

# STATE ASSESSMENT GEOGRAPHY STRATEGIES

- Dress up! Wear clothing that relates to specific climates.
- Treasure hunt! Give teams directions to treasure. Use compasses (cardinal/intermediate directions).
- Display student drawings of various landforms.
  - Have location races using a large world map.
  - Help students interpret keys and legends.
    - Ask, "How is this region different?"
    - Have students read map labels.
    - Use scales to find distances.
    - Paper maché globes!

## 8 STEPS TO TEST SUCCESS!

1. Directly teach test-taking skills.
2. Use a variety of testing formats, including short-answer responses.
3. Use "Not Here" as an answer choice.
4. Administer pretests. Pinpoint exact weaknesses. Teach to correct specific deficiencies. Posttest to ensure improvement.
5. Supplement to increase general fund of knowledge.
6. Ensure that all students can interpret political cartoons, maps, charts, graphs, and embedded graphics.
7. Remediate basic reading, math, and science skills as needed.
8. Know and implement accommodations and modifications.

LOCATE!

## COMMON SOCIAL STUDIES STANDARDS

**World History:** Understand, sequence, analyze, and interpret the significance of people, events, major ideas, eras, themes, developments, and junctures in world history from a variety of sources and perspectives.

**U.S. History:** Understand, sequence, analyze, and interpret the significance of people, events, major ideas, eras, themes, developments, and junctures in the history of the United States from a variety of sources and perspectives.

**Geography:** Use a spatial perspective to explain the location, arrangement, and interaction of people, places, and environments.

**Economics and Social Influences:** Understand the production, distribution, trade, and consumption of goods and services. Describe the development of economic systems and social influences in the U.S. and the world.

**Civics and Government:** Understand the structure, functions, and purposes of various governments. Understand how the principles and values of democracy are reflected in American constitutional government, including the rights and responsibilities of citizenship.

Teaching should be full of ideas instead of stuffed with facts. ~Author Unknown

# SOCIAL STUDIES GRADE 3

## ACCOMMODATIONS FOR ENGLISH-LANGUAGE LEARNERS

- Maintain classroom routines. State objectives. Speak clearly.
- Link information to students' experiences.
- Provide hands-on activities, visuals, and models.
- Scaffold instruction. Reduce assignments.
- Repeat, rephrase, and review frequently. Explain slang, idioms, and abbreviations.
- Emphasize key vocabulary and main points. Check for understanding. Allow sufficient wait time.
- Use cooperative learning.
- Accept inventive spelling. Accept speech production attempts.

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CRITICAL THINKING

WORLD HISTORY

ECONOMICS

GOVERNMENT/CITIZENSHIP

U.S. HISTORY

# STATE ASSESSMENT

## ECONOMICS STRATEGIES

- Team up! Make posters explaining about natural resources.
- Assign "free enterprise system" spiders. Students write words about our free enterprise system on each leg.
- Have students illustrate various types of economies.
- Discuss how "work" has changed over time.
- Read adventure stories involving traders.
- Project Bake Sale! Budget, organize, advertise, and calculate costs and gross/net income.
- Discuss scarcity.

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### ANALYZE CHOICES!

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Live as if you were to die tomorrow.  
Learn as if you were to live forever.

~ Gandhi

# SOCIAL STUDIES GRADE 6

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U.S. HISTORY

GEOGRAPHY

WORLD HISTORY

CRITICAL THINKING

GOVERNMENT/CITIZENSHIP

ALABAMA \* ALASKA \* ARIZONA \* ARKANSAS \* CALIFORNIA \* COLORADO \* CONNECTICUT \* DELAWARE \* FLORIDA \* GEORGIA \* HAWAII \* ILLINOIS \* IOWA \* KANSAS \* KENTUCKY \* LOUISIANA \* MAINE \* MARYLAND \* MASSACHUSETTS \* MICHIGAN \* MINNESOTA \* MISSISSIPPI \* MISSOURI \* MONTANA \* NEBRASKA \* NEVADA \* NEW HAMPSHIRE \* NEW JERSEY \* NEW MEXICO \* NEW YORK \* NORTH CAROLINA \* NORTH DAKOTA \* OHIO \* OKLAHOMA \* OREGON \* PENNSYLVANIA \* RHODE ISLAND \* SOUTH CAROLINA \* SOUTH DAKOTA \* TENNESSEE \* TEXAS \* UTAH \* VERMONT \* VIRGINIA \* WASHINGTON \* WEST VIRGINIA \* WISCONSIN \* WYOMING

# STATE ASSESSMENT

## CRITICAL THINKING STRATEGIES

- Have students bring questions and concerns to small groups; then select several to bring to a whole class discussion.
- Avoid questions with yes, no, or one-word answers.
- Quick-write: Students write ideas, feelings, and questions immediately after reading.
  - Analyze, evaluate, and synthesize.
  - Encourage students to think from a variety of perspectives.
  - Model information managing.
  - Provide guiding questions.

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### COMPARISONS!

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The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. ~ William Arthur Ward

# SOCIAL STUDIES GRADE 9

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