

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

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**COURSE:** SOCIAL STUDIES GRADE 5, 5021070

**TITLE:** OUR COUNTRY'S HISTORY EXPLORING WHERE AND WHY COMPLETE HANDS-ON PROGRAM - FLORIDA GRADE 5 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.**

- Dr. Judith Whitman Hochman, BA, Elementary Education; MA Humanistic Education; PhD, Adult Education. Dr. Hochman began her career as an elementary teacher, then she moved into building and developing adult- and continuing-education departments. She worked with students at every level, K-adult, as a continuing-education administrator. She now works with various educational projects as a writer, tutor, or assessment administrator.
- Emily Rose Oachs, BA, Communications—Rhetorical Theory and Criticism. Author of more than forty nonfiction books for children and young adults, Ms. Oachs has both written and edited curriculum in history, geography, and science for elementary and middle school classrooms.
- Chris Nelson, ME, Saint Xavier University, Chicago. Starting as a classroom teacher of social studies and language arts, Mr. Nelson has spent the last fifteen years as an author and editor of hands-on social studies programs.

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

THIS RESOURCE IS INTENDED FOR DIVERSE STUDENT POPULATIONS, INCLUDING GIFTED, ELL, SPECIAL NEEDS, AND AT-LEVEL PUPILS.

**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.

Within the program one can also search on a standard by standard basis to find activities that correlate with that standard.

**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 2-5 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. Linking history and geography—studying where things happened to understand how things happened—this program integrates a history atlas with markable activity maps and globes and a teacher's guide that presents history in small doses to help students grasp content.

- **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 3 Teacher Supplement:** provides a Florida Standards map and suggested pacing to cover all standards content in the course of one school year.

**Exploring Where and Why Grade 3 Digital Package** – contains digital version of Teacher's Guide, Florida Teacher Supplement, Student Nystronaut Atlas

### **Major Tool - Student**

Our Country's History Atlas – Much more than a book of maps, this Atlas targets core

standards of Social Studies. The Our Country's History Atlas brings history and all the social studies disciplines together by presenting a chronological overview of United States History including maps, graphs, and photographs with engaging explanatory text and amazing visuals. Units covered:

- Atlas, Map & Globe Skills
  - Three Worlds Meet, 1400 to 1682
  - Colonial America, 1600 to 1776
  - A New Nation, 1763 to 1810
  - The United States Expands, 1790 to 1860
  - Civil War and Change, 1820 to 1900
  - Modern America, 1898 to Now

**4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS.** Briefly describe the ancillary materials and their relationship to the major tool.

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 - By holding the activity globe in their hands, students can see for themselves that a globe is the best tool for understanding directions, distances, as well as the global grid system.

They:

- mark the globe to identify where historic event took place
- identify locations using latitude and longitude

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

- build layers of learning in economics, history, civics and government, and geography
- Study Colonial America to today and “see” it
- Practice basic map skills

Desk Map/World and United States- By using these desk maps—often with their globes—students develop genuine map skills and concepts. They will:

- transfer their learning with the globe by marking the world map to show hemispheres
- use latitude and longitude to locate places
- identify and describe relationships between history natural features and human activity

Raised Relief Model - The three-dimensional raised relief model is a superb tool for bringing physical natural features of Texas and the rest of our country to life for students. By observing and identifying major features, students can also compare and contrast locations as they:

- identify and describe landforms
- identify major rivers and bodies of water

- explain choices— “where and why”— about using natural resources

Ancillary Materials - Teacher

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?** If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

*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.