

SAVVAS

**IMPLEMENTATION
GUIDE**
Grades K-5

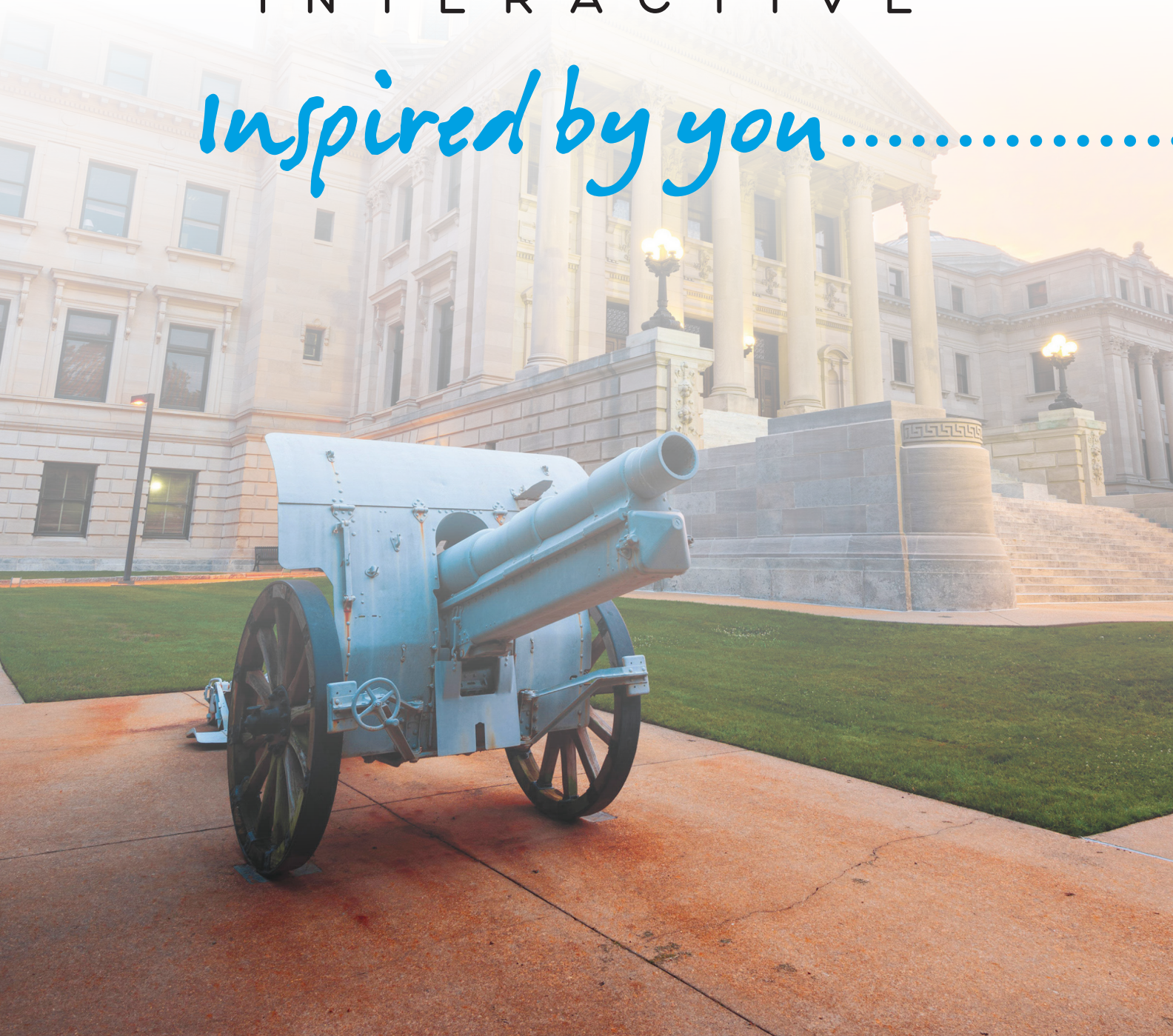


MISSISSIPPI

myWorld

INTERACTIVE

Inspired by you.....





MISSISSIPPI
SOCIAL STUDIES

myWorld INTERACTIVE

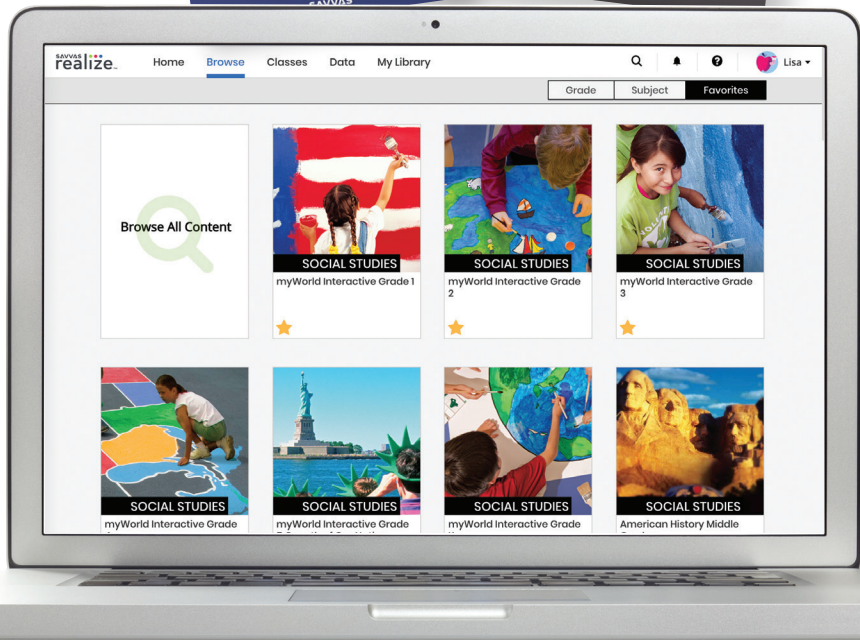
Inspired by you

All-new **myWorld Interactive** encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness.

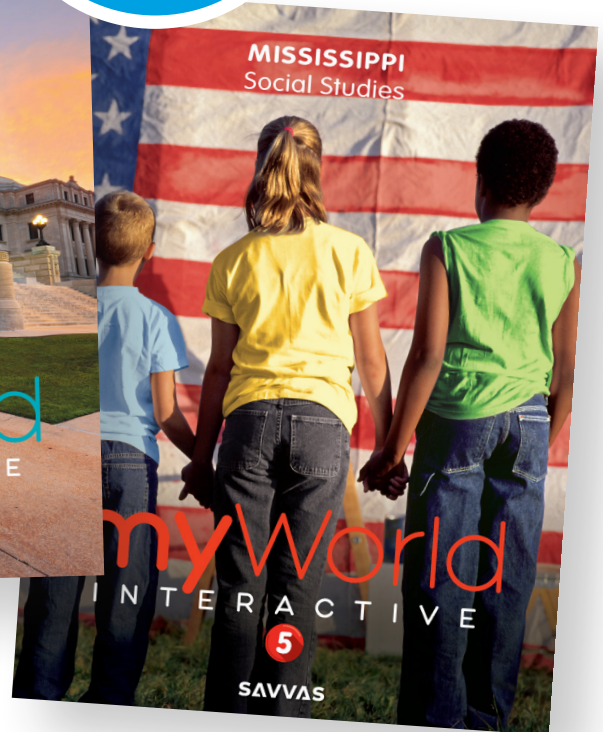
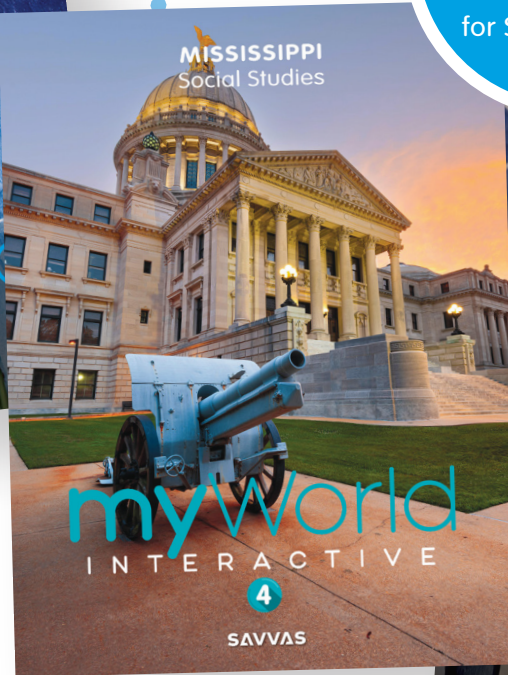
The curriculum is flexible and easily adapts to every classroom.

- **ACTIVITY-BASED LEARNING AND INQUIRY**
- **STRONG LITERACY CONNECTIONS**
- **WIDE RANGE OF TEACHING OPTIONS**

Create active, responsible citizens who can make a difference now.



100% Aligned to
the Mississippi
College- and Career-
Readiness Standards
for Social Studies



Inspire active learning

Project-Based Learning creates rich inquiry experiences that develop skills for active and responsible citizenship.

Inspire literacy engagement

Lessons help students read closely, analyze information, and communicate academic, well-defended ideas.

Inspire your classroom

Teaching Options and Resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

Interactive! It's in Our Name

myWorld Interactive engages students in real-world activities and practices of citizenship. Students investigate and collaborate as they explore Social Studies content.

A True Inquiry Experience

Critical Thinking Skills

Compare Points of View

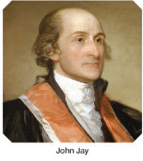
The framers of the Constitution had different opinions about how power should be divided in the new government.

When you compare two points of view on the same topic, it means that you are taking a close look at two different opinions in order to find similarities and differences.

When comparing points of view, it is helpful to ask yourself questions, such as What is the purpose of these speakers? What is different about their messages to the audience? How are the speakers persuading their listeners? Read the following.

"Nothing is more certain than the indispensable [need] necessity of government, and it is equally undeniable that whenever and however it is instituted, the people must cede [yield] to it some of their natural rights in order to vest it with requisite [required, necessary] powers."


—John Jay, "Federalist No. 2"



John Jay

"This government will set out a moderate aristocracy [upper class, elite]; it is at present impossible to foresee whether it will, in its operation, produce a monarchy or a corrupt, tyrannical [unjust, harsh] aristocracy?"

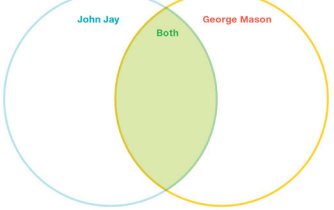
—George Mason, "Objections to This Constitution of Government"



George Mason

Your Turn!

- Fill in the diagram with the main point of each quote. Then **analyze** and write what is similar about both of the quotes.



- Read the section in Lesson 3 called "Debate Over the Constitution." **Compare** the points of view of Federalists and Anti-Federalists.

◀ The **All-in-One Interactive Student Worktext** encourages writing, drawing, and highlighting. The only book your students need as they become self-motivated learners writing their own story!

▼ Take students on **Project-Based Questions**. These long-term chapter activities engage students in rich inquiry experiences.

▼ **Active Classroom** strategies engage students with the content.

ACTIVE CLASSROOM

Big Book of Helping Have children brainstorm ways they can volunteer to help: in people's homes (painting, cleaning, gardening, errands, shopping) and in the community (community garden, clean-up, recycling, food banks, visiting nursing homes or animal shelters, and so on). Then have children work in small groups to brainstorm ways they can publicize volunteering to encourage other children to help (make and put up posters, publish a newsletter, post or distribute flyers, and so forth). Each group can write its own publication to advertise for volunteers and to show what type of work they would do.

Chapter 6 Quest

Project-Based Learning

Yea or Nay, I Say!

Our Constitution, or plan of government, was written in 1787. Clearly, it was built to last! But where it was written, many Americans disagreed about it. Supporters had to work to persuade states to ratify, or approve, the Constitution. Those who were against the Constitution, tried hard to convince others to oppose it.

One way to persuade people is to write a letter to the editor. This is a short letter that is printed in a newspaper.

Quest Kick Off

Your mission is to take the role of a supporter or opponent of the Constitution in the year 1787. Write a letter to the editor to convince readers of your point of view.

- Ask Questions**
- Research**
- Look for Quest Connections**
- Quest Findings Write Your Letter**

Jumpstart Activity



INTERACTIVITY

With your class, create a rule for lining up in the front of the room. Then vote for two students to serve as leaders. Follow their instructions as you line up according to the rule you created.

Describe your activity. How did you choose a rule?

How did you elect your leaders?

- ◀ Use the lesson **Jumpstart Activity** to spark interest and connect content with what students know.

★ Citizenship

Quality:
Speaking Out for
Equal Rights



Abigail Adams (1744-1818) Remember the Ladies

Abigail Adams lived a remarkable life. She lived through the American Revolution and the Constitutional era. In a way that was typical of the times Adams lived in, she did not receive a formal education. She read a lot and worked hard to teach herself. She was widely admired as an intelligent and capable woman. Abigail spoke up for the rights of women at a time when women had few rights.

When Abigail's husband, John Adams, served as a delegate to the Constitutional Congress in Philadelphia, she managed their family and farm. The couple wrote many letters to each other about politics and home life. As John and his fellow delegates worked to create a government, Abigail wrote in part, "in the new Code of Laws . . . I desire you would remember the ladies."

Although the framers of the Constitution did not follow Abigail's advice, she continued to speak and write for the rights of women.

Find Out More

1. Abigail Adams wrote these words in 1776. Review Lesson 4. When did women gain the right to vote? Which amendment to the Constitution gave voting rights to women?

2. Women fought for many years to amend, or change, the Constitution and win the right to vote. Create a series of questions with your classmates and survey students in your school to find out what amendment they would add to the Constitution today.

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Chapter 6 • A New Nation

- ◀ **Biographies** model important citizenship skills and tie in real-world applications and civic life.

SOCIAL STUDIES
Growth of Our Nation

myWorld
ACTIVITY GUIDE

5

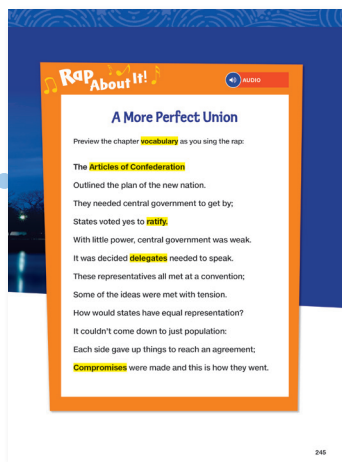
- ▲ Find additional, quick, hands-on activities for your students in the **myWorld Activity Guide**. Engage all learners through these varied learning experiences.

Literacy for Everyone

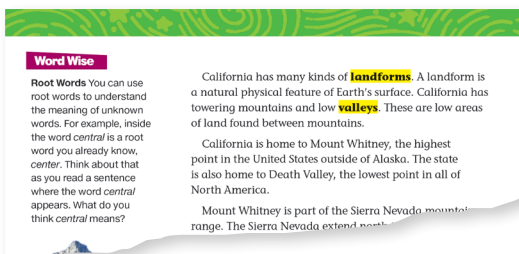
Every minute of every lesson is a literacy opportunity. Students read text closely, build vocabulary and language skills, and use evidence to articulate their ideas in writing.

Supports ELA Instruction.

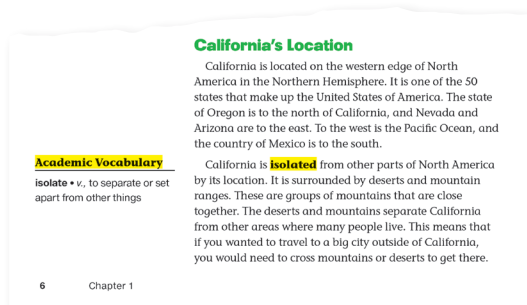
Provides updated correlations to major ELA programs.



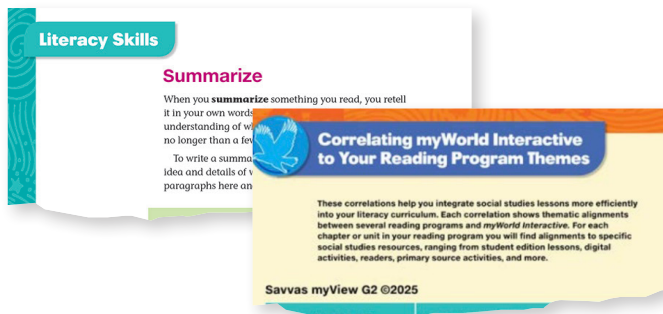
▲ **Rap About It!** or **Sing About It!** is an interactive way to introduce key vocabulary and energize students for learning.



◀ Embedded **Word Wise** supports provide context clues to help students learn new vocabulary.

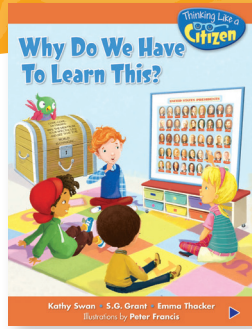


▲ **Academic Vocabulary** and content vocabulary are defined in context, helping students pause and understand the text.

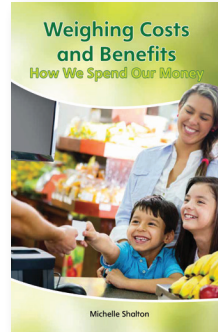


◀ The **Literacy Center** on Savvas Realize® provides updated correlations to major ELA programs, research, and instructional tips for evidence-based literacy in Social Studies. Help students become independent readers, build knowledge, and practice literacy skills with fluency and conceptual vocabulary.

Use
During a
Reading
Block!



◀ **Thinking Like a Citizen Readers (Grade K-2)** model citizenship for students.



◀ **Skill Building with Readers** allow students additional opportunities to practice literacy skills and further develop language skills and content knowledge.

Literacy Skills

Summarize

When you **summarize** something you read, you retell it in your own words. Summaries help you check your understanding of what you read. They are usually short, no longer than a few sentences.

To write a summary, you have to understand the main idea and details of what you are reading. Read the paragraphs here and look for the main idea and details.

▲ Integrate **Literacy Skills** instruction to teach students important reading comprehension skills, such as summarizing.

Primary Source

Ansel Adams, The Portfolios of Ansel Adams

You have read about Yosemite National Park, one of the best-known national parks in the country. Yosemite is located in the Sierra Nevada. In the park, you can visit thick pine forests, giant rock cliffs, waterfalls, and streams. It attracts tourists from all over the world.

One person who visited Yosemite in the 1900s was the photographer Ansel Adams. He loved Yosemite and took famous photographs of it. He also wrote about the natural wonders he found in the Yosemite Valley.

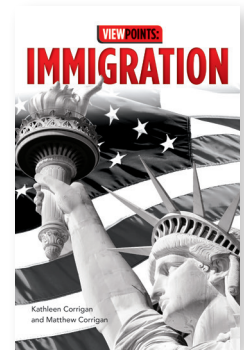
Vocabulary Support

“Yosemite Valley, to me, is always a sunrise, a glitter of green and golden wonder in a vast **edifice** of stone and space. I know of no sculpture, painting, or music **that exceeds the compelling spiritual command** of the soaring shape of the granite cliff and dome, of **patina** of light on rock and forest, and of the thunder and whispering of the falling, flowing waters. At first the **colossal** aspect may **dominate**, then we perceive and respond to the delicate and **persuasive complex** of nature.”

— Ansel Adams, *The Portfolios of Ansel Adams*

24 Chapter 1

▶ **Knowledge Building with Content Readers (Grade 3-5)** engage students in high-interest topics.



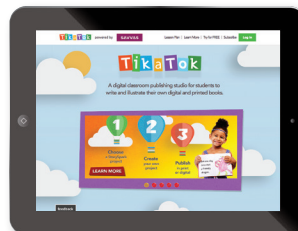
▼ **Your Turn!** invites the application of knowledge in context extending outside of the classroom.

Your Turn!

1. What are the main ideas and details of the paragraphs describing the restaurant? **Fill in** the organizer showing the main idea and details from the first paragraph. Use the box labeled “Summary” to **write** a short statement that summarizes the paragraph. Use your own words to sum up what you have read.

MAIN IDEA	DETAILS

▲ Analysis of **Primary Source** lessons supports vocabulary, close reading, and shorter evidence-based writing.



◀ Students publish their **Narrative Writing** using the digital studio from TikaTok.com.

Freedom and Flexibility

This is our most flexible social studies curriculum yet. Multiple options and pathways accommodate every teacher, classroom, and schedule.

myWorld Interactive
Supports Your World

Choose
Your Path!
Make the Most
of Your Time

1 Comprehensive Path

Teach a comprehensive Social Studies curriculum that balances content, activities, and literacy connections. ▼

2 Activity-based Path

Teach through activities that promote student engagement, real-world problem solving, and creativity. ◀

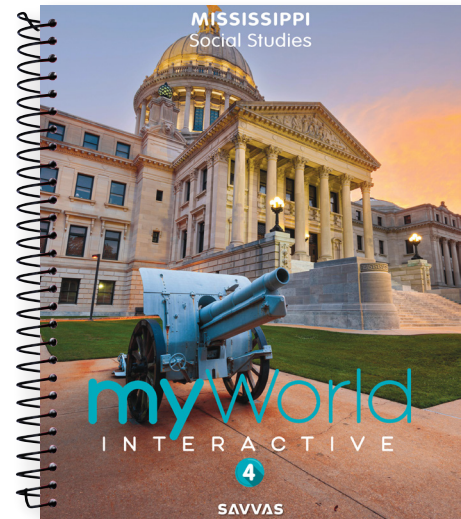
3 Content and Literacy Path

Teach students how to comprehend ▶ nonfiction with a reading and writing strategy-based approach.



Teaching Ideas, Strategies, and Inspiration!

- Active Classroom Strategies
- Chapter Assessments
- Chapter at a Glance
- Citizenship Lessons
- Common Misconceptions
- Complete Lesson Plans
- Critical Thinking & Writing Strategies
- Curriculum Connections: Literacy, Geography, Math, and Science
- Differentiated Instruction
- Integrated ELD Strategies
- Jumpstart Activities
- Literacy Skills Lessons
- Pacing Guides
- Primary Source Lessons
- Review Strategies
- Visual Review Strategies
- Vocabulary Strategies
- Writer's Workshop
- Writing Activities



Student Components

Student Worktext: The consumable student worktext includes standards-based social studies content, interactivities, and skills instruction.

Student Activity Mats: Activity-centered, double-sided, dry-erase desk mats provide maps, outline maps, timelines, and activities.

Readers: Aligned to each chapter topic provide students with additional content knowledge while they practice their literacy skills.

Content Readers: An additional content reader per chapter, on a high interest topic, available in Grades 3-5.

Teacher Components

Teacher Edition: Full lesson plans develop social studies content knowledge, critical thinking skills, and civic engagement. Instruction supports all standards.

Activity Guide: Use these activity-based supplemental lesson plans and blackline masters for long-term inquiry projects, quick activities, and Readers Theater.

Classroom Reader Lesson Plans: Instructional strategies, guidance, and learning supports save you time preparing lessons for every additional reader and content reader.

Instructional guidance provided in the full wrap Teacher Edition to Differentiate for All Students


- Emerging
- Expanding
- Bridging
- Special Education
- BELOW
- ADVANCED

Realize a Better Way

The award-winning **Savvas Realize**® learning management system, used by millions of learners across the country provides access to your Mississippi Social Studies standards content, assessments, and digital tools. Customize, edit, and rearrange content. Assign homework, playlists, and assessments. See what Realize can do for you.

Easy to use and easy to access, Savvas Realize works with all IMS Global® Certified LMS and integrates Google Classroom™. It's easy to roster your school information system (SIS) and integrate Savvas social studies programs with the LMS you're already using.

Integrates with Classlink™, Clever®, Canvas®, Schoology® and more!

Google Classroom

And More!

Realize Tomorrow Today

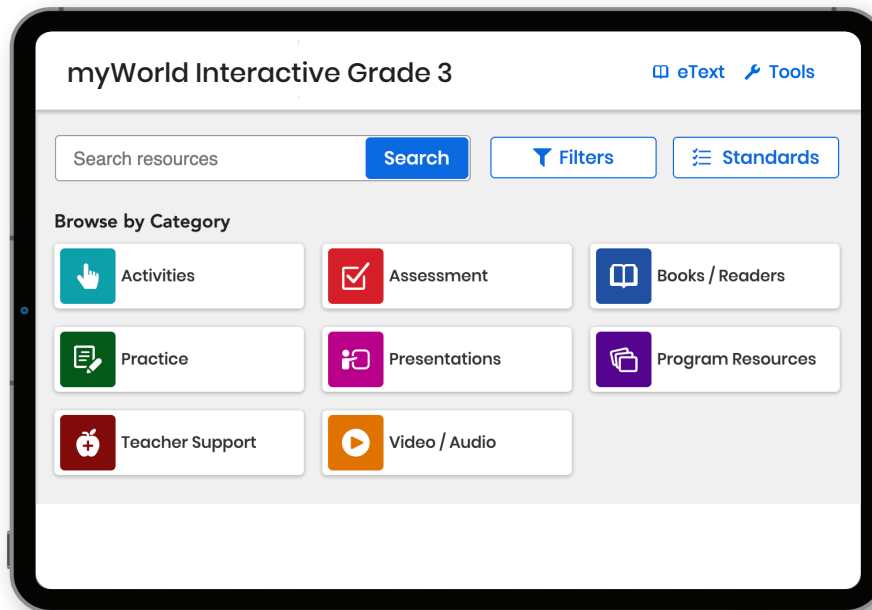
Mississippi classrooms have changed. More students than ever before are learning online. Combine an award-winning platform that meets the challenges of digital learning with digital content designed to engage students with the Mississippi Standards.

Find ▶

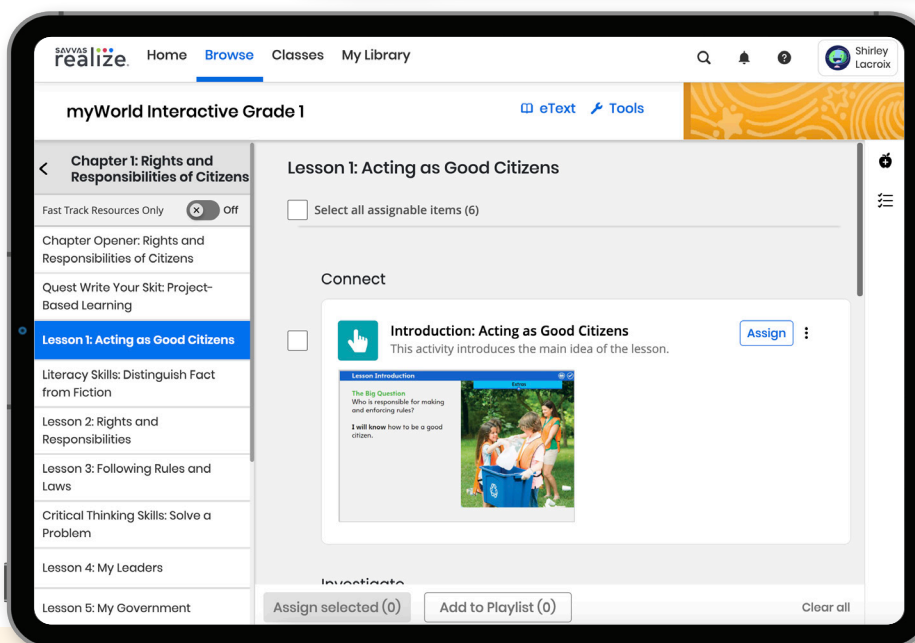
Quickly browse all your Savvas content with larger thumbnails and refined search filters.

Review ▶

Find and filter assignments and check status. And if students turn in an assignment by mistake, easily send it back and allow them to continue their work.



◀ **Search** Click the Standards button to search by Mississippi Social Studies K-12 standards. Mississippi standards can be filtered by table of contents, title or relevance.



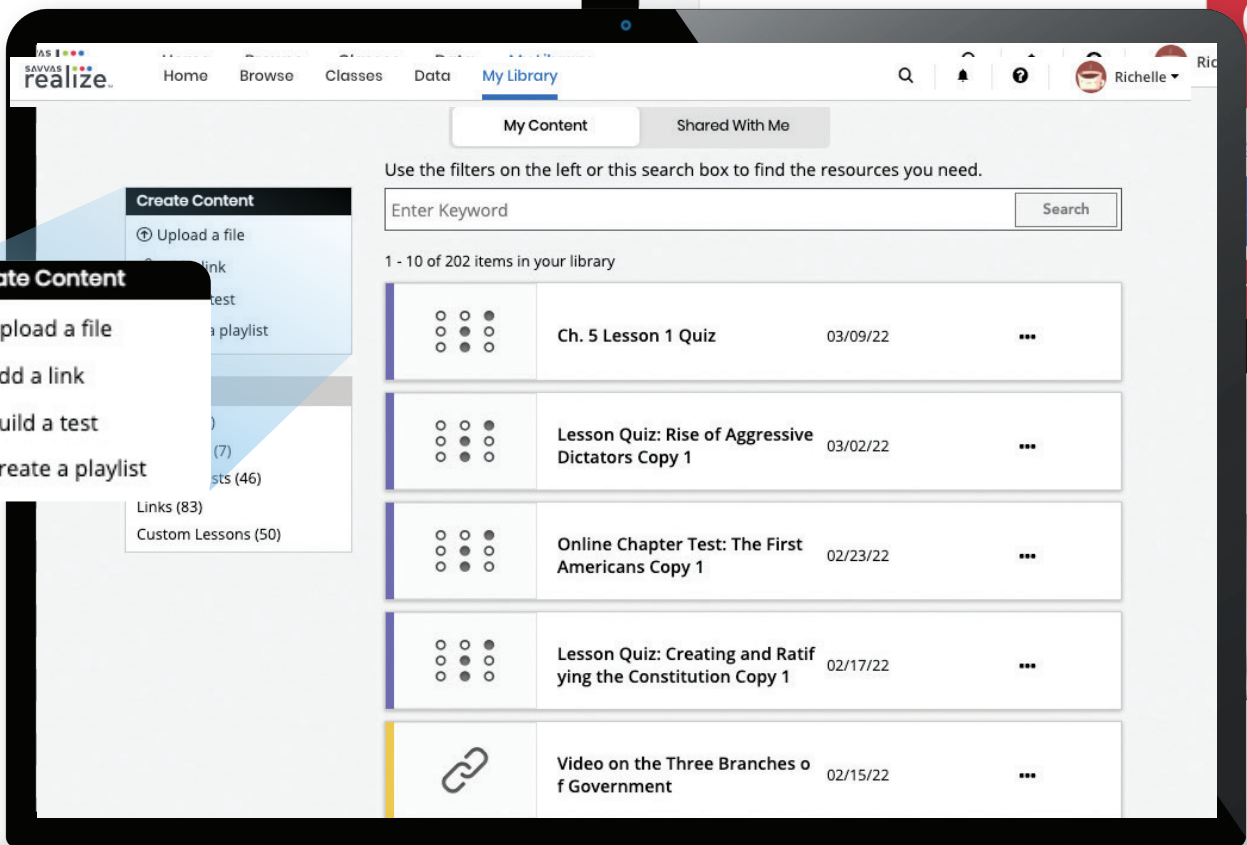
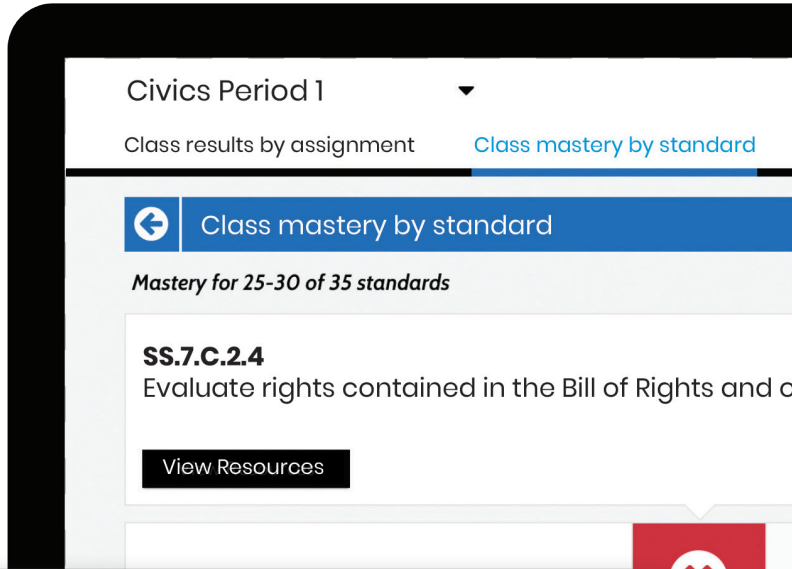
Easy to Use and Accessible



Watch video >

▼ Customize

Make a Playlist with your favorite lessons and add your own unique style to Realize in My Library, your personal repository of custom content. Share content with your colleagues.



▼ **Score**

Access your full class list for each assignment and effortlessly move from student to student to check for understanding. Plus, score data will travel with students if they move to a new class within the school or district.

✓ Mastered ✗ Not mastered ⚪ Not tested

other amendments to the Constitution.

✓	✓	⚪	✓	✗
100%	100%	-	100%	50%

1 Start with a Brainstorm

Make a list of rules you follow on the playground or in the classroom. Ask: *Is this rule important? What if we didn't have this rule? Would we remember what to do?*

[Notebook](#)

2 Collect Clues for Quest Connections

Continue reading the chapter to begin collecting clues for your Quest connections.

▲ **Access**

We're improving the learning experience for students with disabilities and providing a better mobile experience for users on small devices*.

* User experience will vary by program.

EXPLORER IT! • THE

Enjoy the F

Key Ideas

Keep these ideas in mind as you read.

- Widespread consumer culture in the 1920s.
- Forms of mass communication such as radio and movies helped create a shared culture.
- The availability of affordable automobiles had both benefits and drawbacks.

Vocabulary Practice

Complete each sentence below with a term from the Word Bank. You may have to change the form of the words to complete the sentences.

WORD BANK	
mass production	consumer
installment	investment
congestion	interest

◀ **Interact**

Realize automatically turns any PDF into an interactive assignment—whether it's a PDF you upload or one that is included in your Savvas program. Students can review, mark up, and interact with PDFs, and teachers can provide feedback directly in the PDF.

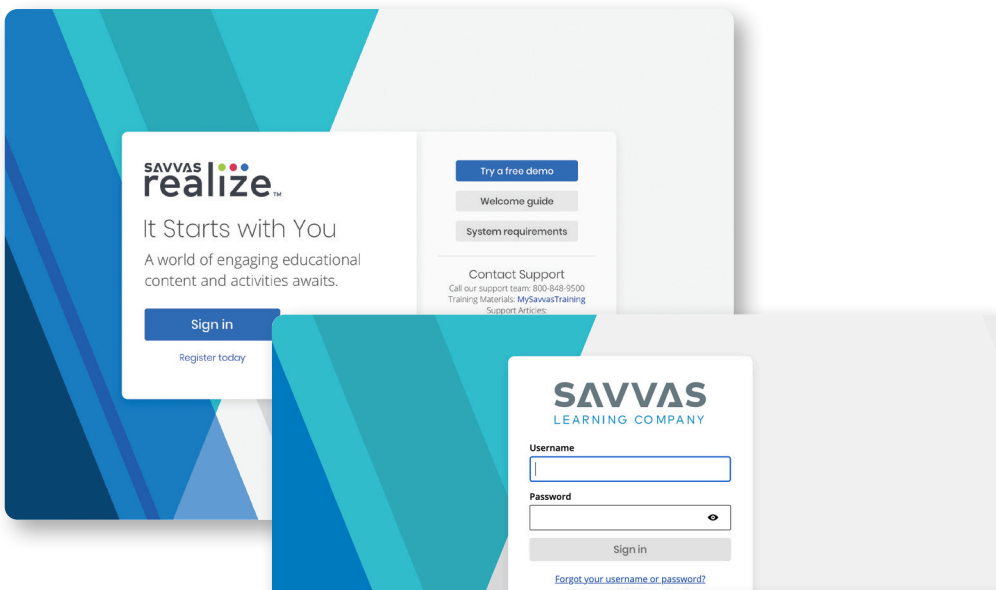


Watch video >

Start Your Digital Review Now!

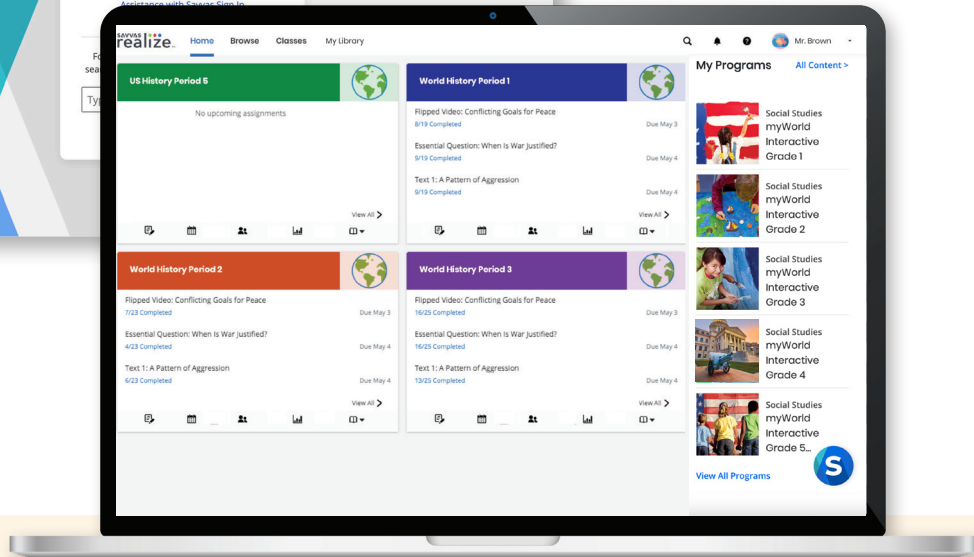
1

Go to **SavvasRealize.com** and click **Sign In**.



2

Enter the following case-sensitive username and password:
User Name: **MSReviewK5**
Password: **Savvas4MS**
and click **Sign In**.



3

Choose the level you wish to review from **My Programs**.

Everything is Just a Click Away.

Welcome to the award-winning Savvas Realize® learning management system. Now Realize is even better with a newly refined look, deeper integrations, easier ways to collaborate, and more versatility. Savvas Realize moves learning forward to better serve each Mississippi student, teacher, and school district.

SAVVAS realize®



Quick Start Guide

After selecting a program to browse, you will see four core sections. These include:

1

Table of Contents

Navigate your course quickly using the Table of Contents which aligns directly with your Savvas text.

2

Search

Dynamic search allows you to find and filter standards-aligned content.

3

Mississippi Standards

Click the Standards button to search by Mississippi Social Studies K-12 standards. Mississippi standards can be filtered by table of contents, title or relevance.

4

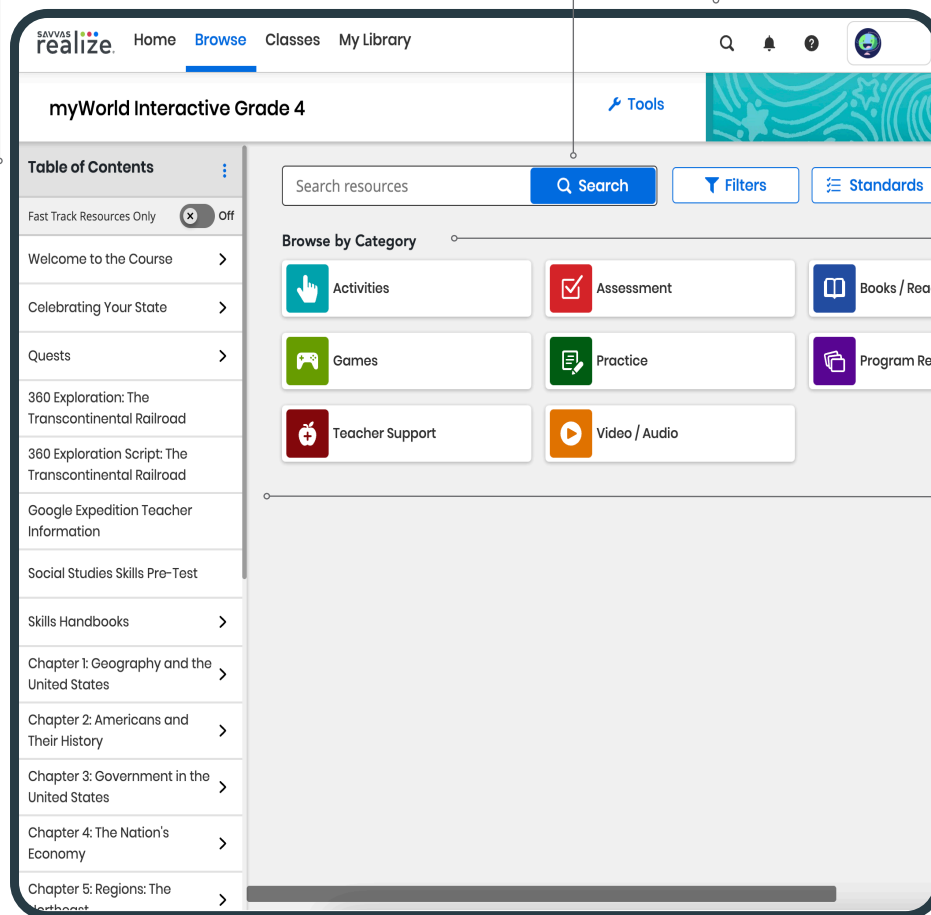
Browse by Category

Organizes available resources by content type. Easily choose a delivery method that aligns with the lesson and class being taught.

5

Scroll Down

to find additional chapters and resources such as the **Literacy Center**.



Everything is Just a CLICK Away

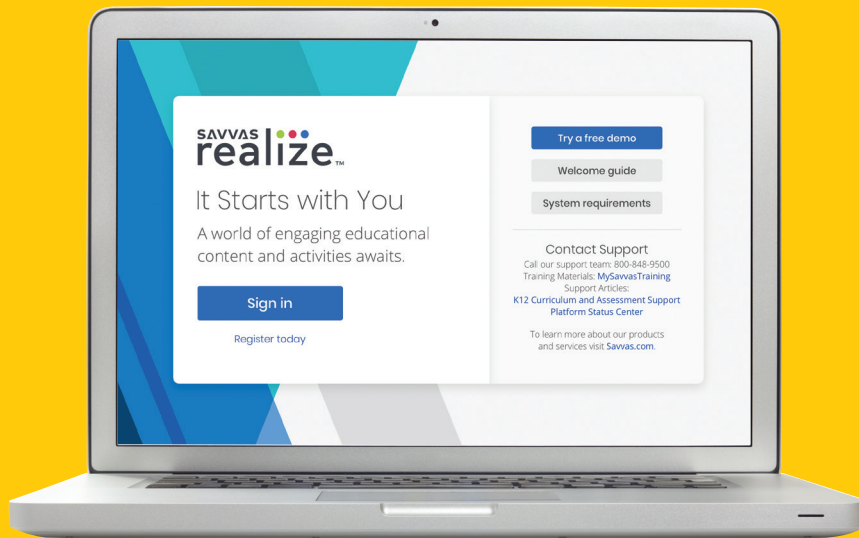


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With one login, you can access everything—customizable assignments to calendars, analytics, and student grouping. Now Realize is even better with a newly refined look, deeper integrations, easier ways to collaborate, and more versatility. Savvas Realize moves learning forward to better serve each student, teacher, and Mississippi school district.

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