



1st Grade Social Studies Mapping/Pacing Guide 2016-2017



Topics & Standards <i>Quarter 1</i> Unit 1	<p><u>History</u></p> <ol style="list-style-type: none"> 1. Time can be divided into categories (eg., months of the year, past, present and future.) 2. Photographs, letters, artifacts and books can be used to learn about the past. 3. The way basic human needs are met has changed over time. <p><u>Geography</u> <u>Government</u> <u>Economics</u></p>			
Time Frame	Curriculum Units & Assessment (Evidence)	Opportunities for Integration	Resources (Curriculum or Textbook)	Technology and Differentiated Learning
Time and Categories 3 Weeks	<p style="color: red;">UBD Framework</p> <p>Unit: Change Over Time</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.9: Identify basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, and procedures).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p>McGraw Hill Our Community and Beyond (Unit 1 Lesson 1) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p style="color: purple;">Differentiated Instruction and ELL support listed in TM for each lesson as well as in online</p>

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	<p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 			<p>resources under “Show as You Go.”</p>
<p>Photographs, Letters, Artifacts and Books used to Learn about the Past/Holidays</p> <p>3 Weeks</p>	<p>UBD Framework Unit: People and Events Shape History</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz 	<p>Language Arts/Writing</p> <p>RI.1.3 Describe the connection between two individuals, events, or pieces of information in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p>McGraw Hill Our Community and Beyond (Unit 1 Lesson 2-3) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

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	<ul style="list-style-type: none"> • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 			
<p style="text-align: center;">How Basic Needs are Met and Have Changed Over Time</p> <p style="text-align: center;">3 weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.3: Describe the connection between two individuals, events, or pieces of information in a text.</p> <p>RI.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p style="text-align: center;">McGraw Hill</p> <p style="text-align: center;">Our Community and Beyond</p> <p style="text-align: center;">(Unit 1 Lesson 3-4)</p> <p style="text-align: center;"><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p style="color: purple;">Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>

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<p>Topics & Standards</p> <p style="text-align: center;"><u>Quarter 2</u></p>	<p><u>History</u></p> <p><u>Geography</u></p> <ol style="list-style-type: none"> 4. Maps can be used to locate and identify places. 5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people). 6. Families interact with the physical environment differently in different times and places. 7. Diverse cultural practices address basic human needs in various ways and may change over time. <p><u>Government</u></p> <p><u>Economics</u></p>
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<i>Time Frame</i> <i>Quarter 2</i>	<i>Curriculum Units & Assessment</i> <i>(Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources</i> <i>(Curriculum or Textbook)</i>	<i>Technology, Other</i>
<p>Maps- Locations & Places</p> <p>2 Weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS 	<p>Language Arts/Writing</p> <p>RI.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p>	<p>McGraw Hill</p> <p>Our Community and Beyond</p> <p>(Unit 2 Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos,</i></p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org</p>

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	<ul style="list-style-type: none"> At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 	<p>Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p><i>activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>(games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
<p>Physical Characteristics of Places Human Characteristics <u>Lesson 2</u></p> <p>3 Weeks</p>	<p>UBD Framework Unit: Where We Live</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-5 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p>	<p>Language Arts/Writing RI.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p>McGraw Hill Our Community and Beyond (Unit 2 Lesson 2) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>

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	<p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 			
<p style="text-align: center;">Family Interaction with the Physical Environment <u>Lesson 3</u></p> <p style="text-align: center;">2 Weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill Our Community and Beyond (Unit 2 Lesson 3)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p style="text-align: center;">=</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>

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<p style="text-align: center;">Diverse Cultural Practices</p> <p style="text-align: center;"><u>Leveled Reader “On Top of the World”</u></p> <p style="text-align: center; margin-top: 20px;">2 Weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p><small>*Assessments located within unit</small></p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>RI.3: Describe the connection between two individuals, events, or pieces of information in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p style="text-align: center;">McGraw Hill Our Community and Beyond</p> <p style="text-align: center; margin-top: 20px;">Leveled Reader: On Top of the World</p> <p style="text-align: center; margin-top: 20px;"><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p style="text-align: center; margin-top: 20px;">Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p style="margin-top: 20px;">www.definedstem.com <small>(GRASPS-Project based Learning)</small></p> <p style="margin-top: 20px;">www.infohio.org <small>(games, videos, timelines, research sites, biographies, books)</small></p> <p style="margin-top: 20px;">www.kids.gov <small>(videos, games and activities)</small></p> <p style="margin-top: 20px; color: purple;">Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
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<p style="text-align: center;">Topics & Standards</p> <p style="text-align: center; margin-top: 20px;"><u>Quarter 3</u></p>	<p><u>History</u></p> <p><u>Geography</u></p> <p><u>Government</u></p> <p><u>Economics</u></p> <p>11. Wants are unlimited and resources are limited. Therefore, people make choices because they</p>
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- cannot have everything they want.
12. People produce and consume goods and services in the community.
 13. People trade to obtain goods and services they want.
 14. Currency is used as a means of economic exchange.

<i>Time Frame Quarter 3</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology, Other</i>
<p>Wants and Needs</p> <p>3 Weeks</p>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up 	<p>Language Arts/Writing</p> <p>RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Our Community and Beyond</p> <p>(Unit 3 Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p> <p>“Animal Adaptations”</p> <p>(Wants and Needs)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

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<p>People Produce and Consume Goods and Services</p> <p style="text-align: center;"><i>3 Weeks</i></p>	<ul style="list-style-type: none"> • Big Idea Project <p>UBD Framework</p> <p>Unit: Economics</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p>McGraw Hill Our Community and Beyond (Unit 3 Lesson 1-2) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p> <p>Leveled Reader: The Apple Man: The Story of John Chapman</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
<p>Trading</p> <p style="text-align: center;"><i>3 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p>	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>McGraw Hill Our Community and Beyond (Unit 3 Lesson 3-4)</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org</p>


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	<ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p>	<p>(games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
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Topics & Standards	<u>History</u>
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<p>Quarter 4</p> <p><i>Government Unit by 1st Grade Teachers</i></p>	<p><u>Geography</u></p> <p><u>Government</u></p> <p>8. Individuals are accountable for their actions. 9. Collaboration requires group members to respect the rights and opinions of others 10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p> <p><u>Economics</u></p>
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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology, Other</i>
<p><i>Good Citizens-Accountable for Actions</i></p> <p style="text-align: center;">3 Weeks</p>	<p>UBD Framework</p> <p>Unit: Government</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter 	<p>Language Arts/Writing</p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p>McGraw Hill Our Community and Beyond (Unit 4 Lesson 1-2)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson</p>

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	<ul style="list-style-type: none"> At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 			<p>as well as in online resources under "Show as You Go."</p>
<p><i>Collaboration-Respecting the Rights of Others</i></p> <p><i>3 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-5 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Self-Check Quiz 	<p>Language Arts/Writing</p> <p>RI.1: Ask and answer questions about key details in a text.</p> <p>RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Our Community and Beyond (Unit 4 Lesson 2-3)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>

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	<ul style="list-style-type: none"> • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 			
<p><i>Rules and Laws</i></p> <p><i>3 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>RI.1: Ask and answer questions about key details in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Our Community and Beyond</p> <p>(Unit 4 Lesson 3-4)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>