



5th Grade Social Studies Mapping/Pacing Guide 2016-2017

Topics & Standards

Quarter 1

Social Studies Thinking and Geography Skills

History

1. Multiple-tier timelines can be used to show relationships among events and places.

Geography

4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

5. Latitude and longitude can be used to make observations about location and generalizations about climate

6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

Government

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Economics

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

5th Grade Social Studies Mapping/Pacing Guide 2016-2017

<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Map and Globe Skills Timelines 3 Weeks	<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"> • Review and Assess • Social Studies Test Prep • Check Understanding • Unit Review • Big Idea Review 	<p>Language Arts/Writing</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search</p> <p>CCSS Reading Informational Text Curriculum Connection</p> <p>Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Unit 0-Lesson 1, Unit 1, Unit 4)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.earth.google.com (interactive map site)</p> <p>www.connected.mcgraw-hill.com</p> <p>http://timeline.thinkport.org (constructing online timelines)</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Words to Know."</p>
Chart and Graph Skills Diagrams and Data Graphics 3 Weeks	<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 	<p>Language Arts/Writing</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p>	<p>McGraw Hill Ohio-Western Studies (Unit 0-Lesson 1)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</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 <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Review and Assess Social Studies Test Prep Check Understanding Unit Review Big Idea Review 	<p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>		<p>as well as in online resources under “Words to Know.”</p>
<p>Primary Sources and Citizenship</p> <p>3 weeks</p>	<p>UBD Framework Unit: _____ 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 <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Review and Assess Social Studies Test Prep Check Understanding Unit Review Big Idea Review 	<p>Language Arts/Writing</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Introduction, Unit 2- Lesson 2-3)</p> <p>Discovery Education</p> <p>Defined Stem “Historian-Shipwreck”</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>http://sheg.stanford.edu/ (Thinking Like A Historian, primary sources)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”</p>

5th Grade Social Studies Mapping/Pacing Guide 2016-2017

Topics & Standards

Quarter 2

Early Indian Civilizations

Cultural Groups of North and South America

Human Geography of the Western Hemisphere

History

1. Multiple-tier timelines can be used to show relationships among events and places.
2. Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.

Geography

4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
5. Latitude and longitude can be used to make observations about location and generalizations about climate
6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).
7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.
8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

Government

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Economics

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

**Content Statements 1, 4, 5, 6, 11, and 13 are skill standards that should be incorporated into each unit during the quarter.*

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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 and Differentiated Learning</i>
Early Indian Civilizations 4 Weeks	<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 • 2-3 FATPS/RAFTS • 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"> • Review and Assess • Social Studies Test Prep • Check Understanding • Unit Review • Big Idea Review 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>WHST.6-8.10</u> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Unit 0-Lesson 1-5)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.earth.google.com (interactive map site)</p> <p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p style="color: purple;">Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”</p>
Cultural Groups of North and South America	<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 • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>McGraw Hill Ohio-Western (Unit 2-Lesson 4-6 Unit 5, Unit 6)</p> <p>Discovery Education</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://www.pbs.org/wgbh/nova/maya/ (maps, videos, resources, lessons)</p> <p>www.discoveryeducation.com</p>

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<p>3 Weeks</p>	<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"> Review and Assess Social Studies Test Prep Check Understanding Unit Review Big Idea Review 	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>Defined Stem</p>	<p>(daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Words to Know."</p>
<p>Human Geography of the Western Hemisphere</p> <p>2 weeks</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"> Review and Assess Social Studies Test Prep Check Understanding Unit Review Big Idea Review 	<p>Language Arts/Writing</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Unit 3-4)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://www.pbs.org/wgbh/nova/longitude/find.html (videos, games, activities)</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Words to Know."</p>

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Topics & Standards

Quarter 3

Human Geography of the Western Hemisphere

History

1. Multiple-tier timelines can be used to show relationships among events and places.
2. Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.
3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.

Geography

4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
5. Latitude and longitude can be used to make observations about location and generalizations about climate
6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).
7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.
8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.
10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

Government


11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Economics

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

**Content Statements 1, 4, 5, 6, 11, and 13 are skill standards that should be incorporated into each unit during the quarter.*

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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 and Differentiated Learning</i>
<p>European Colonization</p> <p>4 Weeks</p>	<p>UBD Framework Unit: European Explorers</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"> • Review and Assess • Social Studies Test Prep • Check Understanding • Unit Review • Big Idea Review 	<p>Language Arts/Writing</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Unit 5)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://edsitement.neh.gov (lesson plans, activities, resources)</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”</p>
<p>Cultural Diversity</p> <p>3 Weeks</p>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p>	<p>Language Arts/Writing</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>McGraw Hill Ohio-Western Studies</p>	<p>www.connected.mcgraw-hill.com</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 <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Review and Assess • Social Studies Test Prep • Check Understanding • Unit Review • Big Idea Review 	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>WHST.6-8.10</u> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>(Unit 2-Lesson 5-6 Unit 5-Lesson 5-6)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>http://www.loc.gov/teachers/ / (Library of Congress Digital and Library Resources)</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”</p>
<p><i>Movement of People, Products and Ideas</i></p> <p><i>2 Weeks</i></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 • 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"> • Review and Assess • Social Studies Test Prep • Check Understanding 	<p>Language Arts/Writing</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Unit 4-Lesson 2-5)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”</p>

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- Unit Review
- Big Idea Review

Topics & Standards

Quarter 4

Government and Economics

History

1. Multiple-tier timelines can be used to show relationships among events and places.

Geography

4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

5. Latitude and longitude can be used to make observations about location and generalizations about climate

6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

Government

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens

Economics

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data

14. The choices people make have both present and future consequences

15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade

16. The availability of productive resources and the division of labor impact productive capacity

17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.


18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences,

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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 and Differentiated Learning</i>
<p><i>Types of Government</i></p> <p>3 Weeks</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"> • Review and Assess • Social Studies Test Prep • Check Understanding • Unit Review • Big Idea Review 	<p>Language Arts/Writing</p> <p><u>W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies (Unit 2-Lesson 3-4 Unit 5-Lesson 4-5)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://nces.ed.gov/nceskids/createagraph/ (Informational site, data, graphs)</p> <p>www.cia.gov (Informational site, news, library links)</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Words to Know."</p>
<p><i>Economic Decision</i></p>	<p>UBD Framework</p> <p>Unit: _____</p>	<p>Language Arts/Writing</p>	<p>McGraw Hill</p>	<p>https://www.youtube.com/watch?v=7IPMoyzDiNo</p>

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<p><i>Making and Skills</i></p> <p><i>3 Weeks</i></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"> • Review and Assess • Social Studies Test Prep • Check Understanding • Unit Review • Big Idea Review 	<p><u>WHST.6-8.10</u> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.5.9B Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>Ohio-Western Studies (Unit 3 and Unit 6)</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>(supply and demand video link)</p> <p>www.connected.mcgraw-hill.com</p> <p>http://bizkids.com/clip/supply-and-demand (lessons, resources, videos, interactive tools)</p> <p>http://www.econedlink.org/lessons/index.php?lid=539&type=educator (lessons, resources, videos, interactive tools)</p> <p>www.discoveryeducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Words to Know."</p>
<p><i>Financial Literacy</i></p> <p><i>3 Weeks</i></p>	<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 	<p>Language Arts/Writing</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Leveled Reader Search CCSS Reading Informational Text Curriculum Connection Reading Skills</p>	<p>McGraw Hill Ohio-Western Studies</p> <p>Discovery Education</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://www.westernreservepublicmedia.org/economics/index.htm (lessons, resources, videos, interactive tools)</p> <p>http://www.econedlink.org/lessons/index.php?lid=349&type=educator (lessons, interactive tools)</p> <p>www.discoveryeducation.com (daily videos and current events)</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</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Review and Assess • Social Studies Test Prep • Check Understanding • Unit Review • Big Idea Review 			<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Words to Know."</p>
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