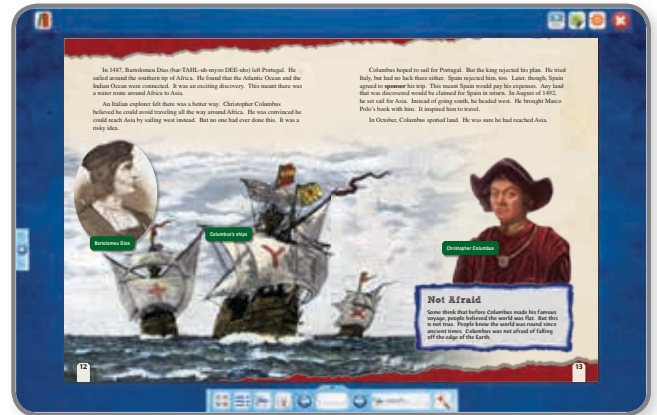
- **Progress monitoring**—There are key points throughout each lesson when useful formative evaluations can be made. These evaluations can be made during group, paired, and/or individual discussions and activities.
- **Project-Based Learning (PBL)**—Multiple opportunities for highly engaging PBL activities are included throughout each grade level.

DIGITAL RESOURCES

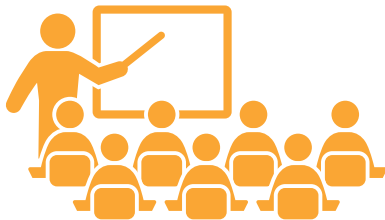
Using Technology to Improve Literacy

Research shows that “technology—when implemented properly—can produce significant gains in student achievement and boost engagement.”⁵ 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 (IeBs). 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 IeBs or primary sources creates a large canvas for a shared-literacy experience.



SMALL GROUP

Students can navigate to IeB 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 IeBs 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.

11

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

Text-to-speech highlighting supports struggling readers.

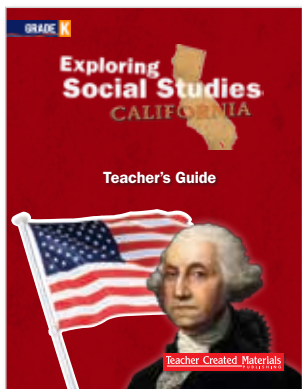


Additional Digital Resources

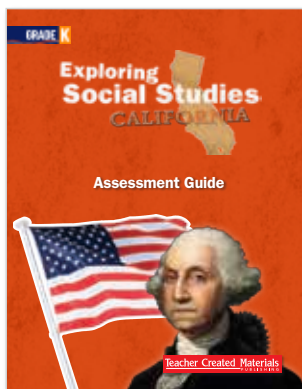
The digital resources also include student reproducibles and primary sources used in the lessons. These files can easily be shared through cloud sharing services, displayed on interactive whiteboards, or printed and distributed.

TEACHER RESOURCES

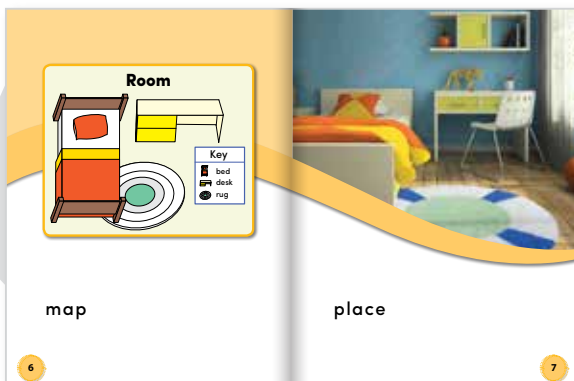
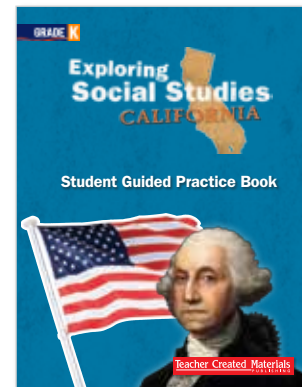
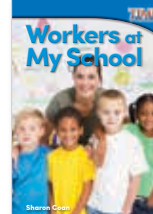
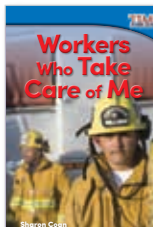
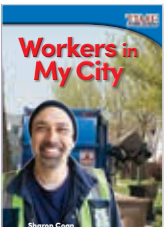
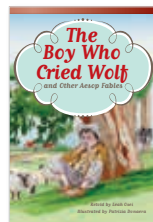
Teacher's Guide with 18 lessons in six units and three PBL activities



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



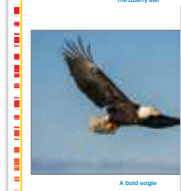
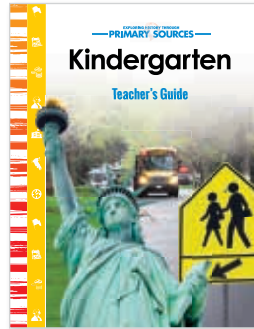
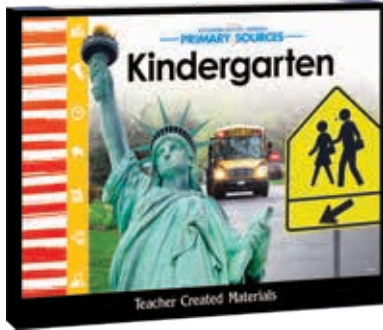
STUDENT COLLECTION



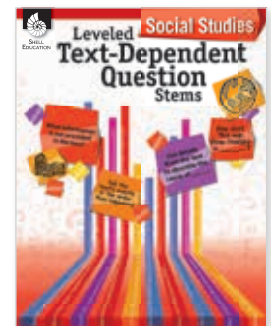
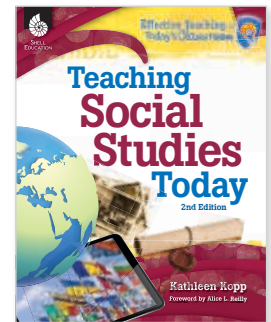
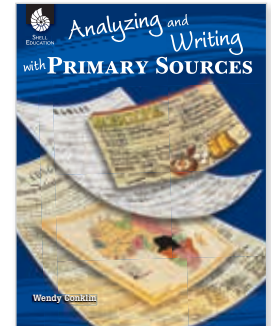
Kindergarten books include vivid graphics and simple text.

PRIMARY SOURCES

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

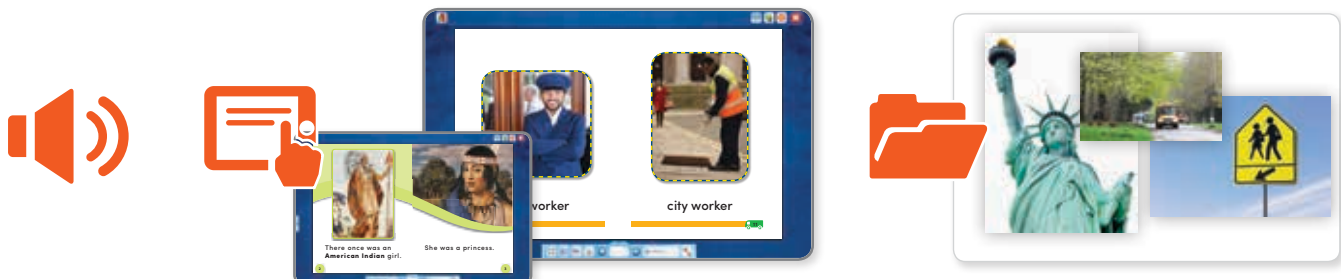


PROFESSIONAL LEARNING LIBRARY



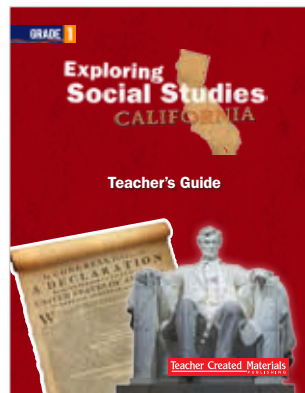
DIGITAL RESOURCES

- Interactiv-eBooks with videos, audio, recording capabilities, and comprehension activities
- professionally recorded audio recordings of student texts
- unit overview family letters in English and Spanish
- student reproducibles including activity pages, assessments, and oral reading records
- more than 50 digital primary sources

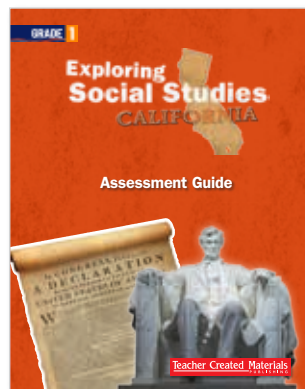


TEACHER RESOURCES

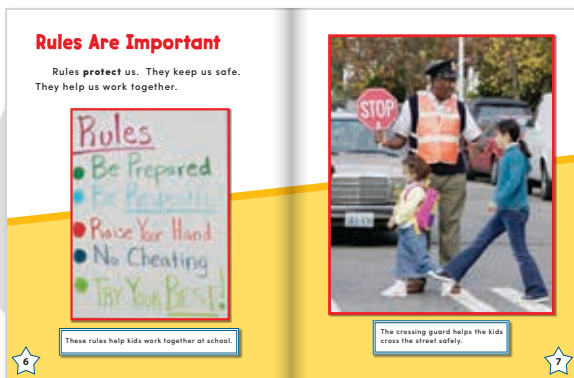
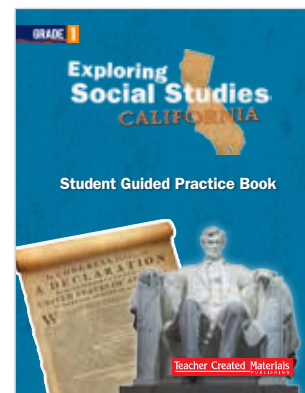
Teacher's Guide with 18 lessons in six units and three PBL activities



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



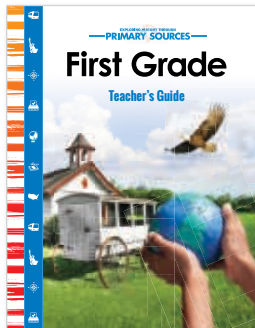
STUDENT COLLECTION



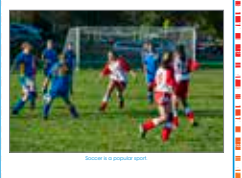
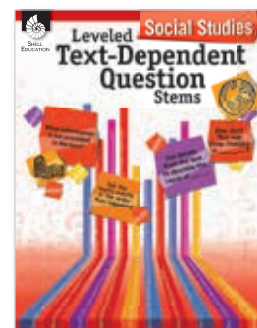
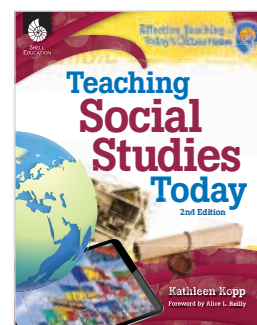
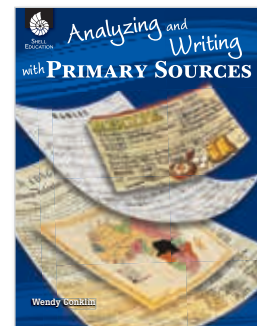
Texts in the first grade books include simple sentences.

PRIMARY SOURCES

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

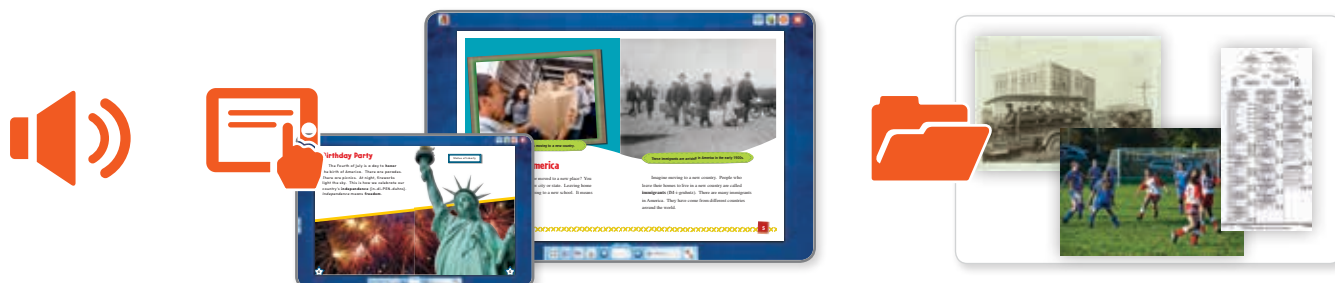


PROFESSIONAL LEARNING LIBRARY



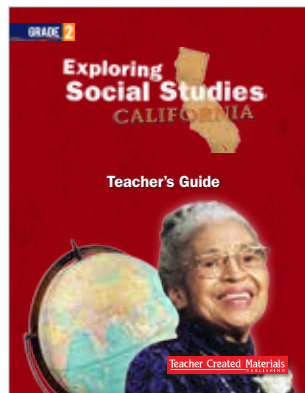
DIGITAL RESOURCES

- Interactiv-eBooks with videos, audio, recording capabilities, and comprehension activities
- professionally recorded audio recordings of student texts
- unit overview family letters in English and Spanish
- student reproducibles including activity pages, assessments, and oral reading records
- more than 50 digital primary sources

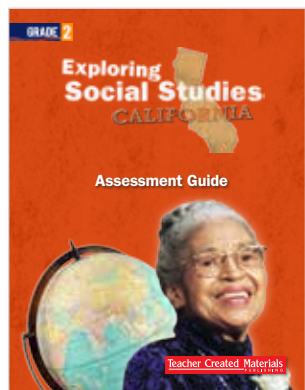


TEACHER RESOURCES

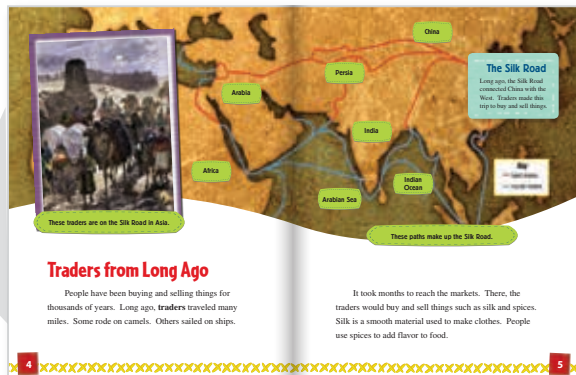
Teacher's Guide with 18 lessons in six units and three PBL activities



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



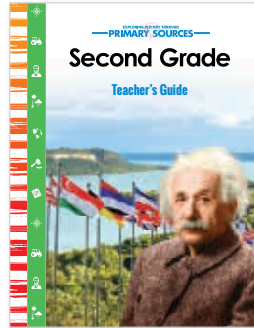
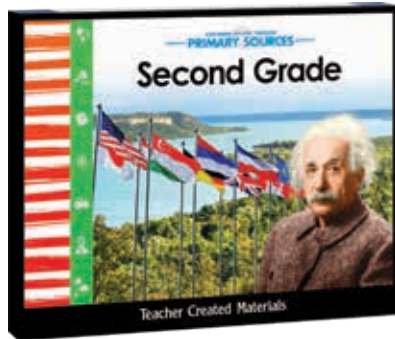
STUDENT COLLECTION



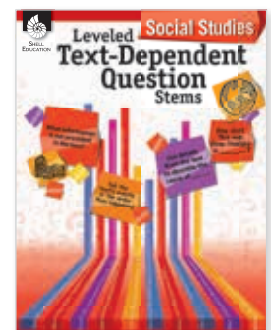
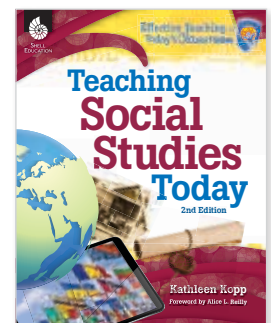
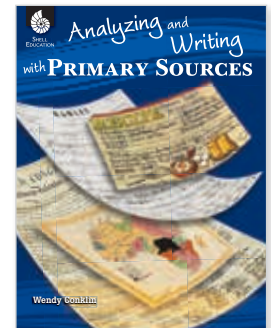
Primary source images add context to second grade texts.

PRIMARY SOURCES

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

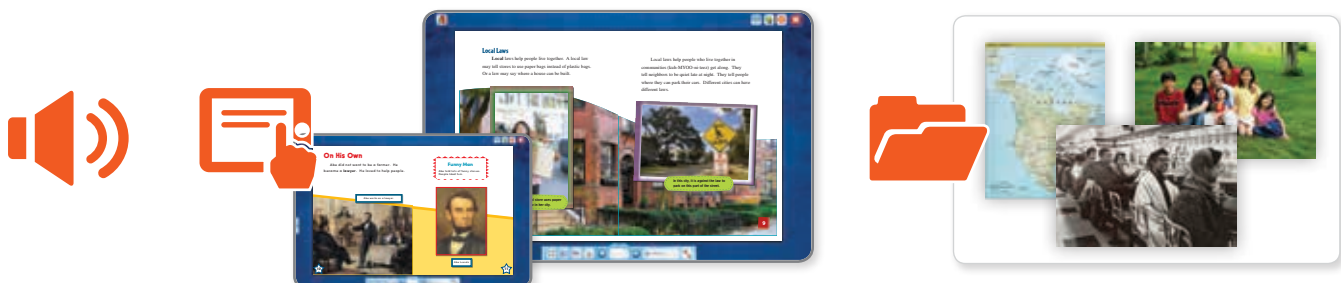


PROFESSIONAL LEARNING LIBRARY



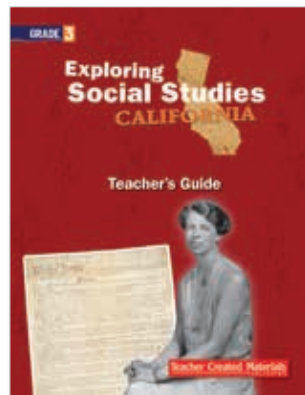
DIGITAL RESOURCES

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- professionally recorded audio recordings of student texts
- unit overview family letters in English and Spanish
- student reproducibles including activity pages, assessments, and oral reading records
- more than 50 digital primary sources

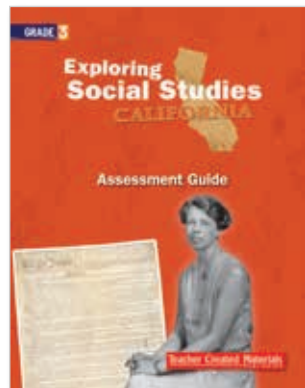


TEACHER RESOURCES

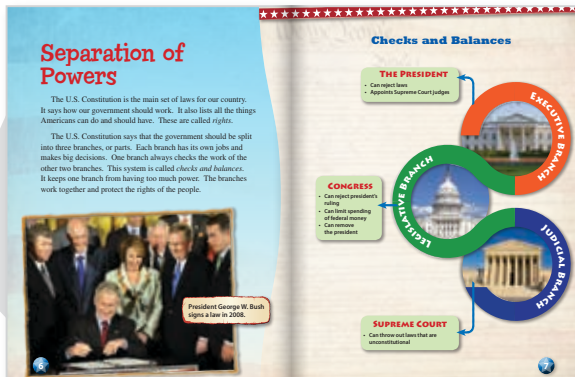
Teacher's Guide with 18 lessons in six units and three PBL activities



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



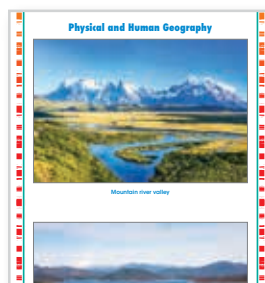
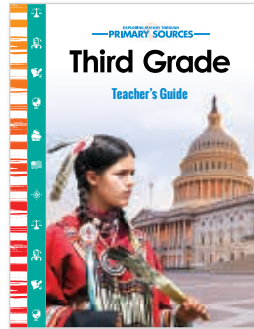
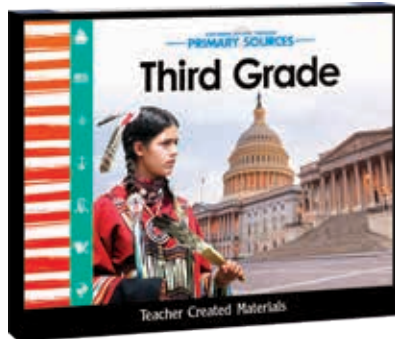
STUDENT COLLECTION



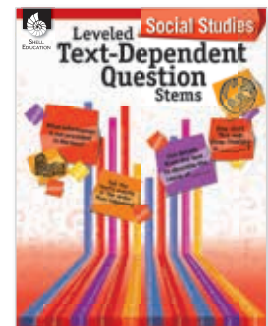
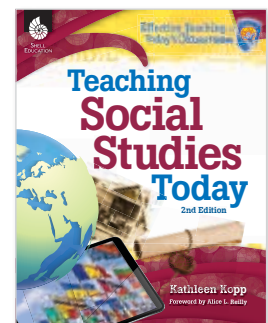
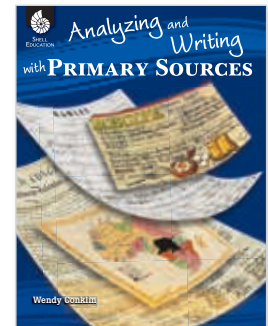
Diagrams support complex content in third grade.

PRIMARY SOURCES

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

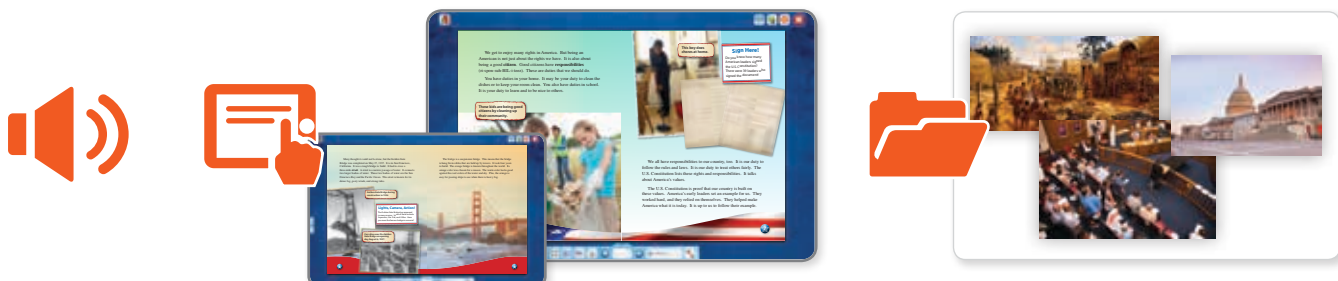


PROFESSIONAL LEARNING LIBRARY



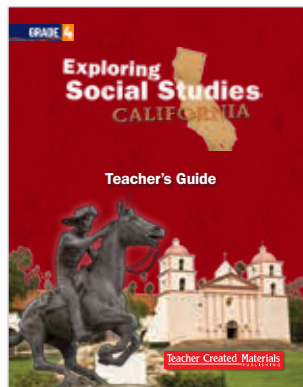
DIGITAL RESOURCES

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- professionally recorded audio recordings of student texts
- unit overview family letters in English and Spanish
- student reproducibles including activity pages, assessments, and oral reading records
- more than 50 digital primary sources

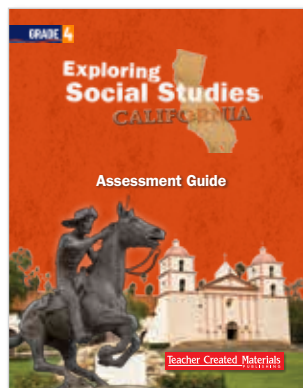


TEACHER RESOURCES

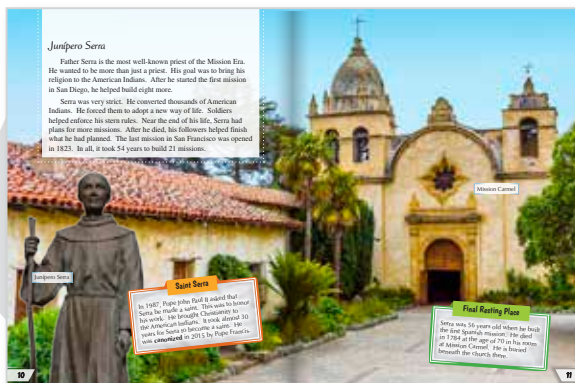
Teacher's Guide with 20 lessons in six units and three PBL activities



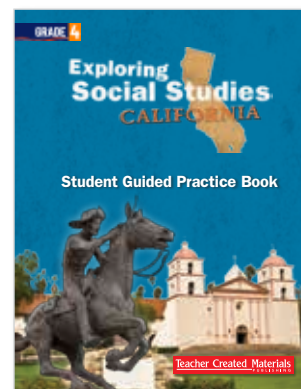
Assessment Guide with multiple-choice quizzes, document-based assessments, oral reading records, and unit quizzes



STUDENT COLLECTION

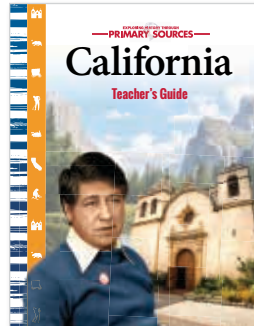
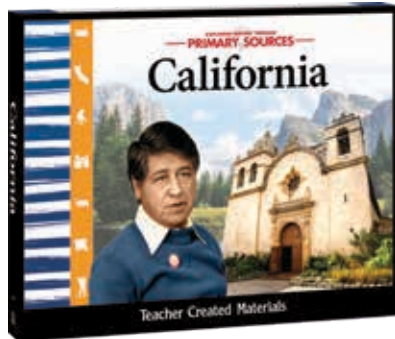


Sidebars extend content and inform fourth grade readers.

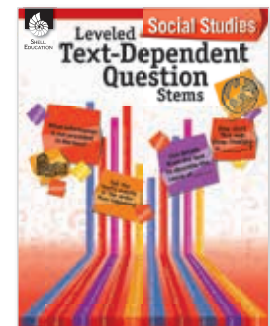
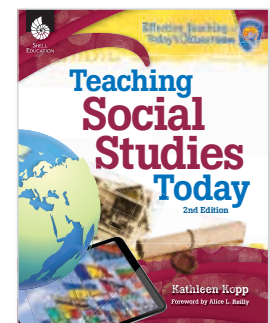
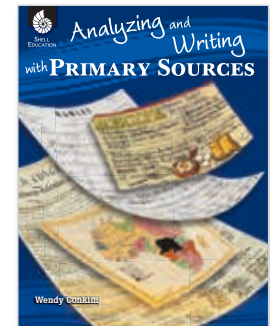


PRIMARY SOURCES

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

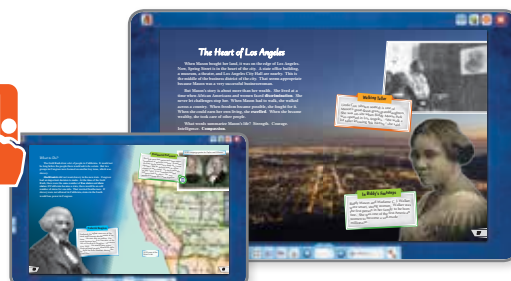


PROFESSIONAL LEARNING LIBRARY



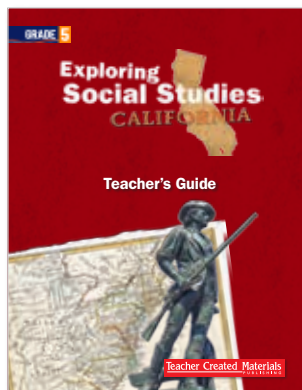
DIGITAL RESOURCES

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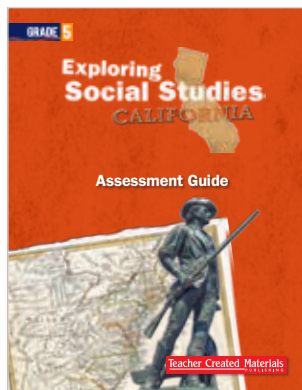


TEACHER RESOURCES

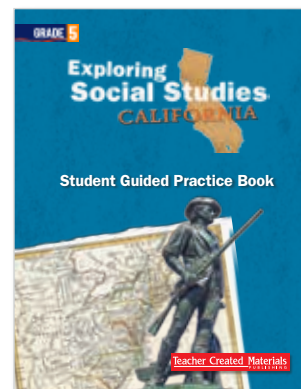
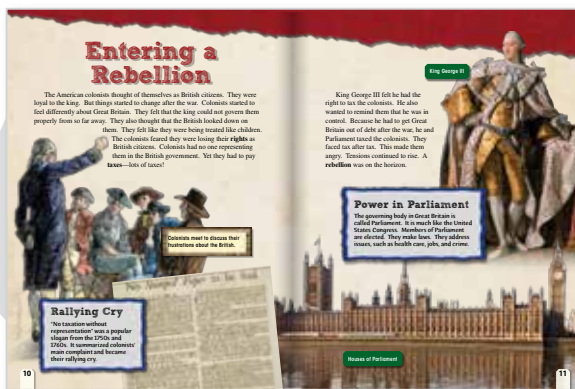
Teacher's Guide with 20 lessons in six units and three PBL activities



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



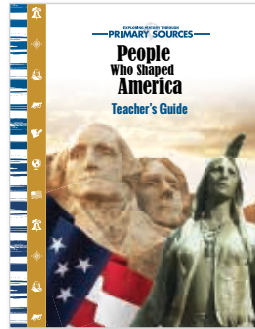
STUDENT COLLECTION



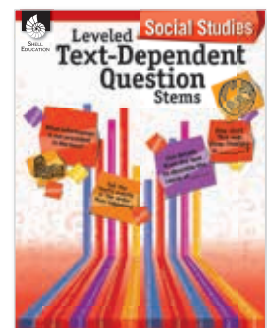
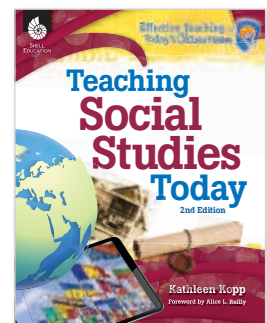
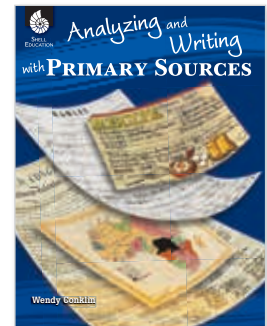
Sophisticated layouts with primary sources engage fifth grade readers.

PRIMARY SOURCES

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

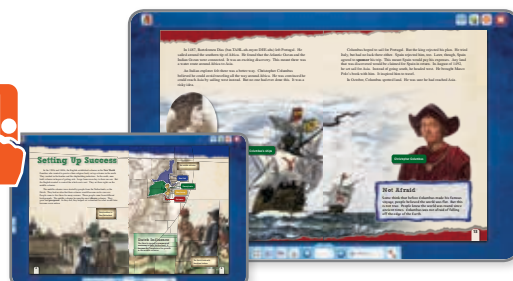


PROFESSIONAL LEARNING LIBRARY



DIGITAL RESOURCES

- Interactiv-eBooks with videos, audio, recording capabilities, and comprehension activities
- professionally recorded audio recordings of student texts
- unit overview family letters in English and Spanish
- student reproducibles including activity pages, assessments, and oral reading records
- more than 50 digital primary sources



LAUNCH TRAINING AND PROFESSIONAL DEVELOPMENT

A COMPLETE SOLUTION FOR YOUR CLASSROOM

An innovative, integrated approach to social studies instruction, *Exploring Social Studies* meets social studies and language arts standards in a flexible format that actively engages students and encourages classroom discussions. Staying true to the idea that we all “learn by doing,” launch training and customized professional development options are available to allow teachers to experience what this California-specific curriculum series has and how it can be used in a variety of instructional settings.

LAUNCH TRAINING

Educators will explore the key components of *Exploring Social Studies*, examine the lesson plans and support materials in detail, and see how the Professional Learning Library provides instructional support.

IN-SERVICE

Teacher Created Materials facilitators will deliver in-person workshops to provide product knowledge, delivery strategies, and classroom application ideas.

WEBINARS

In-depth webinars provide specific grade-level trainings on the *Exploring Social Studies* curriculum.

For more information, contact Teacher Created Materials at 800.858.7339 or visit our website: www.tcmpub.com/california-resources.

ENDNOTES

- ¹ Allyn, Pam, and Monica Burns. 2018. *Taming the Wild Text: 21st Century Literacy*. Huntington Beach: Shell Educational Publishing, Inc.
- ² 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.
- ³ 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.
- ⁴ Potter, Lee Ann. November/December 2005. “Teaching Civics with Primary Source Documents.” *Social Education* 69 (7): 358–359.
- ⁵ 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>.

