

**2016-2017 State of Florida
Instructional Materials Adoption
Publisher Questionnaire (Form IM8)**

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COURSE: SOCIAL STUDIES GRADE 2, 5021040

TITLE: COMMUNITIES HERE AND THERE EXPLORING WHERE AND WHY COMPLETE HANDS-ON PROGRAM - FLORIDA GRADE 2 CLASS

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AUTHOR: NYSTROM EDUCATION

GRADE LEVEL: K-5

AUTHORS & CREDENTIALS: LIST FULL NAME OF AUTHOR(S), WITH MAJOR OR SENIOR AUTHOR LISTED FIRST. BRIEFLY PROVIDE CREDENTIALS FOR EACH AUTHOR.

Exploring Where and Why K-3 series, Curriculum/Program Consultant: Dr. JoAnne Buggiey, Department of Curriculum and Instruction, University of Minnesota-Twin Cities. Award-winning educator, teacher trainer, author of and consultant on myriad publications, Dr. Buggiey has devoted her career to the elementary classroom and teaching cartography/mapping skills.

STUDENTS: DESCRIBE THE TYPE(S) OF STUDENTS FOR WHICH THIS SUBMISSION IS INTENDED.

All 2nd grade students.

1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

None

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

A Florida Teacher Supplement with a curriculum map provides a complete, easy to use guide to locate lessons by Florida standards.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational

approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Your goal is to develop informed citizens who can link the past with the present. That's exactly what **Exploring Where & Why** is designed to do. The lessons provide an in-depth, sequential foundation for developing the concepts and skills to study people and places of any time period.

In the components, students see the same community on the floor maps, and in the Jumbo Atlas. How does it relate to learning about communities in the past? As students learn about this community, Riverside, they are accessing prior knowledge. They are building their understanding of change over time, comparing Riverside today with its early settlement and growth. In addition, they are building a shared experience. It's essential to have common ground for meaningful learning. Students explore Riverside together, building layers of learning about history, geography, economics, and government and civics. Riverside has the basics of any community, so these layers of learning prepare students for learning about communities today, long ago, or far away.

Exploring Where and Why is about layers of learning. That's the way we learn about our own community, layer by layer. We build background knowledge. We, as adults, are always thinking about how our own community is affected by change—by its governmental organization and processes, by its location and geography, and by what drives its economy—and we recognize that all these layers are interrelated. **Exploring Where & Why** gives students the experiences—the processes—to discover these layers of learning about their own community. What's more, they can look at any community—near or far, then or now, urban or rural— with a genuine understanding. This is powerful learning that lasts forever!

How does **Exploring Where & Why** work?

There are two keys to the success of **Exploring Where & Why**: the instructional strategies and the components. Combined, they provide positive learning experiences for all students—those who read well and those who don't, those who like to work alone and those who like to work with others, those who like to touch and turn concrete objects, and those who like to reflect and write. An atlas, for example, might introduce a skill or concept. After reading and discussing the atlas content, students might apply that skill or concept by marking a geographic feature on a map, making connections with a character, in one of the Literacy Library books or summarizing information with a graphic organizer.

Major Tool - Teacher

Teacher's Guide – with Unit Dividers: Step-By- Step Lesson Plans – each lesson includes 2-4 activities. Each activity has it's own lesson plan and takes 15-20 minutes. This format (binder/spiral bound) provides flexibility for you to complete one or more activities to meet the standards, move at your best pace, and differentiate instruction by combining lessons or incorporating trade books from the Literacy Library. In **Exploring Where and Why**, all components are core components. They work together to give students a variety of opportunities to build deep understanding. This unique combination of major tool components and hands-on lessons will build skill concepts to meet the Florida State Standards.

The Teacher's Guide provides the following sections:

Overview: This lesson summary and list of activities help you evaluate goals to plan your instructional time.

Teaching: Each clearly stated Lesson Objective ties directly to the teaching strategy as recommended by leading educators.

Getting Started: Every activity begins by engaging students in the topic – often by reinforcing prior knowledge through discussions of their own experiences.

Questioning Strategy: Suggested questions help you guide instruction to engage students in conceptual thinking as well as skills development.

Assessment and Evaluation: To provide you with tools to help assess all students, every unit has a paper-and-pencil Unit Test as well as “authentic” assessment options that are hands-on, allowing students to demonstrate what they can do with what they learned.

Extending: To help you address the needs of all students in your class, these suggestions broaden or deepen content and skills.

Lesson Closure: There are two ways to evaluate student understanding through EPR's (Every Student Response) and an activity in which students draw upon lesson objectives to build background knowledge.

Florida Grade 2 Teacher Supplement: provides a Florida Standards map and suggested pacing to cover all Florida State Standards during the course of one school year.

Exploring Where and Why Grade 2 Digital Package – contains a digital version of Teacher's Guide, Florida Teacher Supplement, Student Nystronaut Atlas

Major Tool - Student

Nystronaut Atlas – Much more than a book of maps, this Atlas targets core standards of Social Studies. The focus question of each two-page spread engages students in exploring and comparing the community in the atlas with their own and others. They will:

- identify and describe characteristics of their community
- discuss rules and laws, change over time, influence of physical features, and economic resources
- build map and globe skills

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS.

Exploring Where & Why and its variety of components are entirely different—and they are all core components, fully integrated into the instructional model. Lessons are completely activity-based. That's why there are no textbooks.

Ancillary Materials - Student Components

Activity Globes - A model of the earth that students can hold in their hands, the Activity Globe helps students:

- identify the Equator and the poles
- use a compass rose to identify cardinal directions
- compare a globe with a world map
- demonstrate seasons and label climate zones

Desk Maps/ Community and Community— Students develop key concepts and skills as they use these Desk Maps in conjunction with other components. They will:

- build layers of learning in history, geography, economics, and government and civics
- compare this community with their own and others
- practice basic map skills

Desk Map/World and United States- Students develop key concepts and skills as they use these Desk Maps in conjunction with other components. They will:

- recognize a world map shows the whole world at once
- identify and describe land and water
- locate where they and others live

Raised Relief Model - Students are fascinated with the three-dimensional Raised-Relief Model of the community and its surrounding landscape . They will:

- identify and describe physical and cultural features
- discuss “where and why” the community might change
- recognize that a map represents a real three- dimensional place

Ancillary Materials - Teacher

Wall Maps are larger, identical versions of Desk Maps 2A and 2B . Use them to:

- model activities
- demonstrate skills and concepts
- engage students in whole-class activities
- assess comprehension

Literacy Library - Each of the 12 trade books in the Literacy can introduce or support program content activities for each book will engage students by:

- expanding concepts
- reinforcing skills
- making cross-curricular connections:
Reading, Writing, Math, Science, Social Studies, Art and Critical Thinking

5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?

Exploring Where and Why Digital Package utilizes IMS Global standards for Single Sign On (SSO), as well as One Roster for rostering. Districts can also use Clever for SSO and Rostering. Additionally, this digital package utilizes standard web protocols and is designed to work with all HTML5-compatible browsers, including the most recent versions of Chrome, Firefox, Safari, and Internet Explorer.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM?

Each lesson provides 2-4 activities. Each activity has it's own lesson and takes 15-20 minutes to complete allowing flexibility while allowing the teacher to successfully meet the standards.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE?

We are committed to providing a professional learning plan that provides teachers with professional learning over an extended period of time and that will actively engage them in the learning and implementation process.

We offer a blended learning approach to professional learning. This approach allows us to meet your professional learning needs while keeping mandatory meeting times to a minimum. Our plan offers flexibility for both the district and its teachers. Blended Learning combines the best of face to face learning with online learning. We propose the following plan that can be customized for your district:

Exploring Where and Why: We offer a Self-Paced Video Course consisting of four sessions. Each session is designed to be approximately 30-45 minutes. Sessions include an introduction, step by step instructions, and an opportunity for hands-on practice. Each video session is led by a Certified Exploring Where and Why Facilitator.

Session 1: Love the Cart, but what do I do with it?

This introductory video course features all of the cart's components, their care and basic uses.

Session 2: Lessons and Flexibility-how they work.

Teachers will look in-depth at the lesson format of EWW. Knowing that teachers need lessons that can be utilized in varying amounts of time Exploring Where and Why's structure allow for flexibility while maintaining the integrity of the skill and content.

Session 3: Cross-Curriculum Instruction with Exploring Where and Why

Teachers are introduced to the cross-curriculum approach throughout the Exploring Where and Why Hands-On programs.

Session 4: Literacy Library:

An in-depth look at the books and lessons in the EWW Literacy Library will assist you as you look for ways to incorporate social studies into your language arts time as well as in your traditional social studies time.

On-site workshops are available and fees may be waived based on number of school sites adopting the program.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Exploring Where and Why is a hands on program. Internet access is required only to access the website hosting Grade 1st Digital Package and is designed to work with all HTML5-compatible browsers, including the most recent versions of Chrome, Firefox, Safari, and Internet Explorer.

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY?

Please see the attached Master Services Agreement at the end of this document.

10. WHAT STATES HAVE ADOPTED THE SUBMISSION?

Arkansas, Idaho, Indiana, Oklahoma, Texas, Georgia, New Mexico, North Carolina, Kentucky

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)?

No open educational resources are included as part of this bid submission.