



Deirdre Mayi  
*Senior Curriculum Specialist*



# FLORIDA

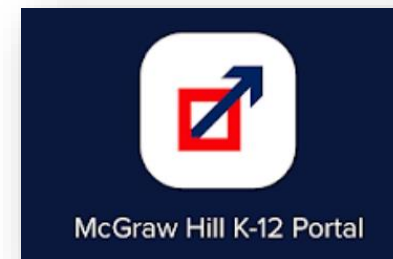
## SOCIAL STUDIES



Welcome Hernando County Educators!

Inquire & Learn | Inspire & Lead

- 100% Aligned to Florida Benchmarks
- Florida Customization At ALL Grade Levels
- Equitable Spanish Resources
- **Integrated ELA** Skills Instruction
- **Benchmark** Connections
- **Flexible** Planning Options
- Embedded **ELL Support** with **Multilingual** Options
- **LMS Integration Ready** with Assignment Sync with Grade Passback
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OPPORTUNITIES FOR INTERACTIVE ACADEMIC ENGAGEMENT

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Civics

Join at [www.kahoot.it](http://www.kahoot.it)  
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QR  
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How Do Special Purpose Maps Help Us?

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Daily Life: Then and Now

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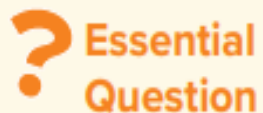


# Wonders Connections



## Unit 1

### Text Set 3: Week 5



**What Happens  
When Families  
Work Together?**

### Interesting Jobs

Students will interview a person about their job. They will work in pairs to create a list of questions to ask during the interview. Students will then use those questions to ask someone about their job. Remind students to take notes so they can refer to them as they create a job description sheet to share with the class.

Sunshine State Standards for Social Studies: SS.2.E.1.2

B.E.S.T. Standards for ELA: ELA.2.C.2.1, ELA.2.C.4.1

### Goods and Services

#### Chapter 4 Lesson 2

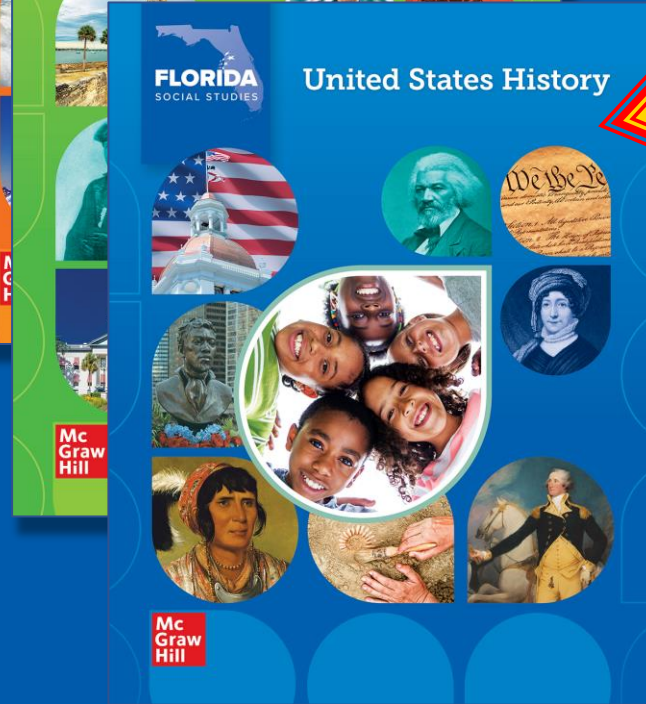
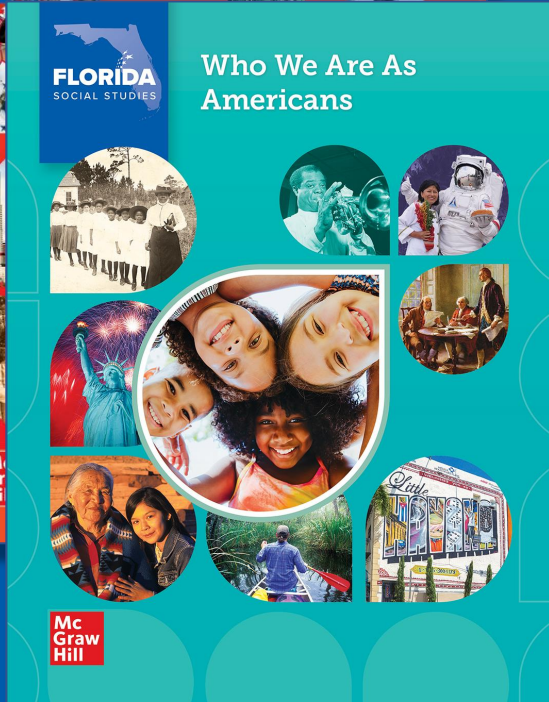
How Do We Use Goods and Services?

Research Skill: Central Idea and Relevant Details

Sunshine State Standards for Social Studies: SS.2.A.1.1, SS.2.CG.2.2, SS.2.CG.2.5, SS.2.E.1.2

B.E.S.T. Standards for ELA: ELA.2.R.2.2, ELA.2.R.3.3, ELA.2.V.1.2





# Streamlined Materials

## Consumable Student Edition

Also in  
Spanish!

Powerful Student Digital Platform



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**FLORIDA**  
SOCIAL STUDIES

# Investigate Primary Sources

## PRIMARY SOURCE



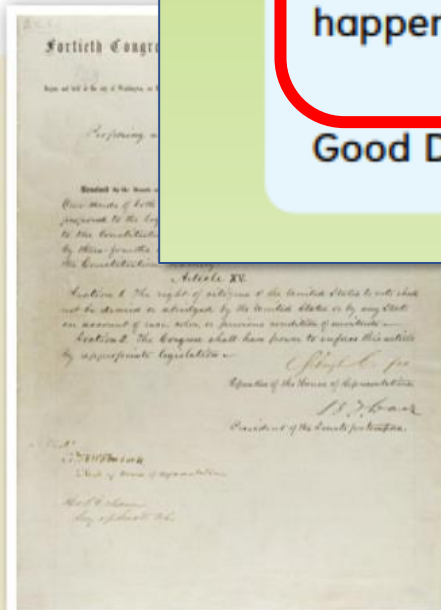
clay  
from

## PRIMARY SOURCE

### In Their Words... The Fifteenth Amendment

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

—from The Fifteenth Amendment to the Constitution, 1870



## Analyze the Source

### 1 Inspect

Look at the picture.  
Tell what is happening.

### 2 Find Evidence

Look Again What is the topic?  
Circle any details you see.

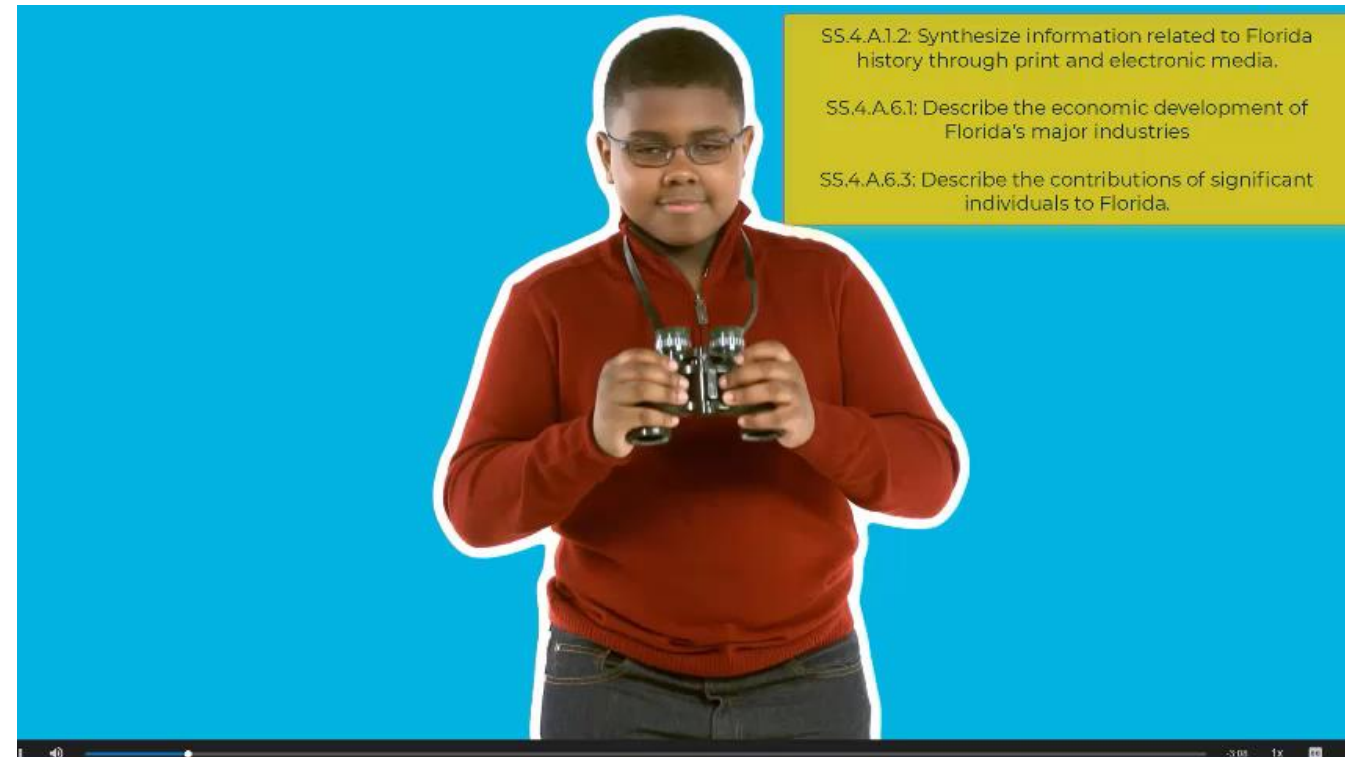
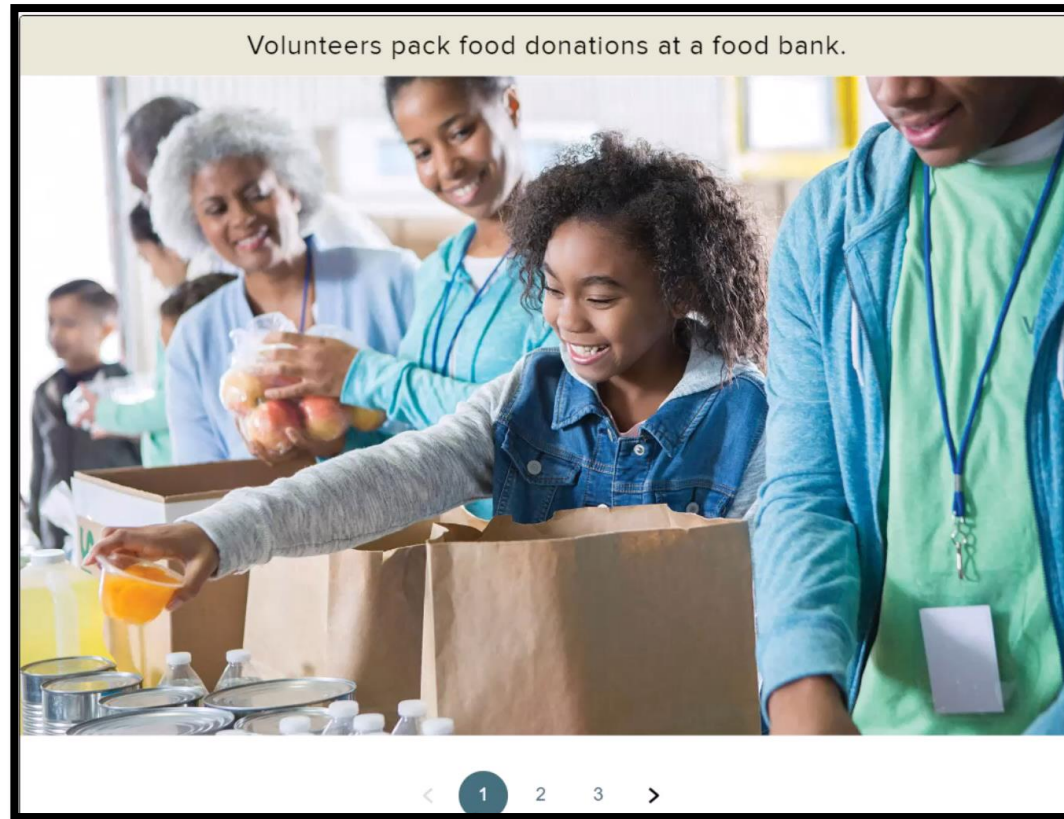
### 3 Make Connections

Talk What are ways you can try to be fair?

Good Detectives analyze each source 1, 2, 3 ways!



# Engaging Multi Media At Point of Use

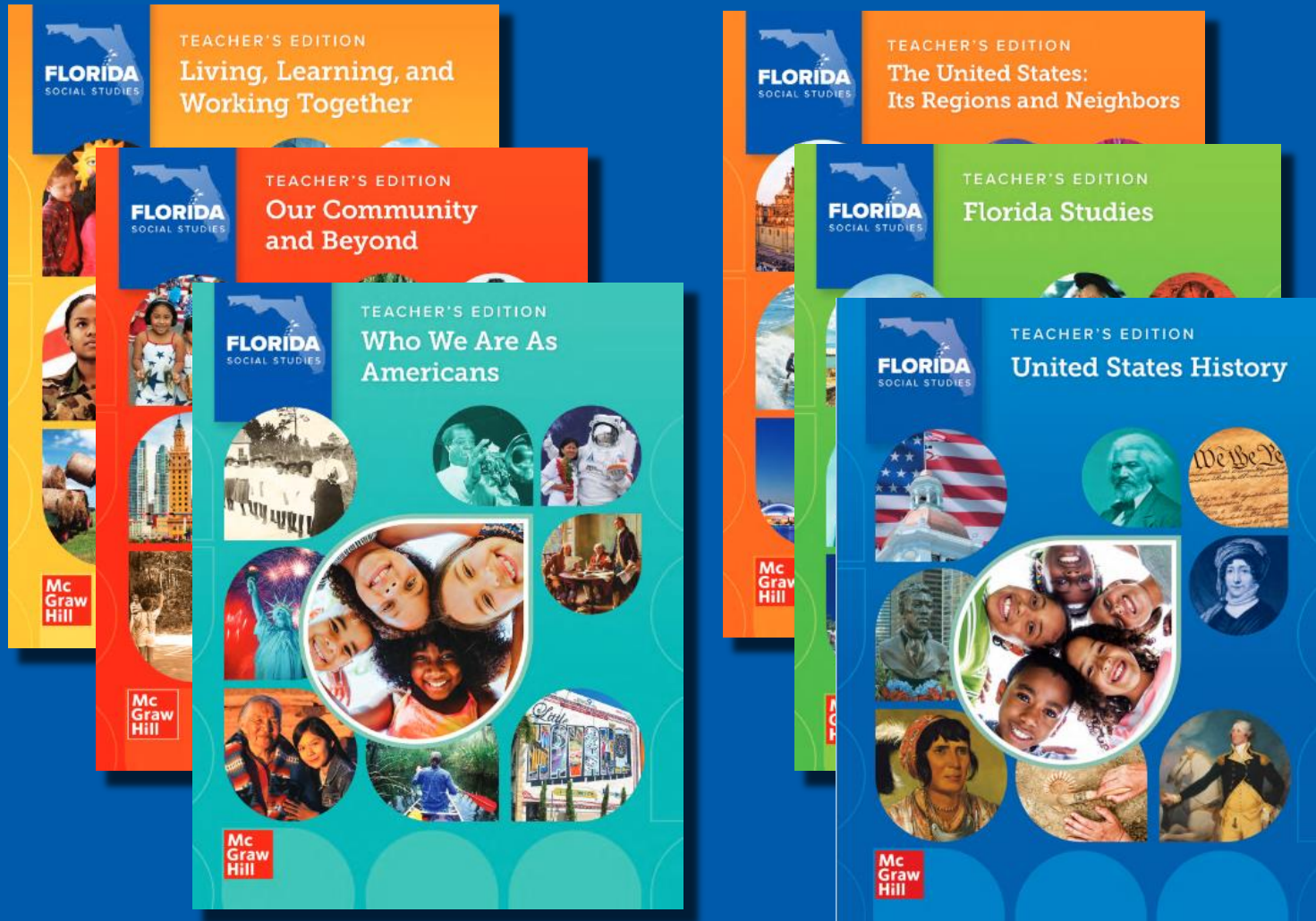


# Engage



STRATEGIES FOR LANGUAGE ACQUISITION

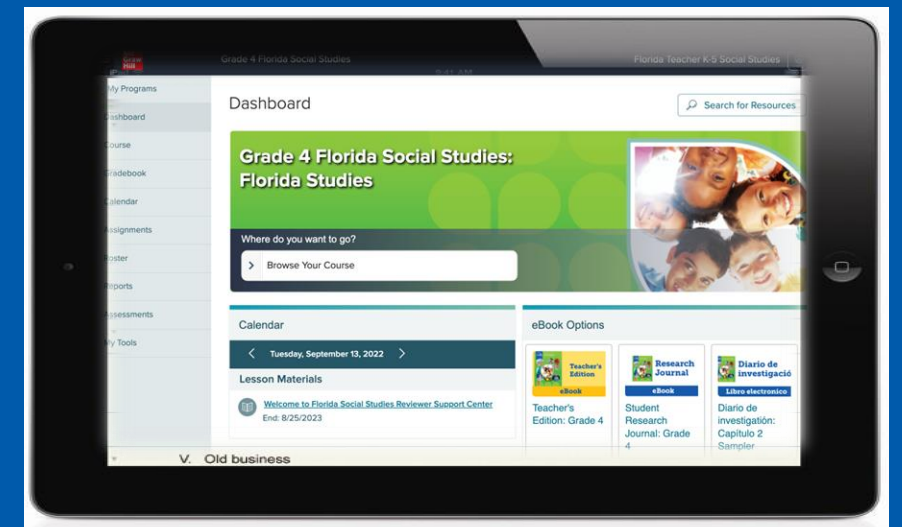





# Streamlined Materials

Print Teacher's Editions  
One Volume

Powerful Teacher Digital Platform



# Flexible Pacing Pathways



**Grade 5**

Suggested time for

- 6 weeks per chapter
- Two 20-minute lessons per day

Flexible Pacing

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| Day 10           |                            |                                      |                                       |
|------------------|----------------------------|--------------------------------------|---------------------------------------|
| Suggested Pacing | Source Title               | Research Journal/<br>Research Online | Teacher's Edition/<br>Online Location |
| 15 minutes       | Civil War and Civil Rights | pp. 126-127                          | T139                                  |
| 15 minutes       | Juneteenth                 | Research Online                      | Chapter 2 Lesson 3                    |

| Day 11                                            |                            |                                      |                                       |
|---------------------------------------------------|----------------------------|--------------------------------------|---------------------------------------|
| Revisit the EQ to help students make connections. |                            |                                      |                                       |
| Suggested Pacing                                  | Source Title               | Research Journal/<br>Research Online | Teacher's Edition/<br>Online Location |
| 15 minutes                                        | Music and Dance Traditions | pp. 136-137                          | T151                                  |
| 15 minutes                                        | Birth of the Blues         | Research Online                      | Chapter 2 Lesson 4                    |

| Day 12           |                                  |                                      |                                       |
|------------------|----------------------------------|--------------------------------------|---------------------------------------|
| Suggested Pacing | Source Title                     | Research Journal/<br>Research Online | Teacher's Edition/<br>Online Location |
| 15 minutes       | Seminole and Miccosukee Cultures | pp. 138-139                          | T152                                  |
| 15 minutes       | Florida Culture                  | pp. 140-141                          | T153                                  |

| Day 13           |                                   |                                      |                                       |
|------------------|-----------------------------------|--------------------------------------|---------------------------------------|
| Suggested Pacing | Source Title                      | Research Journal/<br>Research Online | Teacher's Edition/<br>Online Location |
| 15 minutes       | Protecting Our Oceans and Beaches | pp. 15                               | T166                                  |
| 15 minutes       | Saving the Beach                  | Research Online                      | Chapter 2 Lesson 5                    |

| Day 14           |                           |                                      |                                       |
|------------------|---------------------------|--------------------------------------|---------------------------------------|
| Suggested Pacing | Source Title              | Research Journal/<br>Research Online | Teacher's Edition/<br>Online Location |
| 30 minutes       | Communicate Your Findings | p. 158                               | T170-T171                             |

| Day 15                  |                           |                                      |                                       |
|-------------------------|---------------------------|--------------------------------------|---------------------------------------|
| 5 1/2 weeks per chapter |                           |                                      |                                       |
| Suggested Pacing        | Source Title              | Research Journal/<br>Research Online | Teacher's Edition/<br>Online Location |
| 30 minutes              | Communicate Your Findings | pp. 158-159                          | T170-T171                             |

want to teach—

on the chapter Essential  
adjusted to fit into your

5

week

# Let's Go Live





# Multi Discipline Integrated Approach

## *and Exceeding* Meeting <sup>^</sup> Florida Standards

- ✓ = This chapter of Florida Social Studies has assessments to monitor progress on this standard.
- ✓ Clearly Labeled

### English Language Learners

- **ELD.K12.ELL.SS.1** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.



### Math

Mathematical thinking is a part of inquiry-based learning. Children make strong

- **MA.K12.MTR.1.1** ... learning both ind
- **MA.K12.MTR.2.1** ... by representing p
- **MA.K12.MTR.3.1** ... mathematical flu
- **MA.K12.MTR.5.1** ... help understand concepts.
- **MA.K12.MTR.7.1** ... world contexts.

### American History

- ✓ **SS.2.A.1.1** Examine primary and secondary sources.
- ✓ **SS.2.A.1.2** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
- **SS.2.A.2.1** Recognize that Native Americans were the first people to live in North America.

the impact of immigrants on the Native  
terms and designations of time sequence.

### Government

why people form governments.  
recognize symbols, individuals and documents  
la.

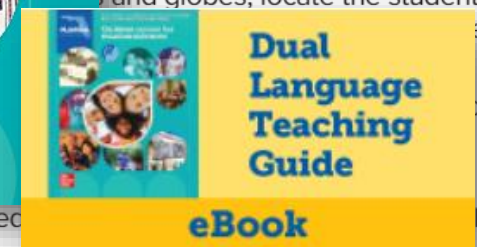
that people make choices because of

different types of maps (political, physical, and  
map elements.

maps and globes, locate the student's  
the state

means,

America  
lands).



(Canada, United

# Multi Discipline Integrated Approach



## Florida B.E.S.T. English Language Arts Integration

Building Mastery Towards These  
**English Language  
Arts Standards**

### K-12 ELA Expectations

- **ELA.K12.EE.1.1** Cite evidence to explain and justify reasoning.
- **ELA.K12.EE.2.1** Read and comprehend grade-level complex texts proficiently.
- **ELA.K12.EE.3.1** Make inferences to support comprehension.
- **ELA.K12.EE.4.1** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- **ELA.K12.EE.5.1** Use the accepted rules governing a specific format to create quality work.
- **ELA.K12.EE.6.1** Use appropriate voice and tone when speaking or writing.

### Informational Reading

- **ELA.2.R.2.1:** Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
- **ELA.2.R.2.2:** Identify the central idea and relevant details in a text.

### Reading Across Genres

- **ELA.2.R.3.3:** Compare and contrast important details presented by two texts on the same topic or theme.

### Vocabulary

- **ELA.2.V.1.2:** Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
- **ELA.2.V.1.3:** Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

### Communication

- **ELA.2.C.1.2:** Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.
- **ELA.2.C.4.1:** Participate in research to gather information to answer a question about a single topic using multiple sources.

# Investigate

## Research Skills

### Compare and Contrast

## Research Skills

### Compare and Contrast

When you **compare**, you tell how things are alike or similar.

When you **contrast**, you tell how things are different.

To compare and contrast:

1. Read the text all the way through and study photographs.
2. Reread the text and look at pictures to find things that are alike.
3. Reread the text again and look at the pictures for things that are different.
4. Ask yourself, *Did I find both similarities and differences?*



Based on what you read, work with your class to find things that are alike and different in the text to complete the chart.

| Alike | Different |
|-------|-----------|
|       |           |

## Different

Some people used boats to get there. Others walked. The Seminole traveled through swamps and rivers to get there.

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# Investigate

## My Note Catcher

Use the note catcher to compare and contrast information in Lesson 3. Your notes will help you complete the Lesson Wrap-Up and **Communicate Your Findings** at the end of the chapter.

| Alike | Different |
|-------|-----------|
|       |           |
|       |           |
|       |           |

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# Differentiated Instruction

## Lesson 3



### Language Objectives

- Use newly acquired content and academic vocabulary to talk and write about different environments in the United States.
- Compare and contrast classroom objects and text.
- Use adjectives to describe Everglades National Park.

## Build Meaning & Support Language



Have children take turns explaining how two items are alike and how they are different. Consider providing a word bank of adjectives and sentence frames. The basketball is like the soccer ball. Both things are round. The basketball is different from the soccer ball. The basketball is orange, but the soccer ball is white.

## Language Forms & Conventions

**Using Adjectives** Explain to children that adjectives are words that are used to describe places and people. Write on the board a sentence from “Regions of the United States”: *Plains are large areas of flat grassland.* Underline the word *large* and explain that it is used to describe *areas*. Prompt children to use their hands to show the meaning of *large*. Repeat with *flat* describing *grassland*. Tell children they can use other adjectives to describe. Say: *The Everglades has amazing animals.* Have them identify the adjective used to describe *animals*.



In English, an adjective precedes the noun it modifies. In some other languages, such as Spanish and Hmong, an adjective follows the noun it modifies.

# Differentiated Instruction

## Differentiated Scaffolds

**Text Feature** Can children explain how to use the map key?

**If not,** have children work together to create a map of the classroom or playground. Remind them to include a map key with colors for different areas.

## ➤ DIFFERENTIATED SCAFFOLDS

### Approaching Level

Model how to identify compare and contrast details in a text by asking and answering questions, such as “What did the people from the island and the Seminole people do that were alike?” and “How are the ways people traveled to the store different?”

### On Level

Have partners work together to find an example in the text that tells the way two groups of people were alike. Then have them find ways two groups of people were different.

### Beyond Level

Guide children to compare and contrast their community environment to the environment on Chokoloskee Island. Guide them in identifying something in their environment that is like the environment on Chokoloskee Island and then identify something that is different.



# Expanding Learning



# Investigate: Lesson Wrap-up



## How Can We Describe Where We Live?

### Think About It



Have children review their research and think about what they learned about the Everglades. Remind them to review the notes in their Note Catcher. Direct children back to pp. 170-177 of the Research Journal if they need more information.

### Talk About It



Remind children to follow the rules of appropriate classroom conversation.

### Show It




**Give an Example** Remind children to include the following as they craft their responses.

- Write their response in the form of an email.
- Include specific details about the Everglades.

### Share It



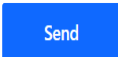



Have children share their emails with a partner. Suggest that they compare and contrast their descriptions and discuss why the park should be protected. You may consider sending a class email to Everglades National Park staff to learn more about the Everglades’ importance to Florida.

From <dnjordan00@aim.com>   
To  MYFAVEUNCLE@gmail.com CC / BCC

The Everglades

AA B I U       

Hi Uncle Joe! Guess what? I learned so much about the Everglades this week. Did you know that the Everglades is the only place on Earth where both alligators and crocodiles live? Some people wanted to drain it and build on it, but people like Marjorie Stoneman Douglas fought so that would not happen. The amazing plant and animal life found in the Everglades is unlike any other in the world. It is such a special place. Last week when you asked me what I wanted for my birthday, I didn't know. I know what I want now. Could you take me on a boat ride in the Everglades? I want to see it for myself!

  Attach  Add GIF  Add stationery  Spelling ... More  

| Discipline          | 4                                                                                                            | 3                                                                                                               | 2                                                                                                             | 1                                                                                                                |
|---------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Geography<br>Civics | Child shows a strong understanding of Everglades National Park and why it is an important symbol of Florida. | Child shows an adequate understanding of Everglades National Park and why it is an important symbol of Florida. | Child shows an uneven understanding of Everglades National Park and why it is an important symbol of Florida. | Child shows little or no understanding of Everglades National Park and why it is an important symbol of Florida. |

## Communicate Your Findings Chapter Wrap-Up



### Talk About It

**Think** Look back at your notes. Think about what you learned in each lesson. How does this help you respond to the Essential Question?

**Turn and Talk** Share your thoughts and ideas with a partner to prepare for the Show It.



### Show It

Create a poster about your community. Describe your community and tell why it is special. Include these things:

- A map of where your community is in Florida
- At least one place people go to have fun together
- At least one way people enjoy the environment
- At least one way people get around in the community

Use the space below to draft notes and ideas for your poster.



### Share It

Share your poster with a partner. Be prepared to answer questions about your ideas. Listen respectfully to your partner's ideas. Did you learn anything new?





# Engage

K-1  
Difference

## Explore Words

# Map and Globe

(to the tune of "Row, Row, Row Your Boat")

Read, read, read the **map**.  
Help me, if you could,  
Find our street,  
And find our school,  
And find our **neighborhood**.



Read, read, read THIS map.  
Start with something small.  
Here's our town,  
and here's our **state**.  
Our **country** holds them all.

Spin, spin, spin the **globe**.  
It's a big round ball.  
It shows the **world**,  
Our planet Earth,  
Home to one and all.

Engage

K-1  
Difference



Globe  
(Your Boat")

# Know What Your Students Know

## Summative Assessments



25% - 35%





# Know What Your Students Know

Print or Digital



Assess Online

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## Florida Grade 2 Chapter 3 Test



 [Alternativa de texto](#)

- ☐ La escala del mapa está en la parte inferior de la página.
- ☐ La parte este del país se muestra en un mapa físico.
- ☐ El ecuador va de la parte oeste a la parte este del país.

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# Know What Your Students Know

## Reports that Inform Instruction

McGraw Hill  
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Interactive Performance Reports



Assess Online



Activity Performance



Standards Performance

All Students ▾

Standards ▴

Florida ▾

Benchmarks for Excellence ▾

English Language Arts (ELA) ▾

2nd Grade ▾

- Florida's State Academic Standards
- ✓ Benchmarks for Excellent Student Thinking Standards

☒ Show Description

0 - 59%

60 - 69%

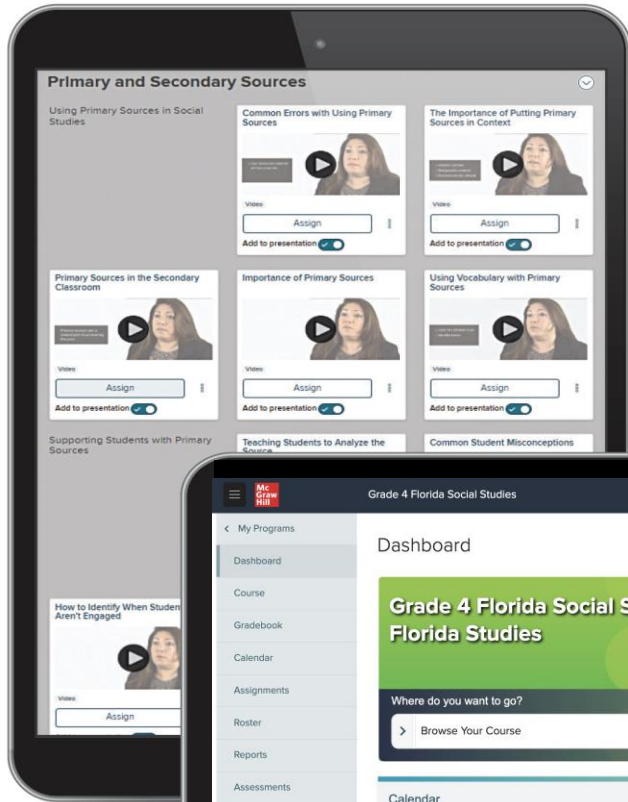
70 - 79%

80 - 89%

90 - 100%

|             |                            |      |  |    |
|-------------|----------------------------|------|--|----|
| ⌵ ELA.2.R   | Reading                    | 83%  |  | 60 |
| ⌵ ELA.2.R.2 | Reading Informational Text | 83%  |  | 58 |
| ⌵           | Central Idea               | 83%  |  | 58 |
| ⌵ ELA.2.R.3 | Reading Across Genres      | 75%  |  | 2  |
| ⌵ ELA.2.V   | Vocabulary                 | 100% |  | 2  |

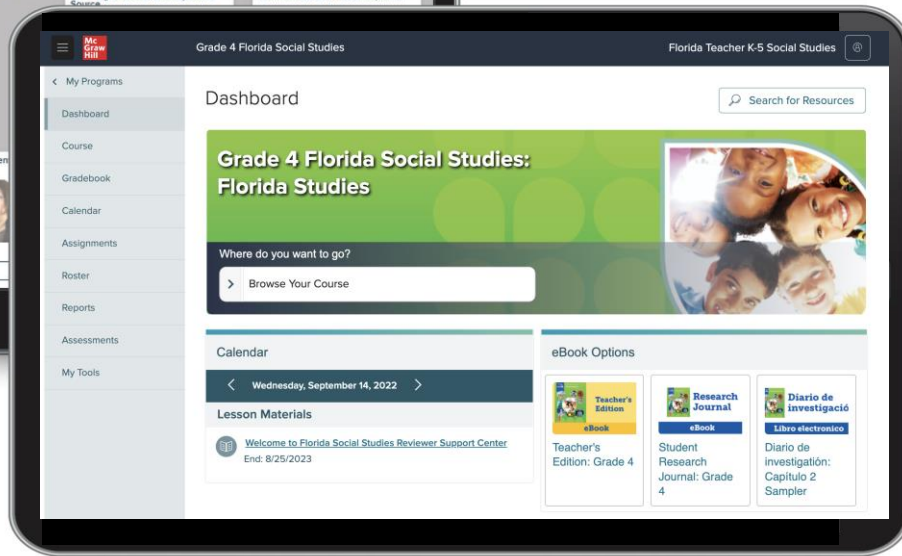
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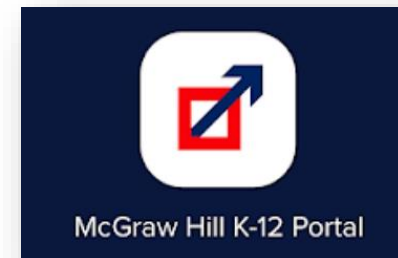
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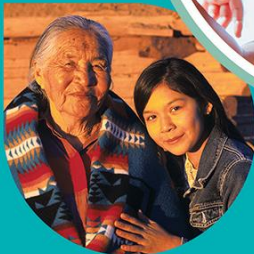


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## Who We Are As Americans



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Living, Learning, and  
Working Together



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Our Community  
and Beyond



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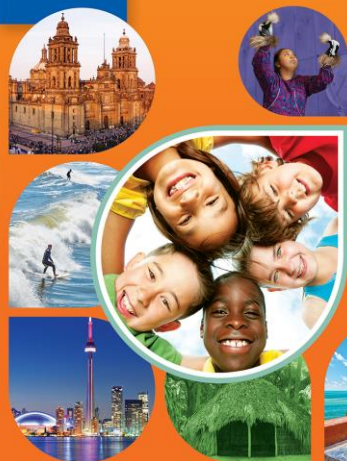
Who We Are As  
Americans



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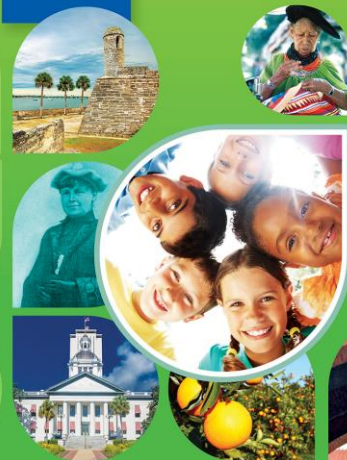
The United States:  
Its Regions and Neighbors



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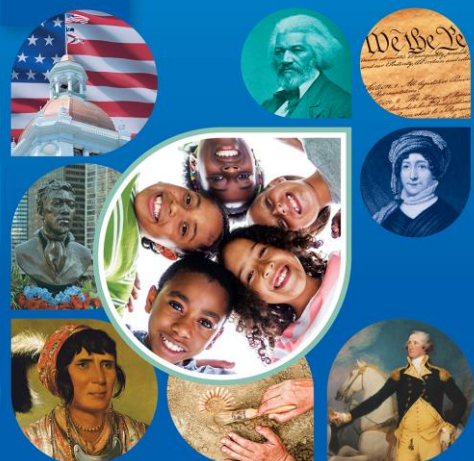
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