HMH SOCIAL STUDIES

FOUNDATIONAL RESEARCH BASE

2018

Economics

Contents

Introduction

With its *HMH Social Studies* series, Houghton Mifflin Harcourt continues to lead the way and build upon the strength of previous editions of its programs to create even stronger learning opportunities for students. The new series represents an evolution that more fully supports principles of 21st-century instruction through increased technology and engagement in critical thinking. In addition, the series meets the increasing demands of new standards, responds to new understandings of how students learn, and incorporates effective teaching practices that advance student learning.

The purpose of this report is to clearly and explicitly provide a research base for the core programs within *HMH Social Studies* © 2018 and help readers better understand how the design and features of the series build upon the research. The series incorporates what we know about teaching and learning in the social studies and specifically addresses skills related to historical thinking, reading, and writing in the program areas, and the needs of diverse learners in our schools.

This report is organized around key strands that provide a foundation for the series and make clear the connections between various elements included in each program and effective, research-based practices in social studies. These five strands are:

- Technology for Teaching and Learning;
- Literacy and Learning in Social Studies;
- Effective Instructional Approaches;
- Meeting the Needs of All Learners; and
- Assessment.

Throughout the report, the following sections are used within each strand to help readers orient themselves to the research and draw connections to program elements in *HMH Social Studies*:

- **Defining the Strand.** This section summarizes the terminology and provides an overview of the research related to the strand.

- **Research That Guided the Development of *HMH Social Studies*.** This section identifies subtopics within each strand and provides excerpts from and summaries of relevant research on each subtopic.

- **From Research to Practice.** This section explains how research findings are exemplified in *HMH Social Studies,* including print and online components and features.

A reference list of works cited is provided at the end of this document.

Overview

Description of the Series

Programs in the *HMH Social Studies* series are designed to develop student understanding of our world, its history, and factors that influence our past, present, and future. The series includes middle-grade programs in United States History, World Civilizations, and World Geography and high school programs in World History, American History, Economics, Psychology, Civics, Government, and Sociology.

Each program is built around modules driven by Essential Questions and lessons based on Big Ideas. Through modules that explore significant events, time periods, or major developments, students engage with multimedia texts, develop their reading comprehension, and use writing as a tool to build critical thinking skills. Each module also includes opportunities to focus on important themes (e.g., geography and science and technology), reading skills and strategies for comprehending informational texts (e.g., asking questions to understand), and social studies skills (e.g., comparing maps).

HMH Social Studies (available in print and online editions) includes interactive charts, graphs, and maps; document-based investigations; and assessments and performance tasks that build historical thinking skills and help teachers meet the needs of the diverse students in their classrooms.

Alignment to NCSS Standards and C3 Framework

The *HMH Social Studies* series is aligned to content- and domain-specific standards produced by the National Council on Social Studies and, where applicable, state standards for social studies. The design of the new series and its programs is also heavily influenced by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 Framework was developed around an Inquiry Arc and "emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world" (NCSS, 2013a, p. 6).

The *HMH Social Studies* series supports engagement with content that is grounded in inquiry and helps students develop the skills emphasized in the C3 Framework, such as "the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn" (NCSS, 2013a, p. 6).

By using *HMH Social Studies* programs in their schools, educators can be assured that they are engaging in the complex task of preparing students for college, career, and civic life as laid out by leading experts in the field and the National Council on Social Studies. For more information about alignment between the series and the C3 Framework, visit http://www.hmhco.com/shop/education-curriculum/social-studies/hmh-social-studies#why-c3-framework.

Strand 1: Technology for Teaching and Learning

Technological change has proven one of the few constants of the early 21st century, providing social studies educators with the challenge and opportunity of preparing digital citizens in a global setting. This requires rethinking the type of social studies learning necessary in the 21st century.

– National Council for the Social Studies, 2013b, IV-1

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new.

– National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a, p. 4

Defining the Strand

A significant body of research has demonstrated that technology, including the use of computers specifically, has the potential to increase student achievement (Britt & Aglinskas, 2002; Cheung & Slavin, 2012a, 2012b; Goldberg, Russell, & Cook, 2003; Means, Toyama, Murphy, Bakia, & Jones, 2010; North Central Regional Educational Laboratory, 2003; Waxman, Lin, & Michko, 2003; Tamim, Bernard, Borokhosvski, Abrami, & Schmid, 2011; Teh & Fraser, 1994). Student engagement in social studies classrooms in particular has also been shown to increase when various forms of technology are employed (Akkerman, Admiraal, & Huizenga, 2009; Ioannou, Brown, Hannafin, & Boyer, 2009; Kaya, 2011).

Twenty-first-century instruction must include effective uses of technology that engage today's young people—the "digital natives" who have grown up with a previously unprecedented ubiquity of technology in their lives (Prensky, 2001)—and embrace the ever-expanding nature of literacy, communication, and information access in a world that is increasingly global and online (International Reading Association, 2009; Rhodes & Robnolt, 2009). As Darling-Hammond writes, "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not yet been invented" (2010a, p. 2).

As NCSS's position statement on technology indicates, "Social studies' integrative nature, its exploration of the human experience across time and place, and its commitment to readying youth for life in a democratic society within a global context means the field is well suited to enabling youth to learn with and about technology for several reasons" (2013b, IV). Teachers committed to this type of exploration will benefit from the specific components in *HMH Social Studies* programs that acknowledge the globalization of our society and build upon effective uses of technology in education.

Research That Guided the Development of *HMH Social Studies*

Multimedia Learning

There is "clear and consistent evidence that multimedia works—that is, it is better to present a multimedia explanation using both words and pictures than using words alone" (Mayer, 2009, p. 274). Technology in the classroom must include opportunities for learning and engaging with content in multiple modes. The combination of multimedia, online learning and strong classroom pedagogy creates highly effective learning conditions (Means, Toyama, Murphy, Bakia, & Jones, 2009). In addition, results of standardized assessments indicate that students who engage in computer use more frequently perform at higher levels. Students who more frequently used computers to conduct research and produce written assignments in their social studies classes performed at higher levels on the NAEP U.S. History Assessment (NCES, 2012).

The preparation of students for college, career, and civic life must include the use of technology and must address the changing nature of information and literacy in an increasingly digital world. Educators must help students build effective practices and skills related to technology so that they become increasingly sophisticated consumers of information in its various forms. Because we live "in a technology and media-driven environment, marked by access to an abundance of information" (Partnership for 21st Century Skills, 2009, online), the *HMH Social Studies* series provides significant, varied opportunities for the incorporation of technology and the presentation of multimedia content.

Students respond positively to content that goes beyond face-to-face interaction and the written words in a textbook because it allows for more flexibility and opportunities to

revisit material and engage with it through different means (Rosenbaum, 2012). Multimedia presentation of information, technology use, and web-based learning have been shown to increase engagement and academic outcomes (Taylor & Parsons, 2011; Chen, Lambert, & Guidry, 2010). Using games for learning has also shown potential for increasing student engagement and producing greater learning outcomes (Garris, Ahlers, & Driskell, 2002; Gee, 2009; Prensky, 2006). This increased engagement is attributable to the interactive nature of multimedia environments and scaffolds that are embedded there (Reinking, 2001).

Computer-Based Teaching and Blended Learning

Although technology has the power to increase student engagement by building on some of "the most powerful forces in young people's lives today" (Rideout, Foehr, & Roberts, 2010, p. 1), we know that technology is only powerful as an educational tool when it is used purposefully and intentionally (Mayer, 2005, 2009, 2013). Through computer-based assessments, interactive, online graphs and charts, digital graphic organizers for note taking, and lesson plans that support print, online, and hybrid pathways, the *HMH Social Studies* series strategically uses computers and opportunities for blended learning (the combination of classroom teaching and digital learning opportunities) to support student achievement and give educators the tools they need to create data- and student-driven instruction. Opportunities to work online allow for flexibility and allow teachers to customize instruction and engage in flipped instruction, where the delivery of content and direct instruction occur outside of class time and in-class time is spent on higher levels of learning (Newman, Kim, Lee, Brown, & Huston, 2016).

The use of computers during writing exercises and instruction aids students in becoming "not only more engaged and motivated in their writing…" but also more likely to "…produce written work that is of greater length and higher quality" (Goldberg, Russell, & Cook, 2003, abstract). The use of computers in classroom instruction more generally has been shown to benefit lower-performing students (Cheung & Slavin, 2012a, 2012b; Means, Toyama, Murphy, Bakia, & Jones, 2010), English language learners (Lopez, 2010), and advanced learners.

Blended learning is not only viewed positively by students (Uğur, Akkoyunlu, & Kurbanoğlu, 2011) but also leads to more active, personalized, and reflective learning (Imbriale, 2013; Tucker, 2012; Public Impact, 2013; Cooner, 2010). Most important, "blended learning that combines digital instruction with live, accountable teachers holds unique promise to improve student outcomes dramatically" (Public Impact, 2013, p. 1).

The use of computers for reading, annotating text, taking notes, and organizing information is also of significant importance given the new forms of assessment that are
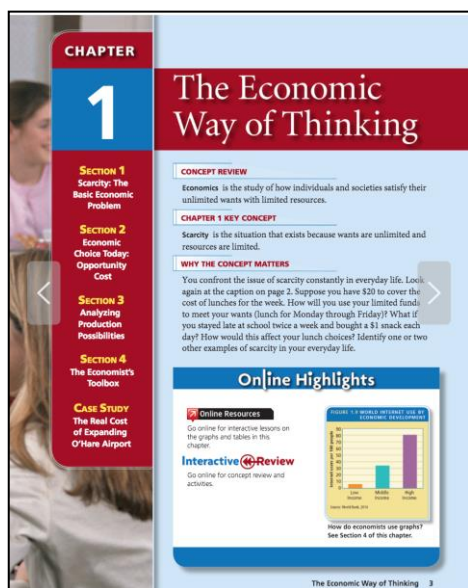
now prominent in middle and high schools. Many tests require students to interact with various forms of media and respond via computer. Because some tests require students to use technology, it is essential that teachers and students use online tools and assessments throughout the year, not just on the standardized test.
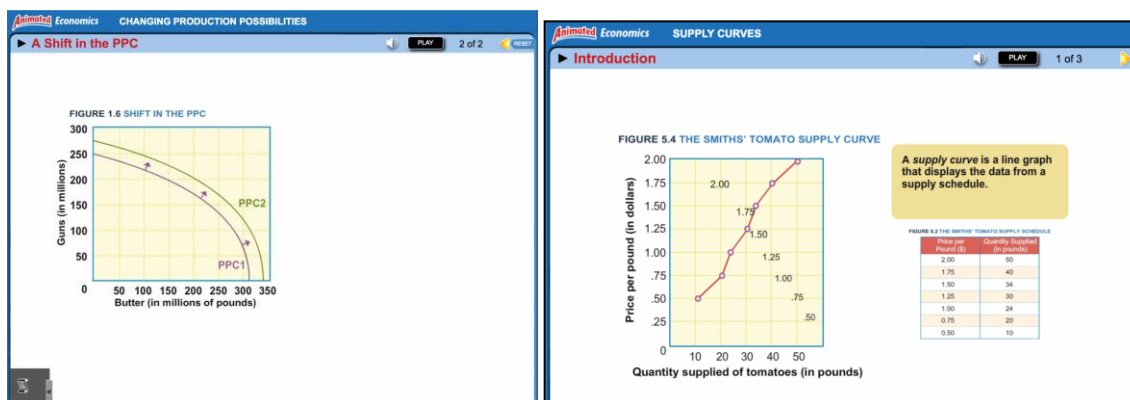
From Research to Practice

Multimedia Learning in HMH Social Studies

In *HMH Social Studies* © 2018, dynamic multimedia learning is abundant.

In keeping with research on the amount and type of multimedia presentation that is beneficial to students, the print edition of these programs has been carefully structured to both take into account the cognitive demands of multimedia text and maximize its positive impacts on learning.

Multimedia learning opportunities in *HMH Social Studies* programs are designed to enhance student understanding of history and geography. Each program's emphasis on multimedia texts increases student engagement, motivation, and learning because "meaningful learning outcomes occur as a result of the learner's [cognitive] activity during learning" (Mayer, 2009, p. 21).

Specific components of the online version of *HMH Social Studies* that support multimedia learning include interactive timelines, graphics, charts, and maps.

Computer-Based Teaching and Blended Learning in HMH Social Studies

The opportunities for students to engage with technology through *HMH Social Studies* provide multiple benefits. These offer means to increase students' skills in using technology, learning more about the content through its use, assessing their own learning, conducting research, and responding in a variety of formats. Throughout each program, students can engage and interact with content in dynamic ways, as well as build and demonstrate their understanding through multiple forms of performance and assessment.

Equilibrium price is the price at which the quantity of a product demanded by consumers and the quantity supplied by producers

○ are different

○ are equal

○ is higher for the product demanded

○ is higher for the product supplied

Graphic organizers and online texts (like those above) allow students to synthesize, annotate, and highlight as they read. Ongoing opportunities for assessment in the online edition foster continuous reflection and improvement. Assessment opportunities provide built-in scaffolds to support student understanding. They lead to opportunities for review and enrichment. Extended writing and performance tasks can also be completed online. Integrated skill support is available to assist students in working with and understanding interactive graphs, charts, maps, and other tools. See the examples below.

Strand 2: Learning and Literacy in Social Studies

Texts are not lifeless strings of facts, but the keys to unlocking the character of human beings, people with likes and dislikes, biases and foibles, airs and convictions…. Skilled readers of history enter into the text to 'participate actively in the fabrication of meaning'…they 'write' texts while reading them.

– Wineburg, 1991, p. 503

Many social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students are learning that history is open to interpretation. Students are being taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, questioning earlier conclusions drawn from them.

– Ogle, Klemp, & McBride, 2007, p. 9

Historical questions, then, demand that students search out relevant accounts; identify what types of accounts they are; attribute them to authors; assess the authors' perspectives, language, motives, and agendas; and judge the reliability of those texts for addressing the questions posed.

– National Council for the Social Studies, 2013a, p. 87

Defining the Strand

By studying the reading practices and approaches of disciplinary experts, researchers have demonstrated the importance of understanding and applying disciplinary literacy practices in secondary classrooms (Shanahan, Shanahan, & Misischia, 2011; Wineburg, 1991). Successful teaching in the social studies classroom demands a careful and intentional focus on the skills of reading comprehension and writing, especially as they relate to nonfiction text and argument writing. To read like an historian, we must teach students a specific set of skills and strategies, indeed a whole way of thinking about text, that is specific to the disciplines of social studies and to the study of history (Lee, 2005; Wineburg, 2001; VanSledright, 2011). As Wineburg (1991) argues, "Teach students to ask a short story one set of questions and their history book a different set" (p. 518).

In social studies classes, effectively reading complex informational text is necessary for students to master content-specific knowledge and skills. In addition, students must develop the skills necessary to produce and communicate strong arguments—based on close reading of sources and grounded in textual evidence (De La Paz, Ferretti, Wissinger, Yee, & MacArthur, 2012). A strong approach to reading and writing instruction in the discipline also better prepares students to engage in increasingly advanced conversation and critical thinking about significant issues in social studies (Wilcox, 2014).

As students progress through school, enter college, begin careers, and engage in civic life, they will need to read informational texts, comprehend them, question them, and respond to them using the skills of historical thinking. As Duke (2004) points out, "We are surrounded by text whose primary purpose is to convey information about the natural or social world. Success in schooling, the workplace, and society depends on our ability to comprehend this material" (p. 40). The importance of this type of engagement with text is reflected not only in the C3 Framework, but also on many assessments, such as the National Assessment for Educational Progress (NAEP), that require students to comprehend and analyze significant amounts of informational text.

Research That Guided the Development of *HMH Social Studies*

Informational Text, Close Reading, and Document-Based Instruction

HMH Social Studies was designed to develop students' skills in reading and comprehending complex, informational texts in the social studies classroom. The series exposes students to an array of primary sources and focuses on the skills of critical thinking, analyzing documents and situations from multiple perspectives, and approaching the study of history through an inquiry lens.

Reading carefully and closely in social studies requires students to examine multiple perspectives and understand the subtext present in any account (Wineburg, 1991). "When students identify and reconcile multiple perspectives, they can begin to see history as an interpretive enterprise based on the deliberation of varying accounts of the past" (Monte-Sano & De La Paz, 2012, p. 290). In history, the "comprehension of text

reaches beyond words and phrases to embrace intention, motive, purpose, and plan" (Wineburg, 2001, p. 67).

This understanding of reading in social studies requires teachers to intentionally use primary documents and multiple accounts of events. Students who read well are then able to build arguments based on evidence from the text. As Barton (1997) argues, "The use of evidence to reach supportable conclusions is one of the most important objectives of the social studies—or, indeed, of most disciplines" (p. 407).

In their seminal work, Adler and Van Doren (1972) remind us that we read history "not only to learn what really happened at a particular time and place in the past, but also to learn the way men [sic] act in all times and places, especially now" (p. 241). Cultivating the kind of reading that promotes critical thinking and deeper historical understanding is difficult work. Students can be taught to be more critical consumers of primary source documents (Barton, 1997), and this type of instruction helps them develop more advanced literacy skills that can be applied in the history class and beyond (Monte-Sano, 2011).

Close reading approaches and comprehension strategies instruction have been shown to be effective in content area classrooms. Close reading approaches focus on the details in the text (Coleman & Pimentel, 2012) and can promote comprehension of more complex text (Fisher & Frey, 2012) and deeper understanding of important ideas in the text (McKeown, Beck, & Blake, 2009). Specifically, students need to

- Cite specific textual evidence;
- Analyze primary and secondary sources;
- Determine central ideas of texts;
- Provide accurate summaries of texts;
- Evaluate causes and effects for actions and events;
- Evaluate authors' differing points of view and premises, claims, and evidence; and
- Integrate multiple sources of information.

As the C3 Framework suggests, "[Students] need a deep well of powerful and disciplined strategies for answering their questions and for gathering data that can be evaluated and transformed into evidence for justifiable decisions" (NCSS, 2013a, p. 89).

An extensive body of research also demonstrates the effectiveness of using comprehension strategies in approaching informational text (Cantrell, Almasi, Carter, Rintamaa, & Madden, 2010; Duke, 2004; Hollingsworth & Woodward, 1993; National Institute for Literacy, 2007; National Institute of Child Health and Human Development, 2000; Nokes & Dole, 2004; Snow, 2002; Underwood & Pearson, 2004). As the National Institute for Literacy (2007) argues, "Good readers are strategic readers" (p. 19).

Strategy instruction that includes explicit teaching, modeling of strategy use, cooperative learning, and opportunities for independent practice and application helps students develop deeper comprehension (Baumann, 1984; Bereiter & Bird, 1985; Rosenshine, Meister, & Chapman, 1996), particularly benefits struggling readers (Allington, 2001; Nelson & Manset-Williamson, 2006), and increases motivation (Schunk, Pintrich, & Meece, 2008).

Monte-Sano (2011) has found that students who engage extensively with primary source documents and are taught to synthesize information gleaned through these accounts are better able to develop historical understanding and improve their literacy skills. Blake (1981) argues specifically that document-based instruction gives students "a clearer view of life in the past" (p. 547), and Kobrin (2001) found that this type of instruction increased student motivation in history classes.

Anderson, Day, Michie, and Rollason (2006) outline several key elements of effective document-based instruction, including

- Primary source documents;
- The subtexts of primary sources (intended audience, author's viewpoint, etc.);
- Active questioning;
- History content;
- Synthesizing sources; and
- Citing sources.

Vocabulary Acquisition

Vocabulary instruction is an essential component of building reading comprehension and content knowledge in history and social studies classrooms. Developing stronger vocabulary, and pre-teaching words and concepts in particular, can increase student comprehension of specific texts and content more broadly (International Reading Association, 2006; Wixson, 1986).

Direct and indirect instruction (Baumann & Kame'enui, 1991; Graves, 2006; Nagy, 1988; NICHD, 2000; Stahl, 1986), multiple exposure to words (Baumann & Kame'enui, 1991; Beck, McKeown, & Kucan, 2002, 2008; Blachowicz & Fisher, 2000; Fisher, Blachowicz, & Watts-Taffe, 2011; Graves, 2006; Kolich, 1988; NICHD, 2000; Stahl, 1986; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006), and opportunities to engage with words in context are all essential components of effective vocabulary instruction (Beck, McKeown, & Kucan, 2002). Durkin (2003) argues that effective vocabulary instruction "(1) relates what students know to the word receiving attention; (2) shows the relationship of the word targeted for instruction to other words; (3) provides

opportunities for students to use the word they are learning in thoughtful ways" (p. 268). Given the terms, names, and concepts often unfamiliar to students in social studies classrooms, instruction in morphology (i.e., word parts, such as roots, prefixes, and suffixes) also benefits students' vocabulary development (Aronoff, 1994; Bowers & Kirby, 2010; Kieffer & Lesaux, 2007; Nunes & Bryant, 2006; Templeton, 1989, 2004, 2012; National Institute for Literacy, 2007).

"Given the importance of academic background knowledge and the fact that vocabulary is such an essential part of it, one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms" (Marzano & Pickering, 2005, p. 3). The value and importance of vocabulary instruction in the social studies cannot be understated. This value is especially significant for students from socioeconomically disadvantaged backgrounds (Chall, Jacobs, & Baldwin, 1990; Hart & Risley, 1995; Snow, Burns, & Griffin, 1998) and English language learners (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006).

Attention to vocabulary development in *HMH Social Studies* honors the fundamental principle that "words are tools; academic words are tools for communicating and thinking about disciplinary content" (Nagy & Townsend, 2012, p. 105).

Graphic Organizers and Visual Representations

Visual supports are an effective means of increasing comprehension and improving learning outcomes for students (Jukes, McCain, & Crockett, 2012; Marzano, 2003; Mayer, 2009). In fact, Marzano (2003) has identified nonlinguistic representations as one of the nine most effective instructional strategies available to teachers.

Visuals have always played a central role in the social studies curriculum through the use of images, timelines, maps, and charts. These visuals provide a scaffold to support student sense-making of content area knowledge (Clarke, 1991; National Institute for Literacy, 2006; Carnine, Caros, Crawford, Hollenbeck, & Harniss, 1996).

Visual representations and graphic organizers help readers to develop and understand relationships between concepts and ideas within the discipline (National Institute for Literacy, 2007). Students also need to be given opportunities to create such connections and to organize ideas in visual formats, as this helps them to write and respond to their learning in a more organized fashion (National Institute for Literacy, 2006). Better recall is also supported by the use of graphic organizers (Pearson & Fielding, 1991; NICHD, 2000; Snow, 2002). Graphic organizers build students' critical

and historical thinking skills (Stahl & Shanahan, 2004) by helping them focus on text structures and the relationships between key concepts (Robinson & Kiewra, 1995).

Writing to Learn

One compelling reason that we write, and expect students to write, is to aid deeper understanding of what we read and hear, to process and make sense of new information. "The writing process itself is a key factor in facilitating students' reasoning, conceptual change, and content area learning" (Monte-Sano & De La Paz, 2012, p. 293). Teachers should, as much as possible, "have students write about the texts they read" (Graham & Hebert, 2010). Writing after reading has been shown to be of significant benefit to students: "Writing about a text proved to be better than just reading it, reading and rereading it, reading and studying it, reading and discussing it, and receiving reading instruction" (Graham & Hebert, 2010, p. 22).

Research support for the use of writing to build comprehension is abundant and has been shown to be an effective practice within content area instruction. "Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they respond to a text in writing…, write summaries of a text, write notes about a text, [and] answer questions about a text in writing or create and answer written questions about a text" (Graham & Hebert, 2010, p. 5).

The fundamental connection between reading and writing has long been established in the research literature (Dahl & Farnan, 1998; Pearson & Tierney, 1984; Ruddell, 2002; Shanahan, 1990, 2006; Tierney & Shanahan, 1991). Reading and writing are mutually supportive processes (Calkins, 1994; Sulzby & Teale, 1991; Lewin, 1992). In their widely circulated report, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools,* Graham and Perin (2007) identified writing for content learning as one of the 11 most effective, research-based strategies, arguing that it is effective for students across content areas. In a review of numerous quantitative and qualitative studies, Graham, Harris, and Santangelo (2015) found such instructional practices as strategy instruction, goal setting, and a process-based approach to be effective methods for teaching writing.

Quite simply, writing is an essential component of the social studies classroom and, therefore, of the *HMH Social Studies* series.

From Research to Practice

Informational Text, Close Reading, and Document-Based Instruction in HMH Social Studies

HMH Social Studies has students engage in close reading of primary and secondary sources and develops students' skills for comprehending content area text. Modules within series programs include specific instruction related to reading strategies that support understanding of the text, such as Asking Questions to Understand.

A GLOBAL PERSPECTIVE

Non-Economic Trade Barriers

Some nations impose trade barriers for religious reasons. Iran, for instance, has banned any Western movies that portray secularism, feminism, and other activities deemed unethical. Western popular music has also been deemed indecent and "un-Islamic" and, therefore banned. These barriers have driven demand for Western movies and music underground, where they can be found on the black market.

Some nations enact trade barriers based on more general notions of culture. During the 1994 round of negotiations related to the Global Agreement on Tariffs and Trade (GATT), the French movie industry won a victory on a principal close to its heart.

It's known as the cultural exception, and it basically states that cultural goods are different from other goods and should not be covered by trade agreements. The cultural exception has been used, notably by France and Canada, to boost domestic television and film industries (through subsidies and quotas) and limit foreign competition, mostly from the United States.

Without these protections, the exception's proponents say, a handful of U.S. media multinationals would be able to dominate the area of audiovisual entertainment, thereby overwhelming the traditional cultures of other nations.

French movie poster

CONNECTING ACROSS THE GLOBE

1. **Explaining an Economic Concept** Some would argue that all trade barriers lack sound, economic reasoning. Do you agree? Why?

2. **Making Inferences and Drawing Conclusions** Which one of the three arguments for protectionism most resembles the actions taken by France and Canada? Explain.

ARGUMENT 3 Protecting National Security

National security affects the trade of industries that nations consider to be vital to their safety. The energy industry is considered vital by most. In 2005, a government-run Chinese company bid on U.S. oil company UNOCAL. Many in Congress and elsewhere in the United States warned against allowing a foreign government to take over an important U.S. energy supplier. After the House of Representatives voted 398 to 15 to ask President Bush to step in, the Chinese company withdrew its bid.

But sharp political differences exist over what industries are truly vital to national security. In 2006, a company from Dubai, which had purchased the rights to operate port facilities in New York, Miami, New Orleans, and elsewhere, was forced to abandon the deal in light of political pressure over port security. Many analysts were skeptical of the security concerns, however, and worried more about the implications of interference in free international trade for purely political reasons.

APPLICATION Making Inferences and Drawing Conclusions

C. Do you think that political pressure for protectionist trade barriers rises or falls during a recession? Explain your answer.

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CRITICAL THINKING

7. **Analyzing Cause and Effect** In July 2005, the Chinese RMB became fixed to a "market-basket" of currencies, including the U.S. dollar and the Japanese yen, removing a decade-long peg to the U.S. dollar alone. The new formula slightly raised the value of the RMB. If China's trade surpluses continue, what will happen to the value of the RMB?

8. **Applying an Economic Concept** While you are in France on a business trip, you find out that the euro has gained strength against the U.S. dollar. Will your hotel room and food now be more or less expensive? Why? What about the goods you're trying to sell on your trip; will they be more or less expensive to your customers in France? Why?

9. **Making Inferences and Drawing Conclusions** China has the world's largest foreign currency reserves, followed by Japan. State two conclusions you can draw about the economies of these two nations based on their foreign currency reserves.

10. **Challenge** What are the advantages of a large supply of foreign investment in a domestic economy? What are the disadvantages?

Reading Study Guides provide note-taking templates and opportunities for application, so students gain a deeper understanding of how to analyze the text and make inferences from it.

As students engage with written texts, **Section Assessments** are designed to keep them focused on **Key Concepts** and **Critical Thinking Skills** that comprise each lesson. These questions ask students to

- Draw Conclusions;
- Summarize;
- Generalize;
- Identify Points of View;
- Draw Inferences;
- Analyze;
- Sequence; and
- Find Main Ideas.

SECTION 3 Assessment

REVIEWING KEY CONCEPTS

1. Explain how each of these terms is illustrated by the production possibilities curve.

   a. *underutilization*   b. *efficiency*

2. On what assumptions is the PPC based? Explain how these conditions do not correspond to the real world.

3. What economic data does a PPC bring together?

4. Why do opportunity costs increase as you make more and more butter and fewer guns?

5. Based on what we learn from PPCs, what does an economy need to be able to produce more of both products on the graph?

6. **Using Your Notes** Write a one-paragraph summary of this section. Refer to your completed summary chart for the ideas to use in your summary.

Analyzing Production Possibilities	
PPC	shows impact of scarcity

   Go online to use the Graphic Organizer at **Interactive Review**.

CRITICAL THINKING

7. **Applying Economic Concepts** Explain why, in an economy that produces only fish and computers and is working at efficiency, the 500th computer made will cost more in terms of fish than the 450th computer made.

8. **Applying Economic Concepts** Suppose the owners of a car-manufacturing company are thinking of entering the motorcycle production business. How would a PPC model help them make a decision?

9. **Analyzing Cause and Effect** If new technology was introduced but there were not enough skilled workers to use it, where would the nation's production be plotted on the PPC—inside or outside the curve? Explain your answer.

10. **Challenge** During a war, a country suffers massive devastation of its industry. How would the country's PPC change from before the war to after the war? Sketch a PPC to illustrate your answer.

In addition, the *HMH Social Studies* series ancillaries further support the development of relevant skills. Program ancillaries reinforce and extend the content of the **Student Edition,** inviting students to analyze information to create a richer understanding.

- The **Economics Skillbuilder Handbook** gathers tutorials on key social studies skills in one handbook for easy reference, including skills for analyzing visual displays of information other than print resources, such as political cartoons.
- The **Math Handbook** provides an opportunity to review or build mathematical skills necessary for engaging with the content, such as calculating compound interest.

1.4 Using Ratios

Understanding the Skill

A ratio compares two numbers that have the same units of measure. For example, if Tina runs 8 miles per hour and Maria runs 7 miles per hour, the ratio of their speeds is 8 to 7, or 8:7. A ratio can also be written as a fraction: $\frac{8}{7}$.

You can simplify ratios in the same way that you simplify fractions.

Example 1: Raul runs 8 miles per hour and his little brother Ben runs 4 miles per hour. What is the ratio of Raul's speed to Ben's speed?

Solution

$$\frac{\text{Raul's speed}}{\text{Ben's speed}} = \frac{8}{4}$$ Write a fraction.

$$= \frac{8 \div 4}{4 \div 4}$$ To simplify the fraction, divide both the top and the bottom by 4.

$$= \frac{2}{1}$$ $\frac{2}{1}$ means the same as 2:1 and "2 to 1."

The ratio of Raul's speed to Ben's speed is 2 to 1.

Ratios are sometimes written as decimals. For example, a company's price-earnings ratio is the ratio of the price of a share of the company's stock to the earnings per share.

Example 2 Suppose a share of a company's stock costs $54.75 and the earnings per share are $2.73. What is the company's price-earnings ratio?

Solution

Price-earnings ratio $= \frac{\text{Price of a share of stock}}{\text{Earnings per share}}$ Write a fraction.

$$= \frac{\$55.75}{\$2.73}$$ Substitute numbers.

$$= 20.421245$$ Use a calculator.

$$\approx 20.4$$ Round your answer.

The company's price-earnings ratio is about 20.4. Answer the question.
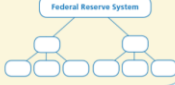
Vocabulary Acquisition in HMH Social Studies

Vocabulary and the study of key terms and people are highlighted throughout *HMH Social Studies.* The concepts themselves and the associated activities help improve learning outcomes for students.

The opening section of each module within the programs includes a **Key Terms** feature that identifies important terms to aid pre-reading vocabulary development. Each individual lesson begins with a list of the **Key Terms** most relevant to that lesson and includes **Quick Reference** callout boxes with key concepts defined.

As these terms repeat throughout the lessons and module, they are highlighted to reinforce students' learning. Each lesson concludes with an assessment that asks students to **Review Ideas, Terms, and People.**

Graphic Organizers and Visual Representations in HMH Social Studies

HMH Social Studies programs include abundant and varied visual representations of information to support learning.

Modules in the series include graphs and tables. Throughout lessons in each module, students are invited to analyze these graphs as well as photographs, political cartoons, art, and other visual representations.

ECONOMICS ESSENTIALS
FIGURE 3.2 Free Enterprise and Legal Rights

Open Opportunity
Everyone should have the ability to enter and compete in any marketplace. Open participation serves as an incentive to be efficient and productive.

What Legal Rights Are Built into the Free Enterprise System?

Marketplace

Legal Equality
Everyone should have the same economic rights under the law. In other words, the law should not give some people a better chance than others to succeed in the marketplace.

Free Contract
Everyone should have the right to decide for themselves which legal economic agreements they want to enter into. Voluntary exchange, a cornerstone of free enterprise, cannot function without freedom of contract.

Legal Agreement

ANALYZE CHARTS
The American free enterprise system is based on the idea of freedom—producers and consumers are free to pursue their economic self-interest. Certain legal rights have been established to protect and encourage this freedom. Reread the paragraphs on pet rocks on page 73 and those on books on pages 74–75. How do these examples illustrate the legal rights shown in this chart?

Graphic organizers are available to students for note-taking, helping them organize their thinking and make comparisons across people and concepts. Visual representations are also provided in Lesson Assessments to help students think about and analyze content in the **Economics in Practice** section.

ECONOMICS IN PRACTICE

A new business in the United States

Analyzing Economic Information
The following chart gives data about the rules and time for setting up new businesses in six countries. The rules are measured according to the number of government procedures a new business has to go through before it can begin operating. The time is the number of days it takes to complete the process of registering a new business.

Draw Conclusions What is the relationship between the rules and the time for setting up a new business?

Country	Rules (Number of Procedures)	Time (Number of Days)
Canada	2	2
Sweden	3	7
United States	6	6
Singapore	3	3
Germany	9	11
Mexico	3	6
China	11	31

Source: World Bank, 2015

Challenge Use the chart and what you know about the economies of the listed countries to write a short paragraph comparing the ease of entry into the marketplace in three countries of your choice.

Writing to Learn in HMH Social Studies

Students are asked to do more extensive writing through the **Economics Skillbuilder** activities included in each module. **Thinking Economically** prompts asks students to use writing to interpret data and information.

ECONOMICS SKILLBUILDER

For more on interpreting graphs, see the Skillbuilder Handbook, page R29.

Interpreting Graphs: Public Opinion Polls

Public opinion polls are a useful tool for gathering information. Economists frequently use information obtained from opinion polls to measure public response to economic conditions. Polls conducted at regular intervals show changes in public opinion over a given period of time. The graph below shows the results of a poll that tracks consumer confidence. The poll, which is conducted monthly, is based on a representative sample of 5,000 households in the United States.

Title This indicates the type of data shown. Consumer confidence refers to the way people feel about the economy. Increasing confidence is likely to result in increased purchases of goods.

Consumer Confidence Index
April–December 2005

Subtitle This indicates the months and year of data collection.

Line on Graph This shows the fluctuations in consumer confidence from month to month.

1985 = 100

Legend This provides a benchmark for comparison. For example, scores higher than 100 indicate that consumers have more confidence in the economy than they did in 1985.

Source: The Conference Board, December 2005 Consumer Confidence Index

According to researchers, consumer confidence in the economy tumbled after Hurricane Katrina hit the Gulf Coast in September 2005. Falling gasoline prices and growth in the job market led to a recovery in confidence in November and December.

THINKING ECONOMICALLY Interpreting

1. During which month was consumer confidence the highest? The lowest?
2. Describe the changes in consumer confidence from August through December.
3. The devastation caused by Hurricane Katrina and resulting increase in gasoline prices led to the abrupt drop in consumer confidence shown in the graph. What other events might cause a decline in consumer confidence?

Strand 3: Effective Instructional Approaches

Enough is known about teaching and learning to develop a well-founded set of principles on which to base systematic approaches to effective teaching.

– Killen, 2007, p. 1

Defining the Strand

Student learning improves when teachers employ effective instructional strategies and practices. Instructional approaches that have been found to be effective across content areas and grade levels should be included in school-based social studies programs.

Extensive research has focused on determining and understanding the teaching practices that most frequently and reliably result in increased learning outcomes. For example, the RAND Reading Study Group (Snow, 2002) found cooperative learning and the use of graphic organizers as instructional strategies that have a strong evidence base in the research literature. Other groups (see, for example, Northwest Regional Educational Laboratory, 2005) and educational researchers (see, for example, Marzano, 2003) have catalogued instructional practices that have measurable effects on student learning and performance.

The *HMH Social Studies* series was designed to support deeper understanding of content through the strategic use of research-based instructional practices. Throughout programs in the series, suggestions for specific approaches are included. Teachers can employ these strategies for instruction to accomplish their instructional goals and meet the learning needs of their students. Strategies that informed the design of the program and are specifically addressed in this report include

- Scaffolding;
- Collaborative and Cooperative Learning;
- Active Learning and Engagement; and
- Inquiry-Based Learning.

Research That Guided the Development of *HMH Social Studies*

Scaffolding

Scaffolding—providing appropriate, targeted support and guidance to students as they learn— yields higher achievement (Kim & White, 2008; Simons & Klein, 2007; Fretz, Wu, Zhang, Davis, Krajcik, & Soloway, 2002; Rosenshine & Meister, 1992). Embedding scaffolds in instruction supports a gradual release model and transitions students to independence. This approach "has repeatedly been identified as one of the most effective instructional techniques available" (Graves & Avery, 1997, p. 138).

Because social studies instruction must attend to goals for content learning, as well as goals related to ways of thinking, scaffolding is essential. Scaffolding has been shown to be "particularly useful, and often indispensable, for teaching higher-level cognitive strategies where many of the steps or procedures necessary to carry out these strategies cannot be specified" (Rosenshine & Meister, 1992, p. 26). Providing scaffolds for engaging with the complex informational texts that are central to the social studies curriculum can "make the difference between a frustrating reading experience and one that is meaningful to students" (Graves & Avery, 1997, p. 138).

Scaffolds can take the form of tools (such as graphic organizers) or instructional strategies (such as collaborative discussions). Researchers (Schunk, Pintrich, & Meece, 2008; Stone, 1998) have identified strategies that are particularly beneficial scaffolds, including activating prior knowledge, questioning, cueing, modeling/thinking aloud, providing useful feedback, and utilizing different representations, such as illustrations, to convey written ideas (Carnine, Caros, Crawford, Hollenbeck, & Harniss, 1996). In the history classroom, scaffolding can take these and other forms, including digital technologies and tools for writing (Anderson, Mitchell, Thompson, & Trefz, 2014).

Hillocks (1993) identifies several key characteristics of effective scaffolds for student learning, including

- logical structure;
- carefully sequenced models and examples that reveal essential characteristics;
- progression from easier to more difficult content and from easier to more difficult tasks;
- additional information/elaboration as needed;
- peer-mediated instruction;

- materials the guide students, such as key words, think sheets, and graphic organizers; and
- ultimately, independent work in which the scaffolding is removed and students apply what they have learned to new situations.

Collaborative and Cooperative Learning

Opportunities for collaboration should be a fundamental component of instruction in all classrooms (Cotton, 1995; Johnson & Johnson, 1999), and especially in social studies classrooms focused on the civic lives of students. As the C3 Framework suggests, "[C]ollaborative opportunities to inquire into and then communicate understandings support students' informed civic engagement, a principal goal of a rich social studies education" (NCSS, 2013a, p. 90). Teachers must foster opportunities for shared inquiry and give students the tools to engage in investigations of rich and meaningful questions (Bain, 2000; VanSledright, 2002). "While it is important for students to demonstrate their individual progress, they make more rapid progress in building their social studies understandings when working together" (NCSS, 2013a, p. 90).

According to Marzano's (2003) conclusions based on his meta-analysis of effective instructional strategies, cooperative groups of are one of the nine most effective practices teachers can use. Learning in collaboration with others promotes understanding and application of key concepts, the use and development of critical thinking skills, confidence, and positive attitudes toward others (Vermette, 1998).

There is a specific link between cooperative learning strategies and increased reading comprehension as well (Stevens, Slavin, & Farnish, 1991). Additionally, collaboration has been identified as a key 21st-century skill because of its prominence and necessity in the workplace and our global economy (Partnership for 21st Century Skills, 2009).

Fostering small-group discussions and collaboration has been shown to support deeper learning (National Research Council, 2012). "The open-ended collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students' thinking, understanding, learning, or appreciation of text" should be a key component of social studies instruction (Wilkinson & Nelson, 2013, p. 299). Open discussion provides "spontaneous scaffolding or support for developing ideas" (Applebee, Langer, Nystrand, & Gamoran, 2003, p. 722) and supports student engagement with the important issues they encounter as members of society (Hess, 2002). These discussions can promote enhanced understanding of complex text for low- and high-achieving students (Applebee, Langer, Nystrand, & Gamoran, 2003).

Active Learning, Engagement, and Inquiry-Based Instruction

We know that learning requires active engagement, and we, unfortunately, know that students are too often disengaged in classrooms. In a national survey of over 170,000 high school students, "less than half the students said they did work that made them curious about learning, and less than a third were excited by their classes" (Quate & McDermott, 2009). Those students who are interested in their classes persist in learning events and in school more generally (Hidi & Boscolo, 2006; Guthrie & Humenick, 2004; Eccles, Wigfield, & Schiefele, 1998). Engagement and motivation are necessary for active learning to occur.

Human beings possess an innate curiosity and desire to find meaning (Caine & Caine, 1997). The goal of effective instruction should be to harness this curiosity. To motivate their students, teachers should design lessons and use resources that pique the interest of their students and connect content area learning to students' abilities and interests (Bohn, Roehrig, & Pressley, 2004).

In addition to techniques and approaches described in previous sections of this report, such as multimedia and digital tools for engaging students, student engagement can be fostered through an inquiry-based approach to teaching and learning. Inquiry-based instruction begins with questions and presents students with opportunities and tools to investigate those questions. So central is the idea of inquiry in the research literature on effective teaching that it serves as the frame for the C3 Framework (NCSS, 2013a). Based on scholarly research, the framework delineates four dimensions of instruction that form the basis of inquiry in social studies classrooms:

1. Developing questions and planning inquiries;
2. Applying disciplinary concepts and tools;
3. Evaluating sources and using evidence; and
4. Communicating conclusions and taking informed action.

This approach to instruction reflects the type of engagement that the social studies curriculum should build in students: "Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small" (NCSS, 2013a, p. 19).

Instruction grounded in inquiry is essential for student engagement and should be a key component of 21st-century classrooms (Darling-Hammond et al., 2008).

From Research to Practice

Scaffolding in HMH Social Studies

Varied approaches to scaffolding are used throughout *HMH Social Studies* to support learning. Programs in the series include the following scaffolds:

- **Tools** – **Interactive Lesson Graphic Organizers** help students process, summarize, and keep track of their learning for end-of-module performance tasks.
- **Supports –** Each lesson opens with a summary of **The Big Idea** and the **Main Ideas** for that lesson to scaffold students' understanding of the important ideas in the reading.
- **Visuals –** Modules include numerous visuals to support student understanding of the text, significant concepts, and main ideas. Visuals include textual descriptions and prompts for analysis (see "Two Views of a Historic Battle" below for an example).
- **Prompts –** Throughout the readings in the *HMH Social Studies* lessons*,* **Reading Checks** appear within the text to question students and support their development of independent skills as they
  - **Draw Conclusions,**
  - **Summarize,**
  - **Identify Points of View,**
  - **Make Inferences,**
  - **Analyze Information,**
  - **Sequence,** and
  - **Find Main Ideas.**
- **Techniques –** In the **Teacher's Guide,** Core Instruction notes are differentiated for **Below Level, At Level,** and **Above Level. Tiered Activities** enable teachers to engage all students in the same activities while providing different levels of support.
- **End-of-Lesson Assessment –** Students are prompted to pause, review, and reassess before moving on: **Remediation Activities** at the end of every lesson offer reteaching and reassessment for students who struggle. **Enrichment Activities** close every lesson to give students an opportunity to explore additional topics in depth and further demonstrate their understanding of the material, and to take action in their community.
- **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** help guide students as they read and take notes while reading adapted-level summaries.

Collaborative and Cooperative Learning in HMH Social Studies

In *HMH Social Studies,* the **Teacher's Guide** regularly features suggestions for **Collaborative Learning** activities.

SMALL GROUP ACTIVITY

Creating a Simple Product

Time 45 minutes

Task Answer the basic economic questions by creating a simple product.

Materials Needed two boxes of colored markers, 24 paper plates, 12 pencils, two staplers, two rolls of transparent tape, 4 scissors, instruction sheets (see below)

Activity
- Set up two groups. One group will be given half the materials and an instruction sheet that reads "Make as many as you can of whatever product you think will appeal to buyers in your age group." The second group will be given an instruction sheet that reads "Government Orders: Make six pencil cases. See the teacher for supplies."
- Let the first group work on its own. When the second group comes to you for supplies, give them only the paper plates, pencils, and scissors. If they need more supplies, they have to figure out that they need to ask you for more. When they ask for something to hold the product together, give them either the stapler or the tape, not both.
- Allow 30 minutes to create the products.
- Have each group display what they have produced and discuss how they answered the first two economic questions.
- Discuss how each group would determine who gets the product.
- Have students compare and contrast the two methods of producing goods.

See Rubric in side column above.

Active Learning, Engagement, and Inquiry-Based Instruction in HMH Social Studies

HMH Social Studies promotes inquiry and active learning through supported document-based investigations that ask students to think critically, expand their curiosity, and tackle challenging concepts as they dig deep into the story. Inquiry is at the center of learning to challenge and prepare students for college and careers.

- Modules begin with **Key Concepts,** review key concepts from previous chapters, and includes explanations of why the concepts matter.

- **Focus & Motivate** activities ask students to analyze a photograph to preview important concepts.

2 Economic Systems

CONCEPT REVIEW

Scarcity is the situation that exists when there are not enough resources to meet human wants.

CHAPTER 2 KEY CONCEPT

An **economic system** is the way in which a society uses its scarce resources to satisfy its people's unlimited wants.

WHY THE CONCEPT MATTERS

How does a society decide the ways to use scarce resources to meet unlimited wants? Its economic system determines what to produce, how to produce, and for whom to produce. Although every country today uses a mixture of economic systems, some mixed systems provide more economic and political freedom and create more wealth than others.

Online Highlights
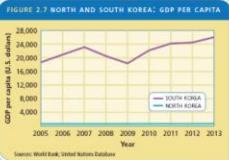
Online Resources
Go online for interactive lessons on the graphs and tables in this chapter.

Interactive Review
Go online for concept review and activities.

FIGURE 2.7 NORTH AND SOUTH KOREA: GDP PER CAPITA

How do the economies of North Korea and South Korea compare? See the Case Study on pages 64–65.

Focus & Motivate

Objective

Explain how traditional, command, market, and mixed economies answer the three fundamental economic questions.

Why the Concept Matters

Begin by reminding students of the central concept of economics, scarcity, and the three basic questions that grow out of it: What? How? and For Whom? Then point out that many aspects of students' lives—the work they do, the wages they receive, the products they're able to buy—are determined by the way a society answers these questions.

Analyzing the Photograph

Direct students to try to draw some inferences about this farmer's daily life. (Possible answer: *perhaps lives in a simple house without much in the way of technology and has limited education; uses traditional farming methods*) Then point out to students that these are all first impressions. They should hold onto their ideas as they read the chapter to see whether they are valid and how traditional economies in general, and China specifically, relate to the discussion of economic systems and modern economic trends.

Traditional Economy Some economic activities have changed little over time. This farmer in Guizhou Province, China, employs rice-farming methods that the Chinese have used for centuries.

36

Strand 4: Meeting the Needs of All Learners

Students are not all alike. They differ in readiness, interest, and learning profile, even when similar in chronological age. Shoot-to-the-middle teaching ignores essential learning needs of significant numbers of struggling and advanced learners. To challenge the full range of learners appropriately requires that a teacher modify or "differentiate" instruction in response to the varying needs of varying students in a given classroom.

– Tomlinson, 1997, online

Today's schools are becoming increasingly diverse. Many teachers find that their classrooms are populated by English language learners, gifted students, students with disabilities, and students who are culturally diverse. Nearly half of all students in U.S. public schools (42 percent) are students of color, approximately 20 percent of students speak a language other than English at home, and approximately 14 percent of students have an identified disability … To add to this diversity, approximately 12 percent of students in public schools are labeled as gifted and talented ... Like their peers with disabilities, gifted and talented students are also integrated into general education classrooms. All of these differences make teaching more interesting and exciting as well as more complex.

– Voltz, Sims, & Nelson, 2010, p. xi

Defining the Strand

American classrooms have become increasingly diverse. As teachers engage with students, they must consider the needs of these various student populations—struggling readers, advanced students, English language learners, and students with differing learning and cultural backgrounds. It is essential that teachers are able to match learning activities and instructional practices with the needs of their students in order to help individual students be successful; this includes differentiating approaches to curricula, content, process, and/or products in the classroom (Tomlinson & Allan, 2000). As Huebner (2010) emphasizes, "Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences" (p. 79).

Research supports the inclusion of specific strategies to support the learning of students who struggle, those who need enrichment, and those who are learning English as a second language. Lessons should include supports, such as graphic organizers; provide explicit, skills-based instruction in reading, writing, and analyzing content; and increase students' engagement and motivation to learn (Collins, 1998; Cunningham & Allington, 2007).

English language learners (ELLs) "require effective instructional approaches and interventions to prevent further difficulties and to augment and support their academic development" (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006, p. 1). In addition, the learning preferences of all students should be attended to in the curriculum, so that students can access and integrate information in multiple modes (Gardner, 1993). Providing multiple points of access, both linguistic and nonlinguistic, can increase reflection and recall for ELLs and all students (Marzano, Pickering, & Pollock, 2001).

Given the rigorous academic goals for all students and the "wide range of student differences" in classrooms, curricula must continue

- "Helping educators focus on critical knowledge and skills.
- Enhancing the coherence and continuity of instruction…
- Addressing the soft bigotry associated with lower expectations for poor and minority students.…" (Voltz, Sims, & Nelson, 2010, p. xii)

When teachers understand the specific needs of the students in their classrooms and adjust their practices accordingly, they will help students reach high levels of achievement. *HMH Social Studies* helps teachers meet the needs of *all* students by focusing on sound practices of differentiation and providing strategies geared toward specific populations of students in the classroom, including ELLs, students who struggle, gifted students, and students from a variety of cultural backgrounds.

Research That Guided the Development of *HMH Social Studies*

Differentiated Instruction

There are a number of methods for differentiating instruction that teachers can take advantage of in their classrooms. By implementing these approaches, teachers can engage in "best-practice instruction in mixed-ability classrooms. This makes more sense

than the timeworn method of aiming for students in the middle and hoping for the best for those on the upper and lower extremes" (Tomlinson, 2001, p. 5).

According to Tomlinson (2001), differentiation of instruction can occur in relation to content (what students learn), process (how students learn and make sense of content, and products (assessment of that learning). Computer-based resources are powerful tools for providing all types of differentiation (Kalea, 2007) and are included throughout *HMH Social Studies*.

Specific, research-based strategies for differentiation to meet the needs of diverse learners include multiple modes for presenting information, chunking content, collaborative discussions, and explicit instruction in academic English (Tomlinson, 2004; Klingner & Vaughn, 2004).

Meeting the Needs of Special Populations

Struggling Learners

Cunningham and Allington (2007) argue that students who struggle in the classroom need "consistently high-quality classroom instruction" rather than a slowed-down pace. Teachers should provide authentic opportunities and purposes for reading and writing in multiple formats. Struggling learners need the same type of instruction as all students, accompanied by explicit instruction on specific skills required in the social studies classroom (Au, 2002).

Aids to support struggling readers and writers should include color coding and other formatting signposts; graphic organizers; focus on small chunks of text; sequential tasks; integration of skills and process; and multiple opportunities to reflect on learning (Collins, 1998). Motivating students who have previously performed below level is increasingly important as students progress in school. The "grading and grouping practices prevalent in middle and high schools" can often have a detrimental effect on motivation and engagement; grading and feedback need to be more regular and tied to process, and groupings of students should be more intentional and fluid (National Institute for Literacy, 2007, p. 34). Such an approach toward grouping helps students begin to see themselves as more capable in relation to their peers (National Academy of Sciences, 2003; Peterson et al., 2000; Reed et al., 2004).

Increased self-efficacy of students can occur when teachers set clear expectations for learning (Wigfield, 2004; Reed et al., 2004) and increase opportunities for collaboration in the classroom (Strickland & Alvermann, 2004; Wigfield, 2004). The use of specific

strategies and instruction in specific areas is also beneficial and supported by research; these practices include

- The use of graphic organizers in content area classrooms (Horton, Lovitt, & Bergerud, 1990).
- Targeted vocabulary instruction focused on academic language and content-specific terminology (Sedita, 2005).
- Explicit instruction in reading comprehension strategies (Cunningham & Allington, 2007; Allington, 2001; Dole, Duffy, Roehler, & Pearson, 1991; Fielding & Pearson, 1994; Armbruster, Anderson, & Ostertag, 1987; Raphael & Pearson, 1985; Baumann, 1984), which also leads to increased motivation (Schunk, Pintrich, & Meece, 2008).
- Opportunities for increased collaboration and interaction (Strickland & Alvermann, 2004; Wigfield, 2004).

Engagement increases when teachers are strategic in supporting deeper conceptual knowledge (Guthrie & Wigfield, 2000) and make the purpose and goals of activities transparent to students (Cunningham & Allington, 2007; Wigfield, 2004).

English Language Learners

English language learners (ELLs) are one of the fastest-growing groups in the United States (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). The size and proportion of this population continues to increase; in the 2013–2014 academic year, nearly 10% of the U.S. public school students—an estimated 4.5 million—were ELLs (NCES, 2015). The specific needs of ELLs should therefore influence the instructional choices of classroom teachers.

ELLs need specific instruction in academic language. As Francis and colleagues (2006) explain, students learning English often possess strong skills in conversational English but lack the academic language necessary to succeed in content area classrooms. They argue, "Mastery of academic language is arguably the single most important determinant of academic success for individual students" (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006, p. 5).

Based on a synthesis of research on the needs of ELLs, Francis and colleagues (2006) concluded that effective instruction for ELLs must include these six elements:

1. Content area teachers must address ELLs' literacy needs (through explicit strategy instruction and meaningful literacy activities);

2. Teachers must provide instruction in academic language (through direct, varied, frequent, and systematic instruction in words and word-learning strategies);

3. Comprehension strategy instruction should be made explicit (through strategies instruction, teacher modeling, and scaffolded practice opportunities);

4. ELLs must receive intensive academic writing instruction (through meaningful writing assignments, with opportunities to see models and receive feedback);

5. Teachers should diagnose students' areas for growth and of strength, and monitor progress through ongoing assessments; and

6. Teachers should provide targeted reading skill instruction for those ELLs with specific needs.

Prior reviews of research (see, for example, Fitzgerald, 1995b) support the use of explicit vocabulary instruction, a focus on text structure, and comprehension strategy development.

One significant challenge for ELLs is that they are often learning the language of instruction as they attempt to learn the content. Despite this, research suggests that instructional practices that are effective for general student populations are also effective for ELLs (Fitzgerald, 1995a). ELLs benefit from targeted vocabulary instruction, the integration of reading and writing, regular opportunities to write, and appropriate small-group interventions (Baker et al., 2014). Research has determined that other specific strategies and approaches are particularly beneficial for students learning English in U.S. classrooms, including the use of technology (Silver & Repa, 1993; Lopez, 2010) and the importance of rigor and high academic expectations (Gibbons, 2009; Walqui & van Lier, 2010).

Advanced Learners

Teachers must also attend to the needs of gifted students and advanced learners in order to maintain high levels of engagement for these students (Rogers, 2007; Tomlinson, 1997; VanTassel-Baska & Brown, 2007). Teachers can create learning environments that feature characteristics demonstrated to be most effective for this population, including ongoing assessment, options for learning, varied pacing, engaging tasks, and flexible grouping (Tomlinson, 2004).

Gifted and advanced students need a challenging, enriched classroom environment that includes open-ended questions and frequent opportunities for problem-solving (George, 1993; Johnsen & Ryser, 1996; Rogers, 2007). As with other populations, cooperative learning has been emphasized for its benefits for high-achievers (Slavin, 2002).

Advanced students also need sufficient opportunity for independent, self-directed learning: "A synthesis of the research on gifted learning styles (Rogers, 2002) showed that ahead of all other forms of instructional delivery, when compared to regular learners, gifted learners are significantly more likely to prefer independent study, independent projects, and self-instructional materials" (Rogers, 2007).

Students with Varied Learning Styles

Effective instruction addresses multiple modes of learning and reflects the various learning styles of students in the classroom. When there is a match between instructional approaches and students' individual learning styles, students achieve at higher levels (Cotton, 1995; Dunn, Beaudry, & Klavas, 1989; Joyce, Weil, & Calhoun, 2000; Kellough & Kellough, 2003). It is essential that teachers use a variety of modes to deliver instruction. This maximizes student learning and allows students to build on their strengths (Kapusnick & Hauslein, 2001). Because "the same instructional environment, methods, and resources will be effective for some learners and ineffective for others" (Burke & Dunn, 1998, p. 104), it essential that teachers use various modes throughout their lessons and throughout the school year.

Students with Varied Cultural Backgrounds

Instructional content is particularly impactful for students from diverse cultural backgrounds. It is essential that within social studies classes multiple perspectives are presented and engaged (Parker, 2005), in order to not only build historical thinking skills, but also to reflect the lives and backgrounds of all of the students in the classroom (Arroyo & Rhoad, 1999).

A multicultural approach to social studies acknowledges and examines the way in which our "culture and society emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that make up U.S. society" (Banks, 2001, p. 235). The promotion of an active, civic life in our society requires attention to and understanding of the diverse perspectives represented.

According to the Center for Research on Education, Diversity, and Excellence (CREDE, 2011), there are five main standards for the education of students from diverse backgrounds:

1. Teachers and students work together;
2. Literacy skills are developed across the curriculum;
3. Lessons are meaningful, and connections are made to the outside world;
4. Lessons are challenging and encourage complex thinking; and
5. Dialogue is emphasized.

The emphasis on these characteristics in *HMH Social Studies* ensures that teachers committed to the principles of multicultural education will be able to find resources and tools that bridge multiple perspectives and value multiple, diverse voices.

From Research to Practice

Differentiation in the HMH Social Studies *Series*

The *HMH Social Studies series* supports the learning of all students.

The **Teacher's Guide** of each program includes multiple opportunities and suggestions in each lesson for differentiating instruction:

- Below Level – Below-level activities designed for all students encountering new material
- At Level – Intermediate-level activities designed for average students
- Above Level – Challenging activities designed for honors and gifted and talented students
- Tiered Activities
- Collaborative Learning
- English Language Learners
- Struggling Readers

LEVELED ACTIVITY

Assess Opportunity Costs
Time 30 minutes

Objective Students will demonstrate an understanding of the opportunity costs of economic choice. (Opportunity cost is discussed in Section 2.)

Basic	On Level	Challenge
You have won $1,000 in a contest. Create a three-column chart. In the first column, list how you would spend the money. You can divide it up any way you like. In the second column, write a gain from each choice. In the third column, write what you would give up with each choice.	You have won $1,000 in a contest. Make a list of possible uses for that money. Then draw up a plan for spending it, dividing it in any way that you like. Write a paragraph explaining the trade-offs involved in your choices and identifying the opportunity costs.	You have won $1,000 in a contest. Make a list of possible uses for that money. Then draw up a plan for spending it, dividing it in any way you like. Write an essay explaining your motivation for each choice, as well as the trade-offs and opportunity costs.

SECTION 1 PROGRAM RESOURCES

ON LEVEL
Lesson Plans
• Core, p. 1
Unit 1 Resource Book
• Reading Study Guide, pp. 1–2
• Economic Simulations, pp. 47–48
• Section Quiz, p. 9

STRUGGLING READERS
Unit 1 Resource Book
• Reading Study Guide with Additional Support, pp. 3–5
• Reteaching Activity, p. 10

ENGLISH LEARNERS
Unit 1 Resource Book
• Reading Study Guide with Additional Support (Spanish), pp. 6–8

INCLUSION
Lesson Plans
• Modified for Inclusion, p. 1

GIFTED AND TALENTED
NCEE Student Activities
• Scarcity, Opportunity Cost, and Production Possibilities Curves, pp. 1–4

TECHNOLOGY
Online Student Edition
PowerPoint Presentations
Economics Concepts Transparencies
• CT1 Four Factors of Production
Daily Test Practice Transparencies, TT1

Meeting the Needs of Special Populations in HMH Social Studies

Struggling Learners

The program meets the needs of struggling learners in specific ways:

- Specific program features at each section—**Key Concepts** and **Taking Notes**—aid struggling learners.
- Visual **Chapter Summaries** support struggling readers with the big ideas of the chapter.
- Section sub-headings make the text more considerate for struggling readers.
- **Reading Checks** help struggling readers self-monitor comprehension and keep them actively focused on comprehending.
- **Maps, visuals, and charts** make content accessible to all students.
- Both the print and online program components tell compelling stories with online visuals that are designed to grab students' interest and stimulate and encourage learning.
- **Reading Study Guides** help guide students as they read, take notes while reading adapted-level summaries, practice skills, and assess their understanding of content.
- The **Student eBook** presents students with embedded audio at the point-of-use.

DIFFERENTIATING INSTRUCTION

Struggling Readers

Use Heading Structure and Graphics
Help students recognize the clues that reveal the key points and organization of the material in this section. Point out that each main heading begins with a Key Concepts introduction that raises the most important points. Then, explain that the subheads (here they identify the factors of production) signal the important ideas. Also point out that a graphic may represent main ideas, as Figure 1.1 does. In addition, the Quick Reference tabs in the margins provide definitions for key words.

English Learners

Relate Words to One Another
Point out the parts of the word *entrepreneurship.* Explain that it is from the Old French word *entreprendre,* which means to undertake. Point out the prefix, the root, and the suffix. *Entre* means between or across; *preneur* is from *prendre,* which means to take; and *ship* is an English suffix meaning state of being. "Ship" always signals a noun form of the word. Mention that *entrepreneur* is closely related to the word *enterprise,* another key economic term.

English Language Learners

The program meets the needs of English language learners (ELLs) in specific ways:

- **Guided Reading Workbook** and **Spanish/ English Guided Reading Workbook** help guide students as they read, take notes while reading adapted-level summaries, practice skills, and assess their understanding of content.
- **Graphs, visuals, photographs, and charts** augment the text and make the content accessible to all students, including ELLs.
- **Full-text audio** allows students to listen to the narrative as they read.
- The specific vocabulary needs of ELLs are met through explicit definitions of **Key Concepts** and the program's attention to **Academic Vocabulary.**
- Section sub-headings make the text more considerate for ELLs.
- **English and Spanish glossaries** are included as references in both the print and online versions of the program.

Advanced Learners

The program meets the needs of advanced learners in specific ways:
- **Enrichment Activities** are provided at the end of each lesson and provide opportunities for students to further explore the content and ideas presented. (See example below.)
- **Tiered Activities and Advanced/Gifted Activities** in the Teacher's Guide allow teachers to meet the needs of advanced students.

DIFFERENTIATING INSTRUCTION

Inclusion

Relate to Everyday Life
Within a small group, have three pairs of students talk through the choices involved in shopping for, cooking, and sharing an evening meal. Each pair should focus on one of the stages and its related economic question. For example, one pair will talk through shopping for the meal, thereby addressing the question "What to produce." The second pair will concentrate on how to produce it, depending upon available supplies. The third pair will talk through the sharing of the meal.

Gifted and Talented

Evaluate Teens' Economic Power
Group students and have them create a presentation on the power of teenagers in the American economy. Direct students to use their personal experience to determine ways in which teenagers are significant economic decision-makers. Have them address these questions in their presentation: Which economic question do they play the greatest role in answering? In what categories of goods and services are teenagers an economic force? What influences teenagers' economic choices?

Students with Varied Learning Styles

The program meets the needs of students with varied learning styles in specific ways:

- Multiple options for activities are designed to address various learning styles;
- Graphic organizers are provided to aid visual learners;
- Thought-provoking questions for discussion help students who learn best through collaborative, discussion formats;
- Pictures in *HMH Social Studies* make abstractions of time and space more real;
- Maps help readers associate ideas with locations;
- A visual summary at the end of each chapter provides another way for students to remember important ideas and events;
- The **Student eBook** features audio at point-of-use for students who learn better when information is presented aloud rather than in print;
- **Multimedia Connections** provided through the *HISTORY®* partnership engage visual and verbal and auditory learners through effective multimedia instruction; and

Activities marked with the **Learning Styles** symbol are specifically noted as to what type of learner each activity is best suited for—including:

- **Verbal/Linguistic** learners,
- **Visual/Spatial** learners,
- **Interpersonal** learners,
- **Kinesthetic** learners,
- **Logical/Mathematical** learners, and
- **Auditory/Musical** learners.

Students from Varied Cultural Backgrounds

HMH Social Studies meets the needs of students from diverse cultural backgrounds through the use of cooperative learning, content-specific literacy skills, and opportunities for reading, writing, speaking, listening, and viewing. Specific activities and components of these areas have been described in detail in previous sections of this report.

In addition, *HMH Social Studies* meets the needs of students with varied cultural backgrounds by

- Presenting multiple, often contrasting points of view on issues to stimulate deeper engagement and more learning in line with research on multicultural education (Parker, 2005).
- Incorporating a thematic approach—with themes that allow for exploration of topics such as cultural diversity, democracy, immigration, science and technology, and women in history.

Strand 5: Assessment

The effect of assessment for learning, as it plays out in the classroom, is that students keep learning and remain confident that they can continue to learn at productive levels if they keep trying to learn. In other words, students don't give up in frustration or hopelessness.

– Stiggings, 2002, p.5

Effective instruction depends on sound instructional decision-making, which, in turn, depends on reliable data regarding students' strengths, weaknesses, and progress in learning content and developing literacy.

– Afflerbach, 2004, in National Institute for Literacy, 2007. P. 27

Defining the Strand

Teachers need reliable information about student learning in order to make instructional decisions that can increase achievement. Diagnostic and formative assessments are essential for making determinations about which students are ready for or need specific learning activities (National Institute for Literacy, 2007). Through formative assessments, teachers are able to track student progress and make adjustments accordingly.

Used effectively, assessment is an essential tool for improving classroom teaching and learning. One requirement for an effective assessment system is that varied approaches are used so that a complete, robust picture of student knowledge and skills can be obtained. Diagnostic assessments reveal starting points for instruction, and formative assessments can show progress and have a positive effect on learning (Black & Wiliam, 1998b; Cotton, 1995; Jerald, 2001). Formative assessment is key for teachers to differentiate instruction and meet the needs of all students.

The *HMH Social Studies* series provides effective assessment resources to support teaching and learning. It supports teachers in collecting data about student acquisition of knowledge and skills so that they are able to assess their own instructional approaches and make adjustments. Assessment leads to reflection and precise action based on what is and is not working instructionally. Teachers must provide feedback to students and be clear with them about the goals that are driving instruction. Instruction must align with these goals and the assessments used in order to fully address students' needs. Ongoing assessment of this type has the potential to improve student learning (Fuchs, 2004; Black & Wiliam, 1998b; Cotton, 1995; Jerald, 2001). Formative

assessment requires less attention to grades and more attention to student progress and the determination of what comes next (Breakstone & Wineburg, 2015).

Research That Guided the Development of *HMH Social Studies*

Varied Approaches to Assessment

Students deserve multiple, varied opportunities to demonstrate their understanding and reflect on what they have learned. One approach to assessment that allows for this kind of deep and more complete measure of understanding is the use of performance-based assessments (Hibbard, 1996). Performance-based tasks are varied in their approach and can be used for formative or summative purposes. According to Darling-Hammond (2010b), countries with the most robust systems of assessment "emphasize deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis, and critical thinking." These "nations use open-ended performance tasks…to give students opportunities to develop and demonstrate higher-order thinking skills" (p. 3).

Performance-based assessments are beneficial because of their focus on authentic, real-world tasks (AERA, APA, & NCME, 1999; Fox, 2004). These assessments reflect "what is important to teach and…what is important to learn" (Lane, 2013, p. 313). In addition, performance-based assessments measure multiple dimensions of learning (Marzano, Pickering, & McTighe, 1993). Performance-based assessment should be aligned to rigorous standards, focus on challenging tasks, and measure "the depth and breadth of standards as well as all areas of the curriculum" (Darling-Hammond, 2010b, p. 1). Finally, these types of assessments lead to better retention of information than traditional multiple-choice tests (Roediger & Karpicke, 2006; McDaniel, Roediger, & McDermott, 2007).

Ongoing Assessment

Formative assessment includes formal and informal measures used to gather data and assess student understanding. Ongoing, formative assessment allows teachers to adapt instructional decisions and ensure that students' needs are met in the classroom; formative assessment happens throughout teaching rather than at the end (Heritage, 2007). Teachers monitor student learning through formal tools (e.g., quizzes and

essays) and informal ones (e.g., checks for understanding and discussions) to check progress and make needed adjustments (Cotton, 1995; Christenson, Ysseldyke, & Thurlow, 1989).

The Committee on Defining Deeper Learning and 21st Century Skills identified formative assessment as a key component of 21st-century learning (NRC, 2012). Formative assessment, the Committee argues, should be used to "(a) make learning goals clear to students; (b) continuously monitor, provide feedback, and respond to students' learning progress; and (c) involve students in self- and peer assessment" (NRC, 2012, p. 182).

Formative assessment can lead to student gains in learning when it is directly tied to the curriculum and accurately reflects the outcomes of instruction (Stecker, Fuchs, & Fuchs, 2005). Part of the power of formative assessment lies in providing timely, regular feedback to students on their performance (Black & Wiliam, 1998a, 1998b). In addition, this type of assessment can be especially helpful for struggling students and students with mild learning disabilities (Black & Wiliam, 1998b; Christenson, Ysseldyke, & Thurlow, 1989).

"Effective instruction depends on sound instructional decision-making, which, in turn, depends on reliable data regarding students' strengths, weaknesses, and progress in learning content" (National Institute for Literacy, 2007, p. 27). Teachers who employ formative assessment and use the results to improve instruction demonstrate a greater sense of self-efficacy (Coyne & Harn, 2006).

From Research to Practice

Varied Approaches to Assessment in HMH Social Studies

Each module in *HMH Social Studies* Student eBooks includes varied assessment activities, including:

- **Reviewing Key Concepts** and **Critical Thinking** questions to help students monitor their own understanding of the written material.
- **Chapter Assessments** with terms and names for identification, graphic organizers for note-taking, and critical thinking questions. The assessments include varied question types (see images below) and may be assigned and taken online.

- **Interactive Reviews** include quizzes, games, and study guides to promote student self-assessment and development.
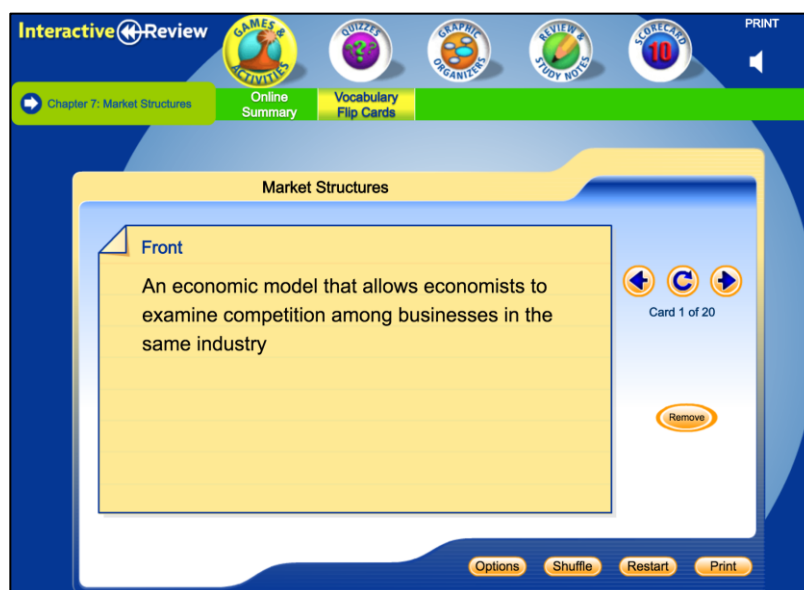

Ongoing Assessment in HMH Social Studies

HMH Social Studies builds sequentially and provides teachers with in-depth views of their students' content knowledge and skills through **Chapter Assessments** and **Review & Study Notes.** Additional assessment tools provided online can provide further information for teachers to use for instructional planning.

Formative assessment is a key component within the design of *HMH Social Studies*. In each corresponding section of a program, **Chapter Assessments** ask students to consider the significance of people and ideas; identify and describe the main ideas and important details; and think critically and inferentially.

Module Reviews provide information for teachers and students about how well students can

- Demonstrate ability in key social studies skills (e.g., analyzing sources) and reading comprehension skills;
- Recall key concepts, as well as identify important social studies themes;
- Demonstrate comprehension and critical thinking; and
- Write about chapter content and concepts.

HMH Social Studies online components support further, self-guided assessment through such features as the **Reading Study Guides,** where students can assess their understanding of content.

Program Assessments contain End-of-Module, End-of-Benchmark, and End-of-Year Assessments and can be automatically scored for immediate feedback.

Assignment Name	Due Date ▼	To Grade	Not Started
Lesson Assessment: The English Colonies, Lesson 4	02/28/2017	2	2
📝 Essential Question Writing Activity:The English Colonies, Lesson 4	02/18/2017	12	12
Document Based Investigation Writing Activity: The English Colonies	02/12/2017	3	3
Student eBook: The English Colonies, Lesson 1: The Southern Colonies	02/12/2017	2	2
📝 Module Assessment: The English Colonies	02/08/2017	1	1
Student eBook: New Empires in the Americas, Lesson 4: The Race for ...	02/06/2017	6	6
Lesson Assessment: New Empires in the Americas, Lesson 4	02/04/2017	0	0
Document Based Investigation Writing Activity: New Empires in the ...	02/04/2017	1	1
Lesson Assessment: New Empires in the Americas, Lesson 3	02/01/2017	0	0

Performance Report: Assessments

Assessment Proficiency
ALL STUDENTS | MAR 01 2017 - JUL 31 2018

- 🟧 0% - 64% 🟨 65% - 79% 🟩 80% - 100%
- ⬛ No data

Assessment Average
ALL STUDENTS | MAR 01 2017 - JUL 31 2018

- 🟧 0% - 64% 🟨 65% - 79% 🟩 80% - 100% ⬛ No data
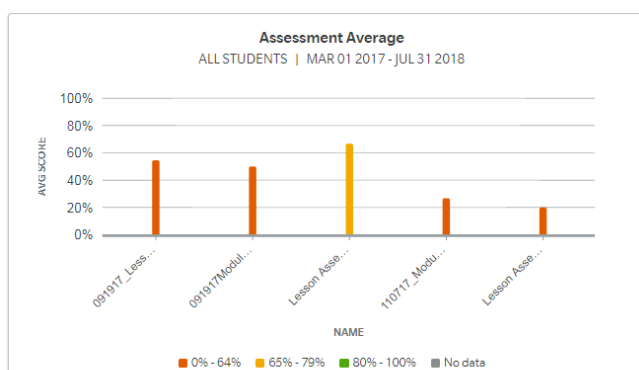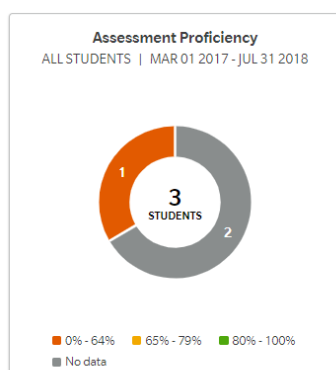
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